

Guided & Shared Reading

- Comprehension & Engagement for All Abilities
- Four Blocks Literacy Framework



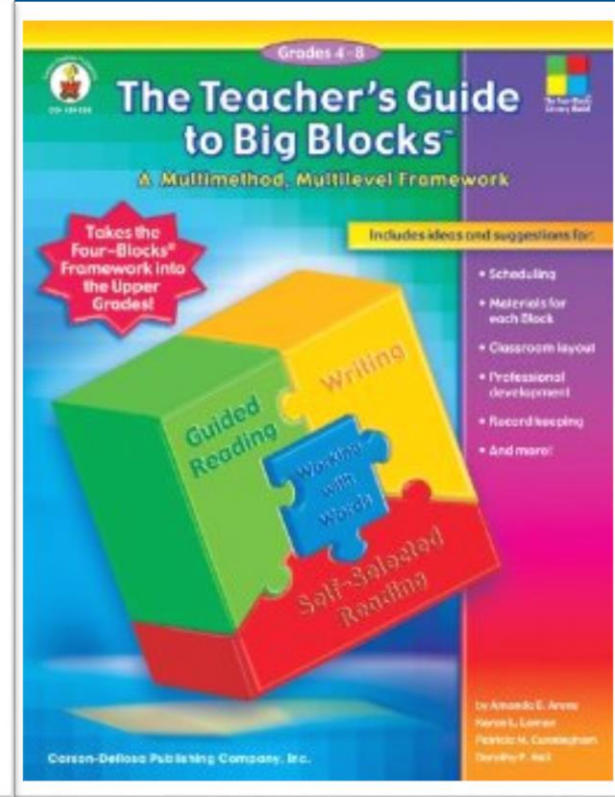
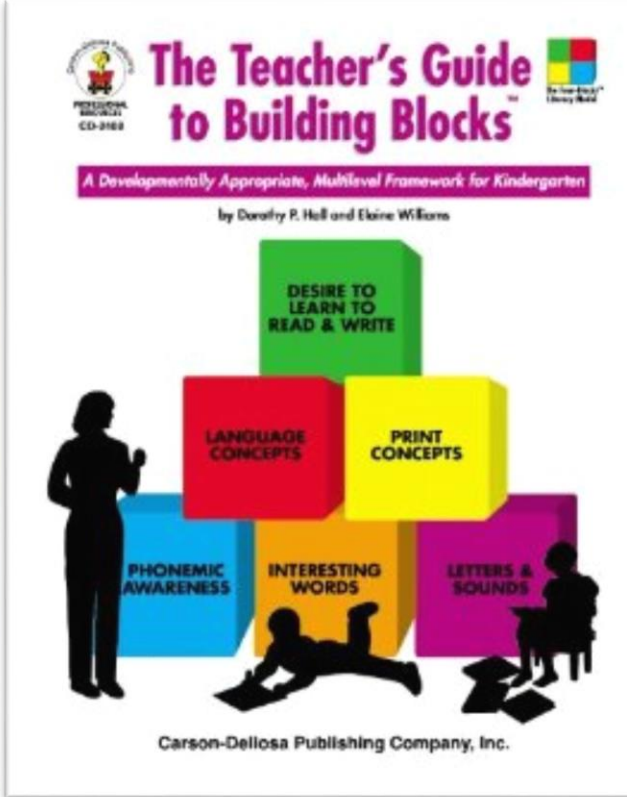
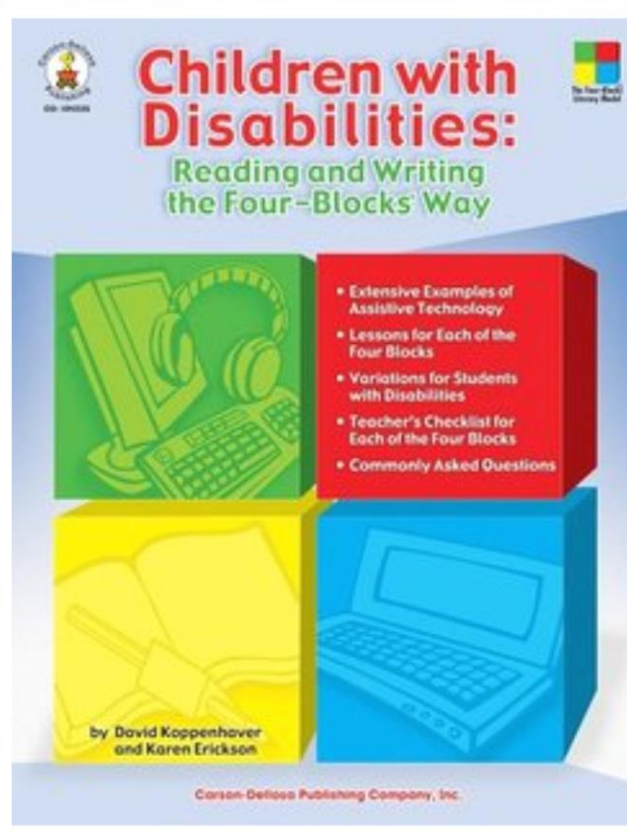
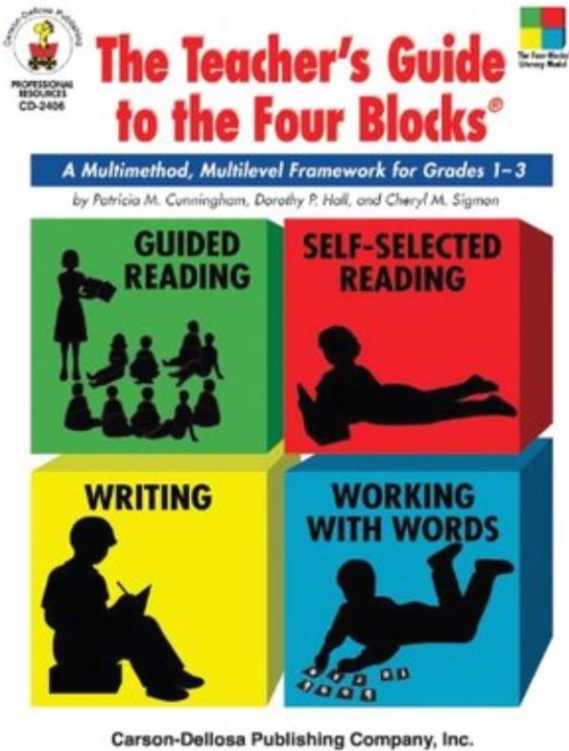
Kayna Plaisted

Karen Erickson & Dave Koppenhaver



- Experts in literacy and disability from North Carolina
- Dave Koppenhaver was the founder and Karen Erickson is the Director of the Center for Literacy and Disabilities at the University of North Carolina, Chapel Hill (CLDS)
- The two have worked together for more than 25 years conducting research and developing methods and materials focused on literacy assessment and intervention for students with complex communication need and other disabilities.
- You can learn more about their research at <http://www.med.unc.edu/ahs/clds>

Resources



Guided or Shared Reading Specific Resources



- Shared Reading Free Webinars:
 - Preschool examples
 - <http://www.readingrockets.org/article/dialogic-reading-effective-way-read-preschoolers>
 - <http://community.fpg.unc.edu/connect-modules/learners/module-6>
 - Nonverbal examples
 - <http://dlmpd.com/all-modules-organized-by-claim/>
- Fidelity Checklists:
 - Conventional
 - End of every chapter in The Teacher's Guides
 - Emergent
 - <http://www.project-core.com/implementation-resources/>

Does the student:

- Know most of the letters most of the time?
- Engage actively during shared reading?
- Have a means of communication and interaction?
- Understand that writing involves letters and words?

No

Yes

Daily Emergent Interventions

- Shared Reading
- Predictable Chart Writing
- Alphabet & Phonological Awareness
- Independent Writing with access to full alphabet
- Self-Directed Reading
- Symbol-based Communication (with few exceptions)

Daily Conventional Interventions

- Guided Reading (Anchor-Read-Apply)
- Word Study (Key Words + Making Words)
- Writing
- Self-Directed Reading
- Communication with symbols + spelling

Does Your Classroom have ALL Students who are Emergent or Conventional?

No

Yes

Combine the Emergent and Conventional Interventions

- Shared Reading AND Guided Reading
- Alphabet & Phonological Awareness During Word Wall & Making Words
- Predictable Chart Writing (Share the Pencil)
- Writing Instruction (Conventional Only)
- Self-directed Reading
- Independent Writing

Use the list of Emergent OR Conventional Interventions

Guided & Shared Reading



- **5 Day Process**
 - Both Guided and Shared Reading read the same text over multiple days for a different purpose or interaction
- **Guided** is for *conventional students* only
 - To maximize thinking
- **Shared** is for *emergent students* but conventional students can participate
 - To maximize interactions
- If you have a mixed class do both!

Guided Reading: Anchor Read Apply



- Anchor (before)
 - Build or activate background knowledge or personal connection making
 - *Anchor the concept you are reading for*
 - **Set a clear purpose for reading/listening**
- Read (during)
 - Reading/listening for bulk of time (minimal talking during text reading)
- Apply (after)
 - Complete a task *directly related to purpose*
 - Follow up and feed back

Example of Anchor Read Apply

- Live Example
 - Planning
 - Get the Egg



Skills for Anchor Read Apply



- Follow the standards or your district Essential Learning Outcomes/Power Standards
- Pace yourself and formatively assess Reading for the same thing gets us no forward movement
- Anchor ideas: Anchor Charts (google it), video on topic, practice in classroom, complete smart board activity, graphic organizers, Reading A-Z Packs

Reading Variations



- Same book read multiple times over a week
- Best practice is reading 1x/day for 5 days in a row
- MAKE IT FUN
- While we are reading *today* we are going to _____ read:
 - Choral (everyone reads)
 - Echo (I read then you all echo it back to me)
 - Scream
 - Whisper
 - Vocabulary STOP! (follow along and scream at me to stop at the vocabulary word)
 - Teacher read
 - Computer read
 - Partner (turn taking)
 - Silent Reading
 - Pointer

Planning Structures

- Single scripts in ARA format
- Plan of comprehension skills introduced
- Weekly Grid of Scripts related to books
- Monthly formative process

Predictable Chart Writing of the week The Book of the week Word Wall words of the week Writing topic	Monday A: Anchor R: Read A: Apply Guided Reading Brainstorm	Tuesday A: Anchor R: Read A: Apply Guided Reading Draft	Wednesday A: Anchor R: Read A: Apply Guided Reading Revise	Thursday A: Anchor R: Read A: Apply Guided Reading Edit	Friday A: Anchor R: Read A: Apply Guided Reading Final Draft
Week: 1 My first name is ____. Sam Word 1: sat Word 2: at Word 3: mat Word 4: see Word 5: I What is all around you?	Day 1 A: Picture walk through the book and predict what the book is about. Write predictions on board R: Read to see if your prediction was true, stop partially through the book to double check predictions & make new ones based on what you have read stop partially	Day 2 A: Watch URW1D1 concept talk video discuss what is around you at home R: Read to list what is around Sam at home A: List on board together what is around Sam at home. (Use book for visual prompting as needed) Choice of Things to write about	Day 3 A: Watch URW1D1 Read & Comprehend Literary Elements R: Read to identify who were the two main characters in the story A: Discuss who the main characters were Add a title mini lesson	Day 4 A: Discuss settings and identify our setting (school, classroom etc.) R: Read to identify the setting in the story A: Write answers on board Sentences end with a period mini lesson	Day 5 A: Talk about the cover and title of the book R: Read to talk about the book together A: Use the teacher's book G1URV1 pg. DI 18 to help with ideas Final draft best handwriting

Questions About Guided Reading?



Does the student:

- Know most of the letters most of the time?
- Engage actively during shared reading?
- Have a means of communication and interaction?
- Understand that writing involves letters and words?

No

Yes

Daily Emergent Interventions

- Shared Reading
- Predictable Chart Writing
- Alphabet & Phonological Awareness
- Independent Writing with access to full alphabet
- Self-Directed Reading
- Symbol-based Communication (with few exceptions)

Daily Conventional Interventions

- Guided Reading (Anchor-Read-Apply)
- Word Study (Key Words + Making Words)
- Writing
- Self-Directed Reading
- Communication with symbols + spelling

Guided & Shared Reading



- **5 Day Process**
 - Both Guided and Shared Reading read the same text over multiple days for a different purpose or interaction
- **Guided** is for *conventional students* only
 - To maximize thinking
- **Shared** is for *emergent students* but conventional students can participate
 - To maximize interactions
- If you have a mixed class do both!

Shared Reading



The reader ...

- Encourages communication
- Follows student's interests
- Attributes meaning to all attempts
- Makes connections between book & student's experiences
- Thinks aloud to model thought processes
- Models using student's communication symbols

The student...

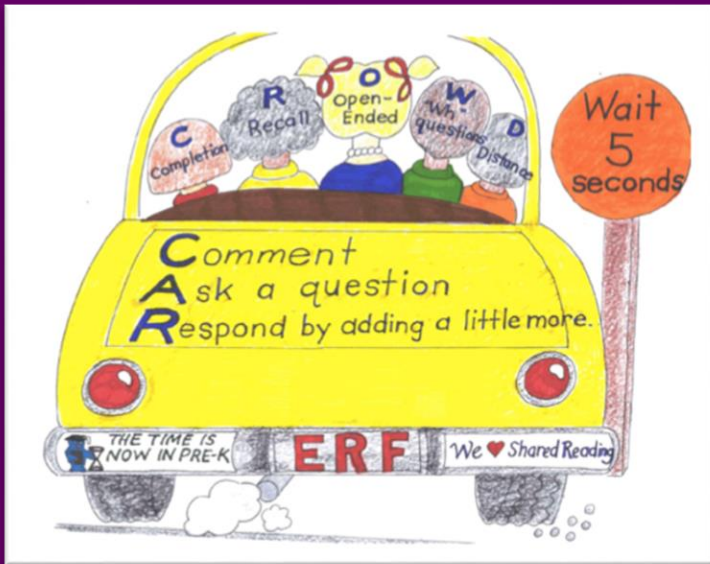
- Leads the activity!

Preparing for Shared Reading



- Students have an individual communication system that meets their needs
- Content and complexity of book is appropriate for age/grade/ability of students
- Book is interesting to students
- Core based scripts have been preplanned and are used within the lesson



During Shared Reading



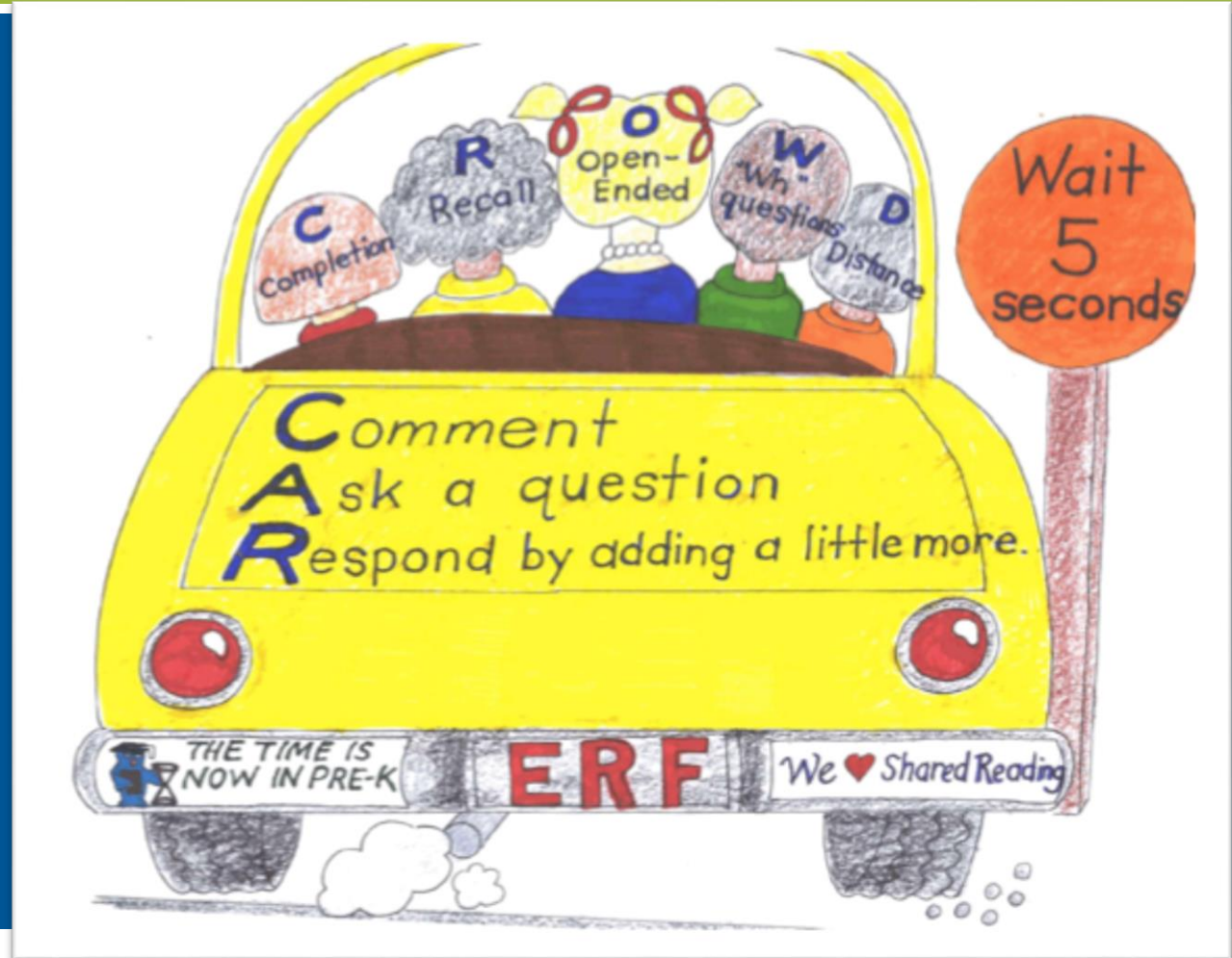
- Follow the CROWD & CAR (on next slides) on every other page of the story to guide commenting and questioning
- Do Print Referencing on everyone other page you are not following the CROWD & CAR (*new research!*)
- Recognize, respond to and expand on student's efforts to participate and communicate
- Read with enthusiasm to foster a joy for reading

Shared Reading: Follow the CAR



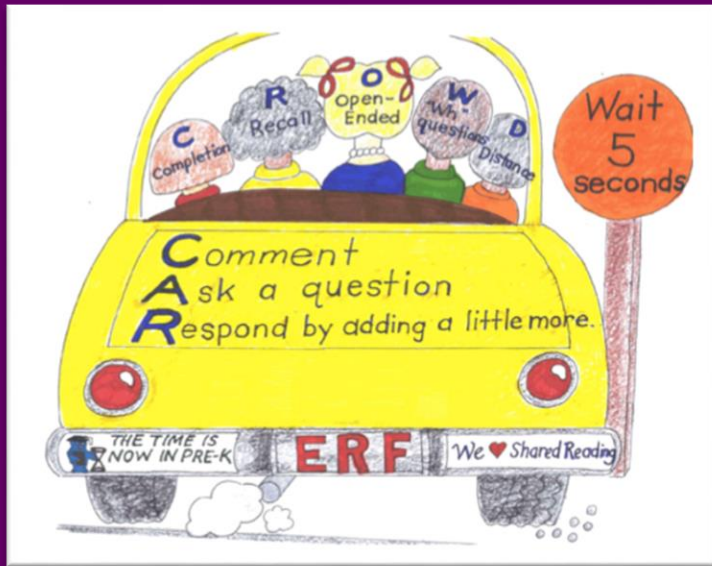
- An approach to structuring shared reading interactions.
- Lead with a **COMMENT**.
 -  STOP and wait 5 seconds. (or in some cases 60 seconds)
- **ASK** a question.
 -  STOP and wait 5 seconds. (or in some cases 60 seconds)
- **RESPOND** by adding more.

Shared Reading: CROWD in the CAR



Corinne Gandy Watson, 2008

Shared Reading: CROWD in the CAR



- Completion: Example, "Brown bear, brown bear, what do you see? I see a white dog looking at _____," letting the child fill in the blank with the word *me*.
- Recall: Example, "Tell me what the little truck did."
- Open-Ended: Example, "Tell me what's happening in this picture."
- WH- : Questions that begin with what, where, when, why, and how.
- Distancing: Example, "You saw animals at the farm. What animal did you see at the farm?"

Strive for Five



- Frequent, extended conversations with adults promote better language and literacy outcomes
- Keep child engaged in conversation
 - Do not let it end after the child has contributed just one or two turns
- Strive For Five
 - Conversation between an adult and a child should go back-and-forth at least five times

Print Referencing



- Interactive style of reading
- Adult highlights features of print
- Verbal (comments, questions, requests)
- Non-verbal (pointing, tracking print)
- Print referencing supports print awareness skills such as print form, print function, letter identification and the relationship between spoken and written language
- Print awareness leads to higher outcomes for future reading achievement

Non Verbal Shared Reading



- Use of open ended, “core” vocabulary allow adults to respond to student multiple times throughout the activity. (Aided Language Stimulation)
- Core vocabulary is flexible and can be used with different books over time.
- Consistent symbol set fosters motor/visual memory
- Consider long term utility. Can these words be used in other activities, settings, etc.?

Erickson and Koppenhaver, Core Vocabulary for Students Who Use AAC.

like 	want 	get 	make 	good 	more 
not 	go 	look 	turn 	help 	different 
I 	he 	open 	do 	put 	same 
you 	she 	that 	up 	all 	some 
it 	here 	in 	on 	can 	finished 
where 	what 	why 	who 	when 	stop 

Examples of Shared Reading



- Live Example
 - Planning
 - Aided Language Stimulation

Ask an open
ended
question
then wait!



Planning Structures

- Single Scripts in CAR & CROWD format
- Scripts printed and placed in book
Post it notes, paper clip etc.
- Weekly Grid of Scripts
- Use of core vocabulary highlighted in script

Predictable Chart Writing of the week	Monday	Tuesday	Wednesday	Thursday	Friday
The Book of the week	Shared Reading C: Comment (Wait 5-60 seconds) A: Ask (Wait 5-60 seconds) R: Reply (Model as needed)	Shared Reading C: Comment (Wait 5-60 seconds) A: Ask (Wait 5-60 seconds) R: Reply (Model as needed)	Shared Reading C: Comment (Wait 5-60 seconds) A: Ask (Wait 5-60 seconds) R: Reply (Model as needed)	Shared Reading C: Comment (Wait 5-60 seconds) A: Ask (Wait 5-60 seconds) R: Reply (Model as needed)	Shared Reading C: Comment (Wait 5-60 seconds) A: Ask (Wait 5-60 seconds) R: Reply (Model as needed)
Letter of Focus					
A _____ grows big.	Day 1 C: (O page 6) "That is a giant watermelon." (Wait 5-60 seconds) A: "Tell me about what you see here." (Wait 5-60 seconds) R: "She is pulling." (Model as needed) C: (W page 11) "I don't know if they can do it." (Wait 5-60 seconds) A: "Who grew the watermelon?" (Wait 5-60 seconds) R: "Mother Hubbard grew it." (Model as needed) C: (R page 15) "They have rosy cheeks." (Wait 5-60 seconds) A: "Do you recall who came to help?" (Wait 5-60 seconds)	Day 2 C: (O page 5) "The watermelon is green." (Wait 5-60 seconds) A: "Tell me about these pages." (Wait 5-60 seconds) R: "That is a watermelon." (Model as needed) C: (D page 9) "It is stuck in the ground." (Wait 5-60 seconds) A: "Tell me about something you have experienced that was stuck." (Wait 5-60 seconds) R: "My window was stuck shut." (Model as needed) C: (W page 12) "They need to pull harder." (Wait 5-60 seconds)	Day 3 C: (W page 3) "It is getting bigger." (Wait 5-60 seconds) A: "What did the watermelon do?" (Wait 5-60 seconds) R: "It grew." (Model as needed) C: (O page 8) "It will not budge." (Wait 5-60 seconds) A: "Tell me about this page." (Wait 5-60 seconds) R: "The watermelon will not move." (Model as needed) C: (C page 10) "They need help." (Wait 5-60 seconds) A: They pulled and pulled	Day 4 C: (R page 3) "She is planting things." (Wait 5-60 seconds) A: "Do you recall what the watermelon grew from?" (Wait 5-60 seconds) R: "A seed." (Model as needed) C: (C page 7) "She can't get it." (Wait 5-60 seconds) A: They pulled and pulled and _____." (Wait 5-60 seconds) R: "Pulled." (Model as needed) C: (D page 16) "They are all pulling." (Wait 5-60 seconds) A: "Tell me about food you have grown." (Wait 5-60 seconds) R: "We grew kale in the	Day 5 C: (R page 2) "She is gardening." (Wait 5-60 seconds) A: "Do you remember the title of this story?" (Wait 5-60 seconds) R: "The enormous watermelon." (Model as needed) C: (C page 7) "It is just too big." (Wait 5-60 seconds) A: They pulled and pulled and _____." (Wait 5-60 seconds) R: "Pulled." (Model as needed) C: (D page 17) "She is pulling humpty dumpty's face." (Wait 5-60 seconds) A: "Tell me about things you pull on." (Wait 5-60 seconds) R: "I pull the

Questions About Shared Reading?



“No one is too anything to be able to read and write.”
-David Yoder

References

Erickson, K. and Koppenhaver D. *Children with Disabilities: Reading and Writing the Four-Blocks Way*. Greenville, North Carolina: Carson-Dellosa Publishing Company, Inc. 2007.

Erickson, K. and Koppenhaver, D. *Vocabulary and Reading Comprehension* [PDF document]. Retrieved from 9th Camp Courage Literacy Camp Wiki at <http://mnliteracy.pbworks.com/w/page/66979088/9th%20Camp%20Courage%20Literacy%20Camp>

Erickson, K. and Koppenhaver, D. *Emergent HO* [PDF document]. Retrieved from mnliteracyintro Wiki at <http://mnliteracyintro.pbworks.com/w/page/123750039/MN%202-Day%20Literacy%20Intro>

- Icons made by [Freepik](http://www.freepik.com) from www.flaticon.com

Facilitated Sharing

- Snowball.....

Write one idea from today you would like to try when working with students?