



Shared and Independent Reading



For students with most significant cognitive disabilities

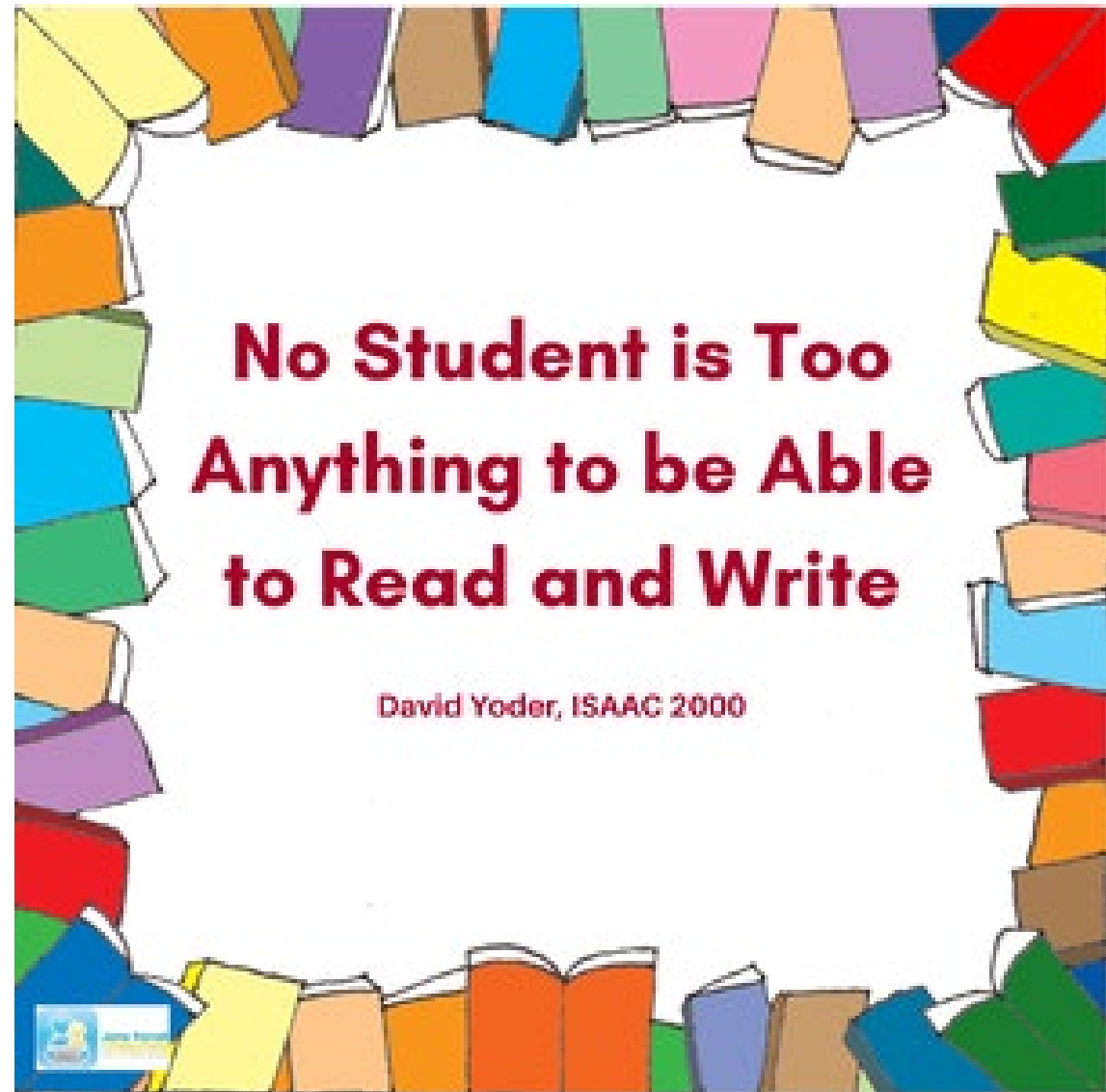
Kansas leads the world in the success of each student.

Objectives

- Learn how to determine if your student is an emergent or conventional reader
- Learn about the CAR and CROWD strategies for shared reading
- Understand what resources are available for Tar Heel Reader and Tar Heel Shared Reader
- Learn about the DLM resources for shared reading
- Learn about resources for independent reading



This is Key!



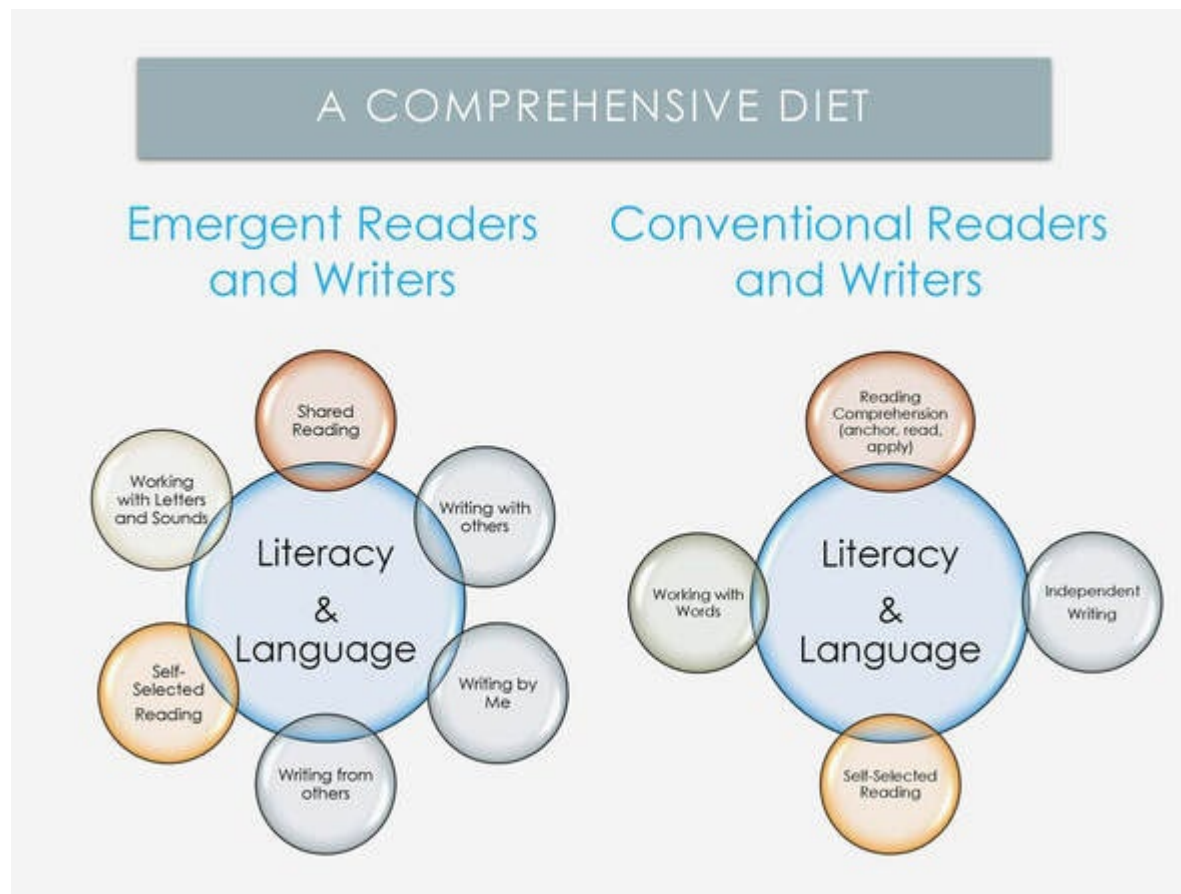
Shared and Independent Reading

“ We are teaching our students how to use the voice within their mind.”



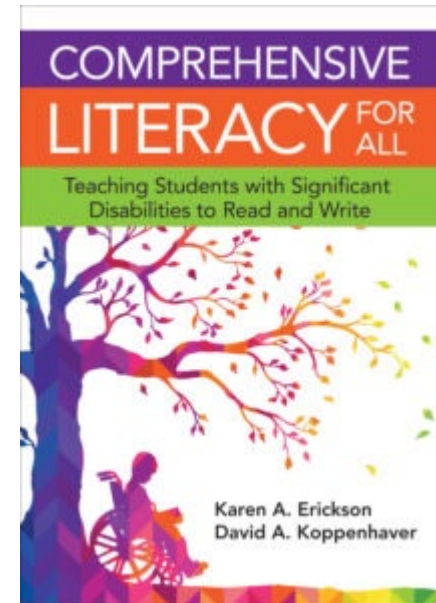
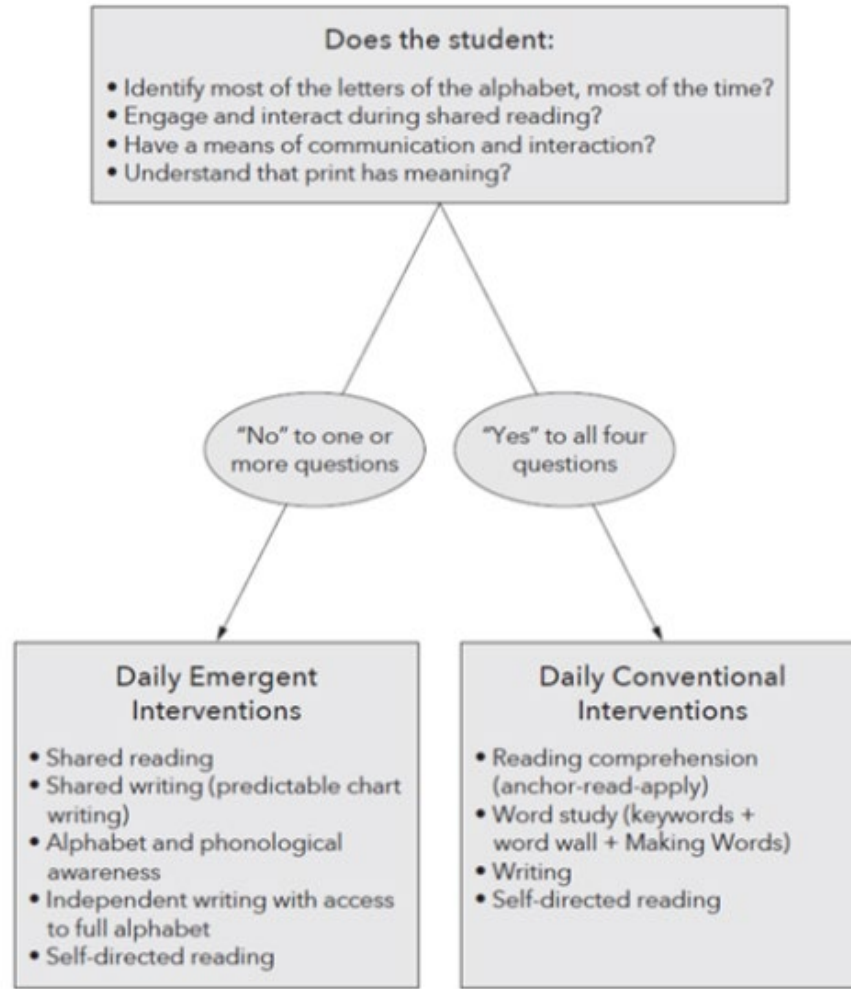
A Comprehensive Diet

Jane Farrall



Emergent vs Conventional Literacy

Engaging the minds of students is one way to reduce challenging behaviors.



Emergent Reading

- All of the behaviors and understandings of learners of any age that precede and develop into conventional reading (Koppenhaver, Colman, Kalman, & Yoder, 1991; Sulzby, 1985)
- Can't identify words out of context
- Often can successfully tell the story of a familiar book
- Can interact with other reading materials that they find interesting when they are given the right kinds of supports and experiences
- They are working to understand the functions of print and print conventions, phonological awareness, alphabet knowledge, and important receptive and expressive language skills (vocabulary, syntax, and narrative skills)



Emergent Readers Must

- Learn why we read
- Build background knowledge and concepts
- Develop understandings of concepts about print
- Develop phonemic awareness
- Learn to identify some concrete words
- Learn to identify some letter names and sounds
- Develop a desire to learn to read



Shared Reading

- Follow students' lead to maximize the engagement
- Encourages students' engagement and interaction to support communication (but not required)
- Builds speaking and listening skills (Expressive and receptive language)



Strategies for Shared Reading

- Labeling objects in the illustrations (“I see a dog.”)
- Talking about what is going on in the book (“That dog is making a big mess.”)
- Referring to real-life connections to the story (“Sometimes we make messes too!”)
- Referencing the print (“There is a *b* like the *b* in your name”)
- Commenting and responding to the student’s initiations and interests rather than reading every page from start to finish

Erickson and Koppenhaver 2020



During Shared Reading



Do

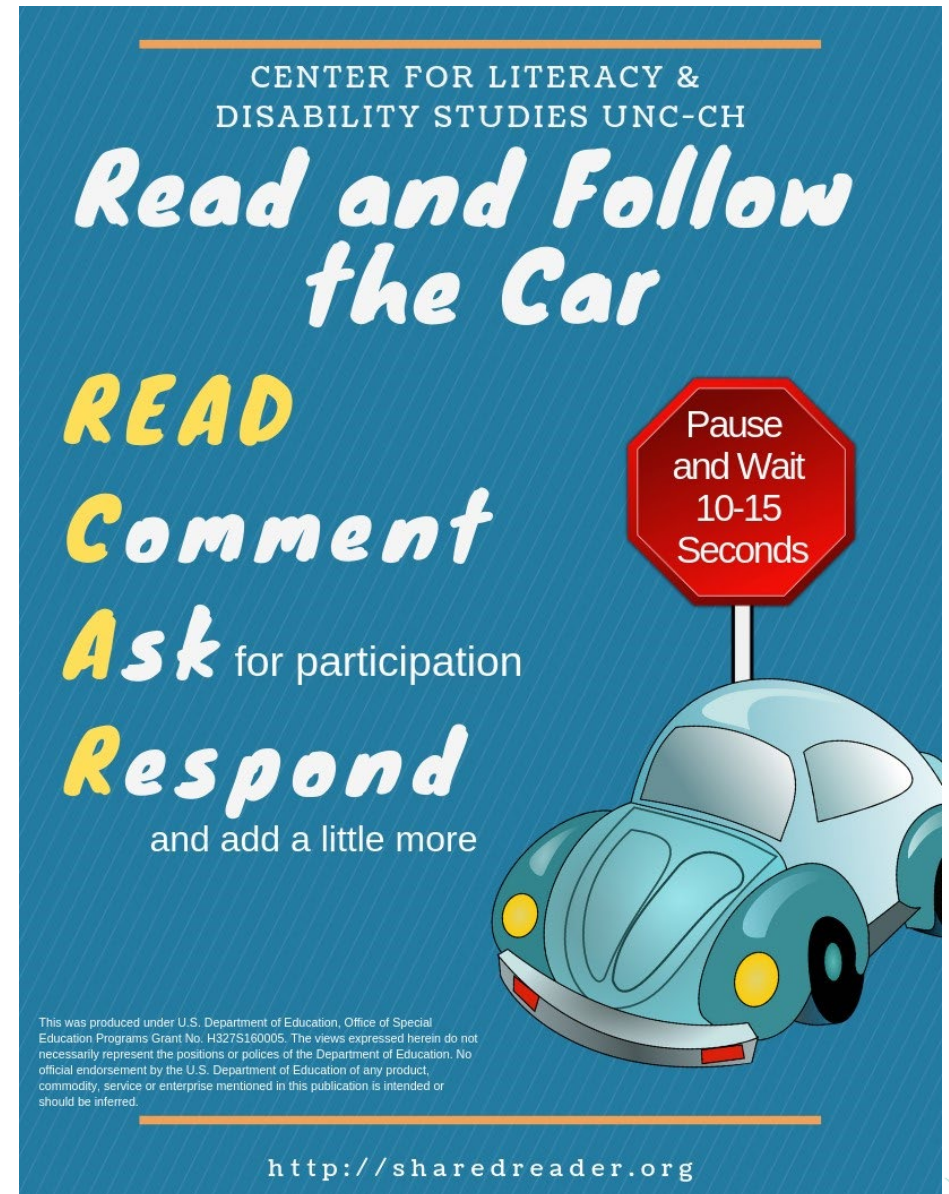
- Read daily
- Set purposes for listening
- Make the book available
- Variety of materials
- Link to students' interest
- Provide language models

Do Not

- Read stories you do not like
- Discourage questions
- Ask questions on every page
- Distract yourself
- Insist on correct answers

C.A.R. Approach

- Comment and wait
- Ask for participation and wait (at least 10 seconds)
- Respond by adding a little more
- [Follow the CAR Planning Form \(PDF\)](#)



CAR Example

(Pointing to the colored umbrella)

C – “Look at the colors!”
Student looks at picture



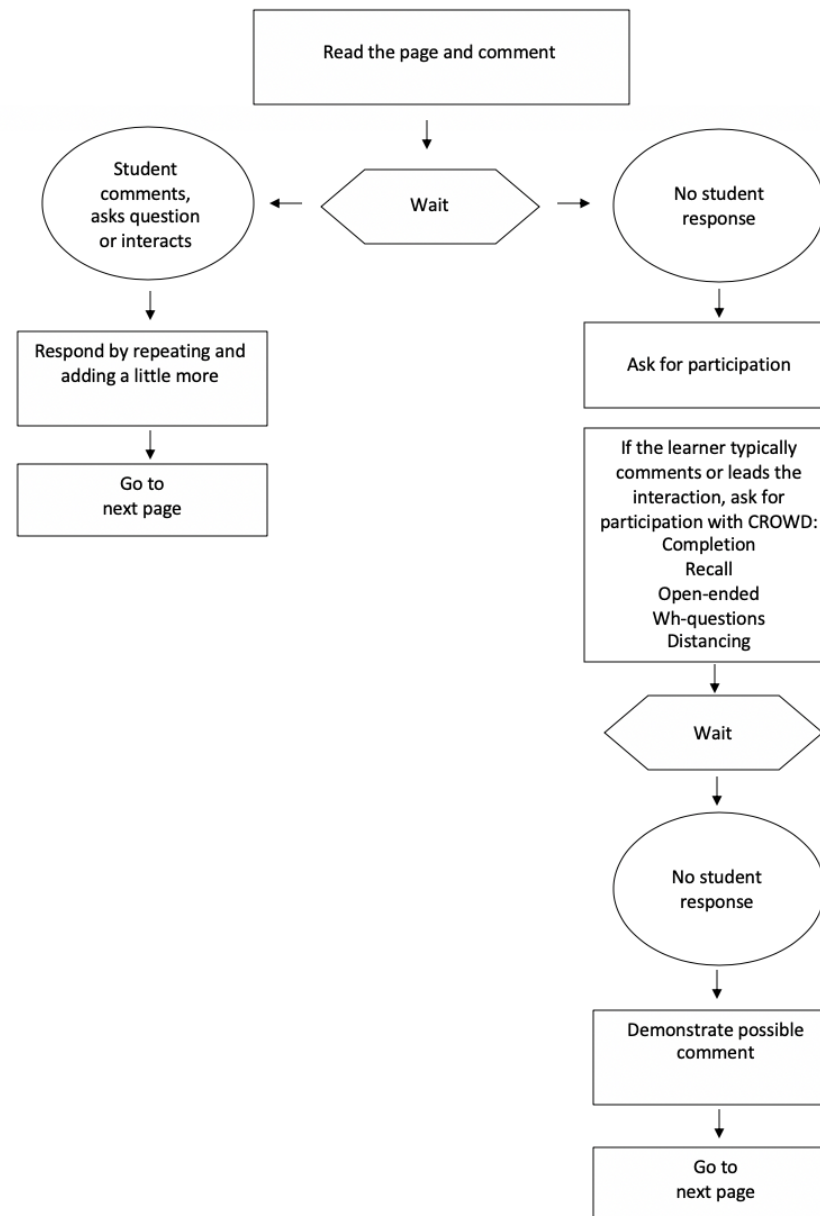
A – “You see that?” (pointing to the purple) I like the purple.

Student: “Red”

R – “Red is a great color!” “I love the colorful umbrella.”



C.A.R. Flow Chart



Aided Language Stimulation and Commenting

Using AAC to talk to a learner while either pointing to or selection icons on a communication device/display

CORE words – identify core vocabulary that can be used to model on the AAC system during shared reading.

Reading vs. Commenting – don't just read the text – make comments about what you are reading!

Content and Print – plan your comments to make comments about the content of the book as well as print referencing.

Comments, NOT Questions – wait to invite the CROWD into the CAR until students are engaged and interacting in the CAR



Commenting with Core

- Identify core vocabulary that can be used to model on the AAC system during Shared Reading. Make sure to model core vocabulary, model all parts of speech, and provide access to the alphabet.
- [Project Core](#) offers comprehensive supports for communication instruction for students with significant cognitive disabilities. The Center for Literacy and Disability Studies developed Project Core in response to needs identified through the DLM Alternate Assessments. **More about the DLM Core Vocabulary**
- [DLM Core Vocabulary Overview \(PDF, 10 pages, 392 KB\)](#) This paper describes the value of using a core vocabulary for students who use augmentative and alternative communication (AAC), particularly when addressing the communication and academic demands of the DLM Essential Elements. The paper also includes a detailed description of the selection and ranking process used to identify the 463 words included in the DLM Core Vocabulary.
- [DLM "First 40" Core Vocabulary \(PDF, 1 page, 281 KB\)](#) This table includes the DLM "First 40" recommended core vocabulary words for students and a description of how these words were selected. The "First 40" core vocabulary words are particularly useful for students who need AAC systems with a limited set of words and symbols due to motor, sensory, and or cognitive challenges.
- [DLM Core Vocabulary-Resource \(XLSX, 27 KB\)](#) DLM Core Vocabulary is a list of words that have been determined to be highly useful for communicating in both social and academic contexts. The words are listed in rank order of utility based on a variety of factors that are fully explained in the DLM Core Vocabulary Overview paper. This word list includes vocabulary that is necessary for the DLM Essential Elements. ([This list is also available in PDF format.](#))
- [3D Printer Tactile Symbols for Core Vocabulary](#)



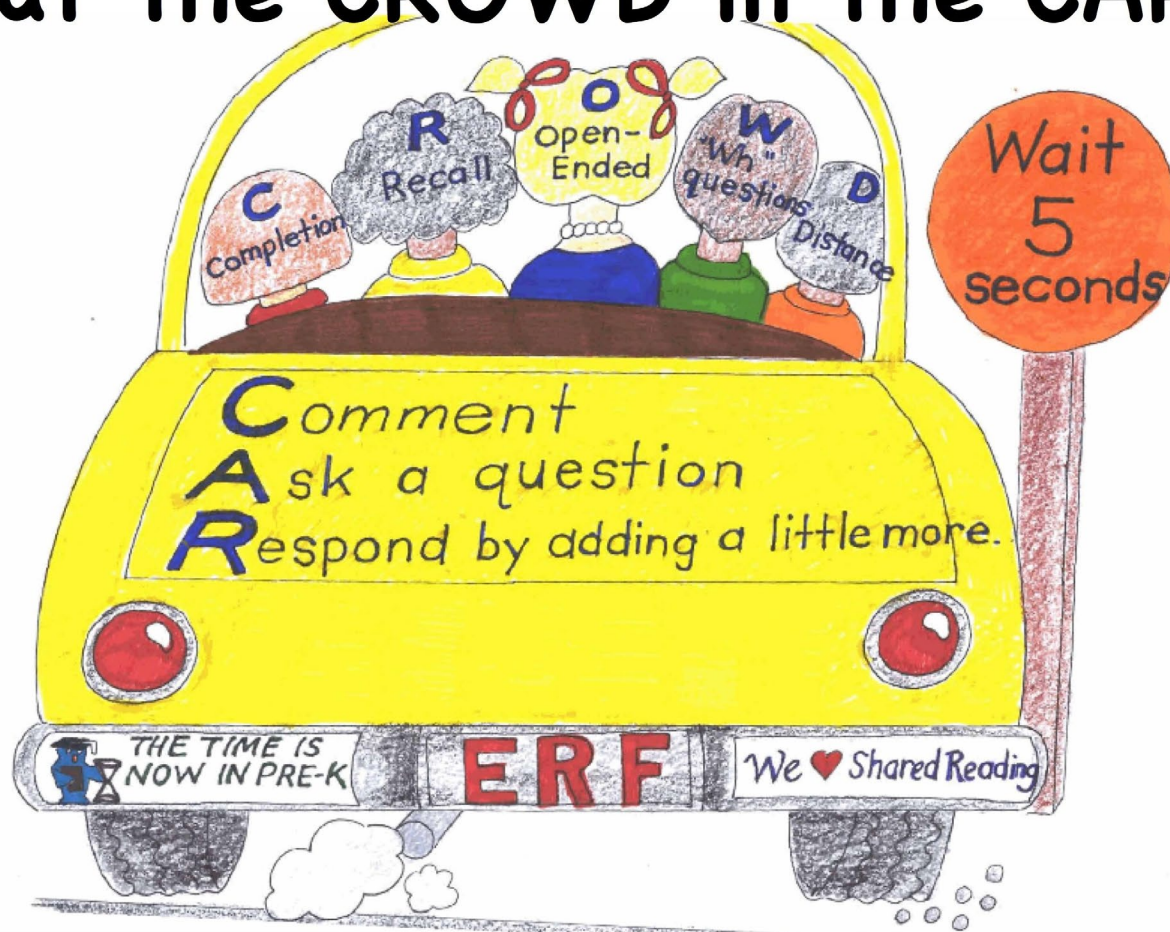


-  Next



C
R
O
W
D

Put the CROWD in the CAR!



[Putting the CROWD in the CAR Lesson Plan Template \(PDF\)](#)



CROWD

C – Completion Prompts – Leave a “blank” at the end of the sentence and invite the student(s) to fill it in. Focus on language structures (rhyme and repetition) – “Brown Bear, Brown Bear, what do you _____”

R – Recall Prompts – Ask questions about what happened in the book, or earlier in the book. Focus on plot and sequencing. “What happened to the car?”

O – Open-Ended Prompts – Invite children to express their ideas by asking question that have no clear answers. Focus on the pictures. “Tell me what you see.”

W – “Wh” Question Prompts – Ask what, where, when, why, and how questions. “What’s happening here?”

D – Distancing Prompts – Ask children to relate pictures and words to their own experiences in the world. “Have you ever....”



CROWD in the CAR Flowchart

58

Building a Foundation for Literacy

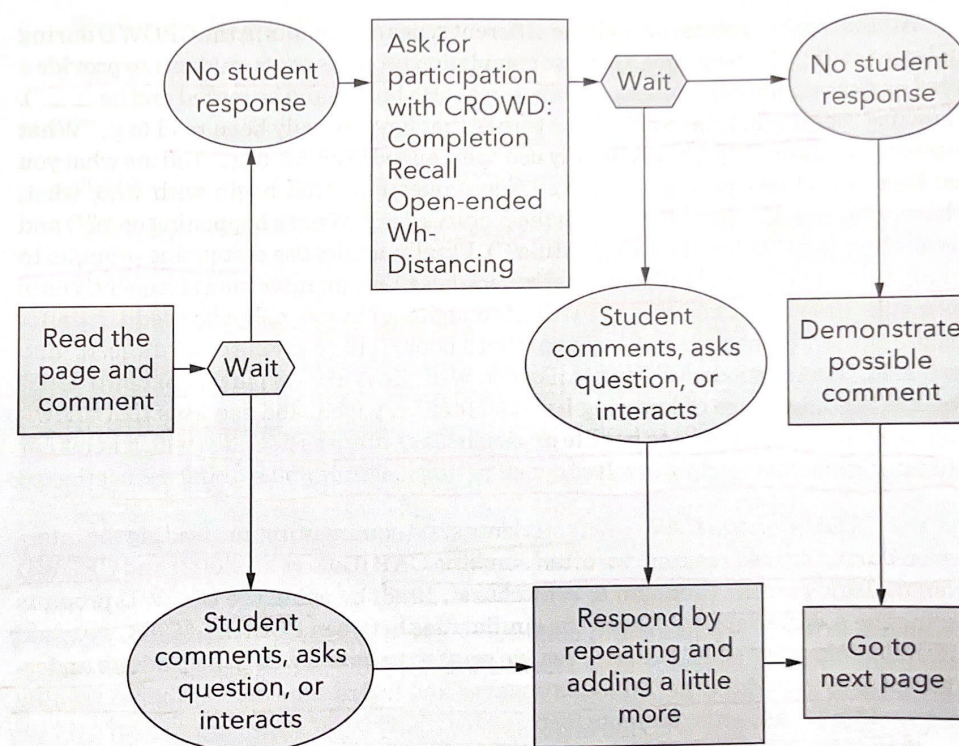


Figure 4.2. Put the CROWD in the CAR flowchart.



PEER

Dialogic Reading Strategies

PEER

- **Prompt**

Use CROWD ?'s to prompt

- **CROWD**


- **Evaluation**
- **Expansion**
- **Repetition**

- **Completion**
- **Recall**
- **Open-Ended**
- **Wh-questions**
- **Distancing**

Whitehurst & Lonigan, 1998



Tar Heel Reader





Tar Heel Reader

Welcome

Welcome to the Tar Heel Reader, a collection of free, easy-to-read, and accessible books on a wide range of topics. Each book can be speech enabled and accessed using multiple interfaces, including touch screens, the IntelliKeys with custom overlays, and 1 to 3 switches. [Click here to learn more about alternative access methods.](#)

You may write your own books using pictures from the huge collection at [Flickr](#) or pictures you upload. All books should be complete, edited, and revised to the best of your ability before publishing them to the site. While you are working on them, please save them as drafts.

Note the little well icon  in the upper left corner of the page; clicking it will allow you to access the main menu. You can also click the settings icon  to change settings on some pages.


Ready to get started?

Find a book

Write a book

This site is also available in other languages. To help with translation, contact us.

ENGLISH





DLM Familiar Text

- Maximize student engagement and interaction
- Asking very few direct questions
- Work to recruit and sustain interest and engagement
- Encourage students to communicate using gestures, images in the book, and objects
- New DLM familiar text lessons – sample lesson for each EE in the blueprint that includes one or more familiar text (page by page guidance) – link to documents [About Grade Level Text](#)
- You can learn more about shared reading by completing these DLM Professional Development modules:
[Shared Reading Online Self-directed Module](#)
[Shared Reading Facilitated Module Materials for Groups](#)



DLM Exemplar Text Supports

DLM PD page

Hatchet by Gary Paulsen (grade band 6-8)

[About Hatchet: Chapter 1.](#)
[About Hatchet: Chapter 2.](#)
[About Hatchet: Chapter 3.](#)
[About Hatchet: Chapter 4.](#)
[About Hatchet: Chapter 5.](#)
[About Hatchet: Chapter 6.](#)
[About Hatchet: Chapter 7.](#)
[About Hatchet: Chapter 8.](#)
[About Hatchet: Chapter 9.](#)
[About Hatchet: Chapter 10.](#)
[About Hatchet: Chapter 11.](#)
[About Hatchet: Chapter 12.](#)
[About Hatchet: Chapter 13.](#)
[About Hatchet: Chapter 14.](#)
[About Hatchet: Chapter 15.](#)
[About Hatchet: Chapter 16.](#)
[About Hatchet: Chapter 17.](#)
[About Hatchet: Chapter 18.](#)
[About Hatchet: Chapter 19.](#)
[Tar Heel Reader *Hatchet* Collection.](#)



Shared Reading Vignettes – DLM PD page

- 3rd Grade Shared Reading Vignette My Father's Dragon Unit – "Wild Island"
- 4th Grade Shared Reading Vignette The Birchbark House Unit – "Omakayas"
- 5th Grade Shared Reading Vignette The Secret Garden – "Families"
- 7th Grade Shared Reading Vignette Hatchett – "Moose"
- 9th-10th Grade Shared Reading Vignette The White Heron – "Making a Dress"
- 11th-12th Grade Shared Reading Vignette To Kill a Mockingbird – "Dad Loved the Farm"



Anchor-Read-Apply – DLM PD page

- Teaching Text
Comprehension: Anchor-
Read-Apply Online Self-
directed Module
- Example from Grade 4



DLM® Anchor-Read-Apply Reading Task Supports

Grade 4

Grade	Essential Element	Anchor Activity	Purpose	Task
4	EE.RL.4.1 Use details from the text to recount what the text says.	As a group, work to recount the story from a familiar book, television show, or movie.	Read to remember this story so you can tell it in your own words.	Students work to recount the story. Consider providing a list of details that you can read aloud to support students in recounting the story.
4	EE.RL.4.5 Identify elements that are characteristic of stories.	Identify the reason a conflict occurred from a personal experience.	Read to identify the characters in the story.	Indicate the character names or select them from a list prepared prior to reading.
		Work with students to make a list of things that happen every day at school. Work with students to make a list of problems that have happened in the school or classroom recently.	Read to identify two or more events in the story. Read to identify the problem in the story.	Describe two or more events or select them from a list of story events and non-events prepared prior to reading. Describe the problem or select it from a list of story events and non-events prepared prior to reading.
4	EE.RI.4.2 Identify the main idea of a text when it is explicitly stated.	Work with students to tell what a favorite activity is about in ten words or fewer.	Read to tell what a text is about in ten words or fewer.	Write ten blanks on the board and ask students to start telling what the text is about. When the blanks are full, work with them to decide if there are other words needed (most likely there will be) and determine which words to replace with the new words.
4	EE.RI.4.3 Identify an explicit detail that is related to an individual, event or idea in a historical, scientific, or technical text.	Gather items that are used during different activities at school (e.g., art class, science class, lunch) and ask students to identify which items are related to each event.	Read to determine which details are related to <name individual, event, or idea>. [Prepare a list of details that do and do not appear in the text, and read them before reading the text.]	Restate, "Which details are related to <name individual, event, or idea>?" Then read the list of details, asking students to indicate which are related.

DLM Anchor-Read-Apply Reading Task Supports

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Page 1 of 4



Tar Heel Shared Reader Info



The screenshot shows a web browser window with the address bar displaying "sharedreader.org". The browser's tab bar includes several open tabs: "Kite - Educator Portal", "Kansas | DLM", "Dynamic Learning...", "Assessments", "Special Education a...", "Adobe Connect Lo...", "KSDE Web Applicati...", "Agency Information", "Alternate Assessme...", "KIAS - 1% Assessm...", "DLM training", and "Othe". The website's header is dark blue with the "Tar Heel Shared Reader" logo and the tagline "Interaction • Language • Print Awareness". Below the header is a navigation menu with the following items: "HOME", "GETTING STARTED", "TAR HEEL SHARED READER INTERFACE", "CLASSROOM RESOURCES", "ADMINISTRATOR SUPPORTS", "PROFESSIONAL DEVELOPMENT", "SELF-REFLECTION AND PLANNING FORMS", and "COACHING SUPPORTS". The main content area features a large image of a teacher in a blue shirt reading a colorful book to a young student in a red shirt. Overlaid on the left side of this image is a white text box with the title "Tar Heel Shared Reader" and the following text: "Tar Heel Shared Reader provides free access to quality professional development, materials, and technology that support the implementation of shared reading for school-aged students with significant cognitive disabilities (SCD) who do not read connected text with comprehension above a 2nd grade level. Tar Heel Shared Reader strives to improve literacy, communication, language, and academic skills of this group of students. The goal is to empower teachers to use an evidence-based approach to shared reading to provide their students with interactive access to grade level content while improving their students' communication and literacy skills."




Tar Heel Shared Reader

shared.tarheelreader.org/shared/read/moose-6

Kite - Educator Portal Kansas | DLM Dynamic Learning... Assessments Special Education a... Adobe Connect Lo... KSDE Web Applicati... Agency Information Alternate Assessme... KIAS - 1% Assessm... DLM training Other bookmarks

1

Moose



Reading: 1

Side: Bottom

Word Size:

Words per page: 4

Page Navigation: ☒

Words

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

Back

Next

like

want

not

go

Reading controls

Words

Comments

• clds

Done








Project Core

PROJECT CORE

A Stepping-Up Technology Implementation Grant Directed by the Center for Literacy and Disability Studies

- [ABOUT](#)
- [QUICK START GUIDE](#)
- [TEACHING SUPPORTS AND IMPLEMENTATION](#)
- [PROFESSIONAL DEVELOPMENT](#)
- [UNIVERSAL CORE](#)
- [COMMUNICATION APPS AND SGDS](#)
- [SCHOOL GUIDANCE](#)
- [RESEARCH](#)
- [SUCCESS STORIES](#)
- [FAQS](#)

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 	

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Project Core/Tar Heel Shared Reader Forms

- [Weekly Literacy Academic Routines Planning Form](#)
- [Putting It All Together Self-Reflection Form \(PDF\)](#)
- [Shared Reading Self-Reflection Form \(PDF\)](#)
- [Getting Started: Students with Sensory and/or Motor Impairment \(PDF\)](#)
- [Using Graphic Symbols of Manual Signs for Universal Core \(PDF\)](#)
- [All Adult Reading Partner Self-Reflection Forms \(PDF\)](#)
- [Coach Observation Form \(PDF\)](#)



Independent Reading

Wordless
picture books

Online books

Partner read-
alouds

Computer
read-alouds

Closed
captioning

Student
authored text



Unite

Unite

English Narration Search Categories Share

Featured Books: New and Favorite

- Peanut Butter and Jelly Song
- Are You Ready for School?
- Hedgie, a Prickly Garden Friend
- Apples
- Violet Counts Cookies
- Sticks and Stones
- How Many Friends Can You Count?

Unite US: All Kinds of Animals

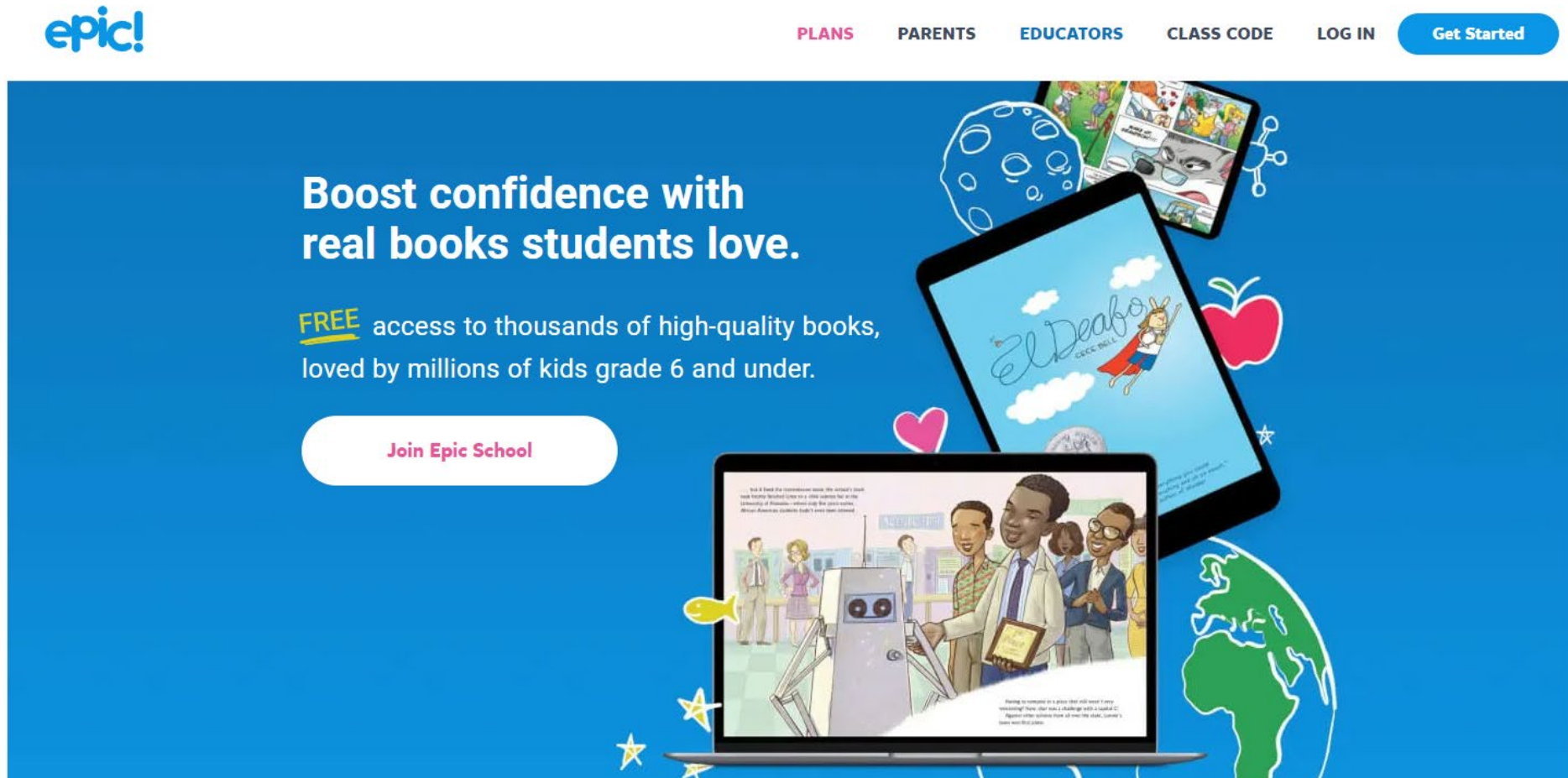
- Farm Sounds
- Animals in Motion
- Black and White
- Animals That Swim
- Whose Nose?
- Baby Animals
- All Kinds of Animals

Unite US: Birds and Insects

- The Birds I'll See
- Do You Like Bugs?
- Beautiful Birds
- Bald Eagles
- All Kinds of Ladybugs
- The Birds are Busy Today!
- Roly Poly



Epic Books

The banner features a blue background with various colorful illustrations including a cookie, a comic book, a superhero, a heart, a star, a globe, and a laptop. The laptop screen shows a group of diverse students in a classroom setting, with one student holding a book. The text is white and yellow, providing information about the platform's offerings and a call to action.

epic!

[PLANS](#) [PARENTS](#) [EDUCATORS](#) [CLASS CODE](#) [LOG IN](#) [Get Started](#)

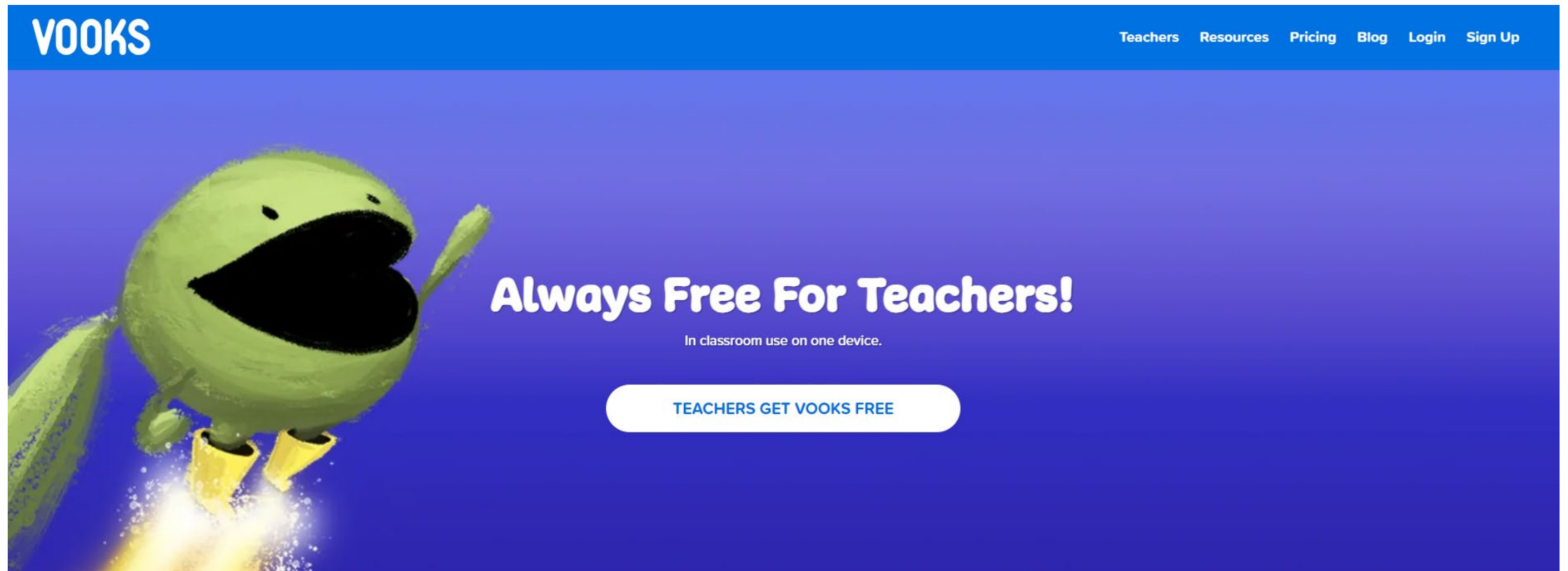
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VOOKS



Contact Information



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