Shared Reading Versus Guided Reading for Students with Significant Cognitive Disabilities: What’s the Difference?

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Disclosure Statement

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Overview

- College and Career Readiness Standards for students with SCD
- Shared Reading
- Access to the Universal Core Vocabulary
- Book considerations and resources
- Guided Reading
College and Career Readiness Standards: How do they apply to Students with Significant Cognitive Disabilities?
Opportunities

- Alternate achievement standards
- Shift in focus of instruction
- ELA standards include comprehensive literacy instruction
Challenges

• Students have language and literacy challenges.
• Students may have additional motor and/or sensory impairments.
• Educators and SLPs may feel unprepared for this shift in the focus of instruction.
Shared Reading and Guided Reading: Two Evidence-based Instructional Approaches to Language and Literacy Development
Shared Reading

“The interaction that occurs when a child and adult look at or read a book together.”

Ezell & Justice, 2005
Who benefits from shared reading?

Students who:
- Are interested in books but can’t yet read them independently.
- Are not yet interested in reading books.
- Have not yet developed intentional or symbolic means of communication.
- Can read but need continued support making meaning from text.
These are emergent readers!
During Shared Reading:

• Focus is on interaction and making meaning.
• Teachers read **with** not **to** students.
• The goal is for the students to lead interactions.
• Teachers begin by guiding students, encouraging engagement and interaction, and supporting communication.
Why should we engage in shared reading?

• Shared reading builds emergent literacy understandings.

• Shared reading also builds expressive and receptive communication skills and understandings.
Challenges for Students with Significant Cognitive Disabilities

- Limited or restricted communication abilities
- Limited access to good, age- and ability-appropriate books for shared reading
Dynamic Learning Maps

First Contact Survey

(n=46,161)
Communication Profiles

• 67% of the students combine two or more words, signs, or symbols to communicate for a range of purposes.

• 24% use **single** words, signs, or symbols for a **restricted** range of communication purposes.

• 6% are intentional in their efforts to communicate, but do not use words, signs, or symbols.

• 3% of students were reported to have no intentional means of communication.
33% of the students with SCD need us to directly support their communication development across the day. Literacy provides an especially effective context.
All students need a means of communication and interaction.
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Resources for Age- and Ability-Appropriate Texts

• *Tarheelreader.org
• *Dynamic Learning Maps (http://dlmpd.com):
  • Familiar Texts
  • Exemplar Text Supports
• *CLDS List of Picture Books for Older Readers
• Start-to-Finish Literacy Starters by Don Johnston
Role of the “More Knowledgeable Other” in Shared Reading

- Encourage communication at *ALL* times.
  - Respond to any form of communication and attribute meaning.
- Connect content of the book to the personal knowledge and experience of the student(s).
- Model use of student AAC systems.
- Select books carefully.
Follow the C-A-R
Language is the Key,
Washingtonlearningsystems.org

• An approach to structuring shared reading interactions.

• Lead with a COMMENT.
  » STOP and wait 10-15 seconds.

• ASK for or invite participation.
  » STOP and wait 10-15 seconds.

• RESPOND by repeating and adding more.
What is guided reading?

Guided reading is an approach that teaches students how to comprehend text.
Who benefits from guided reading?

Students who:
• are interested and engaged during shared reading interactions;
• know most of the letters (name or sound) on most of the days;
• understand that print has meaning; and
• have a means of communication and use it to initiate exchanges and interact with others.
Text Comprehension (Reading or Listening) = Understanding Written Language
Text Comprehension Requires

- Knowledge of the function of the genre of the text and the ability to:
  - Read along the lines.
  - Read between the lines.
  - Read across the lines.
  - Reading beyond the lines.
Because comprehension is difficult we tend to:

- Stop and explain everything.
- Compensate by focusing on teaching the content.
- Fall back on asking lots of questions.
We can teach text comprehension!
Anchor
Read
Apply
Anchor

Read

Apply
• Activate or Build Background Knowledge
  » Emphasize the thinking that is required
  » Background knowledge is not always focused on content

• Set a Purpose for Reading
  » Purposes can link to alternate standards
  » Not all purposes apply to every text
  » Every text can be read for multiple purposes
Activating or Building Background Knowledge

Must identify the purpose to determine what background knowledge is needed.
Anchor
Read
Apply
Anchor-Read-Apply Lessons

Anchor (Before)
- Build or activate background knowledge
- Set a clear purpose for Reading/Listening

Read (During)
- Reading/listening for bulk of allocated time

Apply (After)
- Complete a task directly related to the stated purpose
- Follow-up and feedback to help students develop cognitive clarity
Not in This House
by
Caroline Musselwhite
and Maureen Baum
What are the rules in our school?

- Be on time
- Help others
- Be fair
- Do not hurt others
- No cell phones
- Listen to adults
- Be quiet
- Do your work
Purpose:

• The teacher tells the students:
  “Listen to tell me what rules the boy in this story must follow.”
Anchor

Read

Apply
Apply

• Remember, you were listening to tell me what rules the boy in this story must follow.
• Read each rule on the list from the Anchor Activity and decide which ones were rules the boy had to follow.
• Follow-up by going back to the book to check student responses on the list.
Guided Reading Lesson: Liam’s Frog
Summary

• Shared reading:
  • Appropriate for emergent readers learning what reading is and how books work.
  • Focus is on interaction and making meaning.
• Guided reading (Anchor-Read-Apply):
  • Appropriate for students who are at an early conventional reading level and beyond.
  • Focus is on teaching comprehension and maximizing thinking.
• Conventional readers continue to benefit from opportunities to engage in shared reading.
Additional Resources: DLM Instructional Professional Development Modules

http://dlmpd.com

Modules:
» Shared Reading
» Teaching Text Comprehension: Anchor-Read-Apply
» DRTA and Other Approaches to Text Comprehension Instruction
» Generating Purposes for Reading

Instructional Resources
» Shared Reading Vignettes