

# Recording Transcript

## Module: Shared Reading

- Slide 1. Welcome to the Tar Heel Shared Reader professional development modules. Tar Heel Shared Reader, a project funded by the US Department of Education, Office of Special Education Programs, is being conducted by the Center for Literacy and Disability Studies, a unit in the Allied Health Sciences Department at the University of North Carolina at Chapel Hill. This module, Shared Reading, will provide information on the research-based instructional practice.
- Slide 2. Pause for the activity.
- Slide 3. Shared reading is defined as the interactions that occur between an adult and a student as they look at and read a book together.
- Slide 4. In 1985, the Commission on Reading called shared reading “the single most important activity for developing the knowledge required for eventual success in reading.”
- Slide 5. Consistently, the research suggests that shared reading supports the development of the same language and emergent literacy skills in children with and without disabilities.
- Slide 6. And the What Works Clearing House and the National Early Literacy Panel have deemed shared reading as an important evidence-based intervention for all emergent literacy students.
- Slide 7. In other words, shared reading is for all students who cannot yet identify most of the letters of the alphabet most of the time, who are not yet interested and engaged during shared reading, who may not have a means of communication and interaction, and it is for students who do not yet understand that print has meaning.
- Slide 8. Importantly, we need to remember that emergent literacy students can be any age.
- Slide 9. There are two broad goals of shared reading. The first is to maximize student interaction during the sharing reading, and the second is to maximize engagement throughout the book.
- Slide 10. Teachers maximize interaction and engagement by encouraging and supporting communication.

- Slide 11. Over time this helps students learn to lead the interaction by drawing their attention to the print in books, showing them how to make comments about books, taking long pauses and waiting for students to communicate, and carefully watching for any type of communication. When the adult notices a student communicate in any way, the adult responds by repeating the student's message and adding a little more.
- Slide 12. There are three primary instructional practices that we use to achieve the goals of maximizing interaction and engagement in order to help students learn to lead the interactions during shared reading. They are Follow the CAR, Print Referencing, and CROWD in the CAR. In subsequent modules you will learn about each of these strategies. They will help you reflect on your own teaching practice and consider what other things you might do to further improve the outcomes your students achieve as a result of shared reading.
- Slide 13. Regardless of the specific approach that you use, shared reading helps students build their understanding of language. This practice helps students learn to understand the words they hear every day, and it helps them learn to use those words in their own communication.
- Slide 14. One specific aspect of language that is improved by shared reading is vocabulary. The more students engage and interact during shared reading, the more words they will understand.
- Slide 15. Concepts of print are also developed through shared reading. As an adult shares a book, students can learn that print carries meaning. They can also learn that there is a one-to-one match between the words the adult reads and the words written on the page.
- Slide 16. They can learn about directionality and the idea that print is created or presented from left-to-right and top-to-bottom.
- Slide 17. Shared reading also helps students learn about the alphabet and phonological awareness. It can help them learn the names and sounds of letters and help them attend to, discriminate, and remember the sounds in the words they are hearing.
- Slide 18. And when the focus is on interaction and engagement, shared reading definitely encourages expressive communication.
- Slide 19. You will learn more about promoting these specific outcomes during shared reading, but for now, let's get started by thinking about the ways you currently use shared reading.
- Slide 20. Pause for the activity.

- Slide 21. Now that you have taken some time to reflect on what you do when you read to your students, let's focus on some of the big ideas in shared reading and why they are so important.
- Slide 22. Let's start by considering the content and difficulty level of texts you select. When choosing a text for shared reading, your primary goal should be to ensure that students will enjoy it. If the content holds no interest for students or there are too many hard words then it will be impossible for the students to enjoy the text. Without some enjoyment, it is extremely difficult to promote engagement and interaction.
- Slide 23. One of the resources we will point you to in Tar Heel Shared Reader is the Tar Heel Reader Library. There are tens of thousands of books on this site, and the authoring tool makes it extremely easy for you to write your own books if you don't find one you like. We have built Tar Heel Shared Reader around this library since it offers easy-to-read texts about a wide variety of topics. Choosing books from Tar Heel Reader will help you find books that are age and ability appropriate for your students.
- Slide 24. While Tar Heel Reader is helpful, you can use any text that you think will be interesting to your students. Selecting texts that interest your students will maximize their interaction, communication and engagement.
- Slide 25. Make sure that you read the texts you select with expression. Reading with expression is a big idea because it is one of the most powerful ways you can increase student interest and engagement.
- Slide 26. The third big idea is that students must have a way to communicate if they are eventually going to lead the interaction during shared reading. Whether your students have not yet developed symbolic language, use 1 or 2 words, or can talk your ear off about some subjects, shared reading will support their expressive communication. Over time, students can learn to make text-related comments, build on one another's comments, ask their own questions, and relate what they are reading to their own life experiences.
- Slide 27. A fourth big idea is related to the fact that all good readers draw on prior knowledge and experience to help them understand what they are reading. We can help emergent readers learn to make these connections, but it requires us to select books about topics that interest them and reflect their personal experiences.
- Slide 28. The last big idea for you to consider is the importance of encouraging students to participate without prompting specific responses. Our goal is to get students to lead the interaction during shared reading. We can't teach them to initiate by prompting. Instead, we demonstrate what students might say, and we give lots

and lots of wait time so that students have the opportunity to figure out what they want to communicate, how they will express that, and then make their bodies cooperate in order to communicate the message.

Slide 29. We can also encourage students to participate through our body language, facial expressions, and providing long pauses as we wait patiently for students to communicate. We can lean toward them, raise our eyebrows, or look at their communication system and then back up at them. These non-verbal actions help students understand that we are waiting for them to communicate. We can also encourage students by saying things like, "You look like you have something to say," or "I saw you move your hand. Did you want to tell me something?" These open-ended statements and questions also help students understand that we want them to communicate with us.

Slide 30. Before moving to the next module, take some time to begin applying these big ideas in your classroom. Consider the priorities you want to set while completing the self-reflection activity. How might you begin implementing those priorities before you move on to the next module? Think also about your responses to the opening activity. What might you change in your practice to help all of your students do the following? Engage in shared reading without extrinsic rewards, initiate comments, ask and answer questions, and connect the things they read to their own life experience.

Slide 31. Thank you for participating in this Tar Heel Shared Reader professional development module. If you have questions email us at [sharedreader@unc.edu](mailto:sharedreader@unc.edu).

Slide 32. [disclaimer]