


Shared Reading

	C = Comment (modelling core vocabulary)
	A = Anticipate a response (wait time, reward attempts to participate)
	R = Respond (model another word or ask “tell me more”)

Emergent	Transitional/Conventional
<ul style="list-style-type: none"> <input type="checkbox"/> Maximize communication and interaction <input type="checkbox"/> Increase interest in print <input type="checkbox"/> Increase engagement during print-based experiences <input type="checkbox"/> Develop receptive vocabulary <input type="checkbox"/> Build background knowledge <input type="checkbox"/> See themselves as readers <input type="checkbox"/> Learn why we read <input type="checkbox"/> Develop a desire to read <input type="checkbox"/> Develop phonemic awareness <input type="checkbox"/> Learn to identify some concrete words <input type="checkbox"/> Learn to identify some letter names and sounds <input type="checkbox"/> Think about real-life connections to the story <input type="checkbox"/> Notice where the text is as separate from the pictures <input type="checkbox"/> Comment about what is going on in the story 	<p>Reading Comprehension = vocabulary development + connections to background knowledge + identifying words</p> <ul style="list-style-type: none"> <input type="checkbox"/> Active integration of existing language-based knowledge with understanding of the meaning of individual words and sentences <input type="checkbox"/> Gap-filling inferences <input type="checkbox"/> Connections between new words and the meaning of known words <input type="checkbox"/> Motivation/interest to construct understanding <input type="checkbox"/> Direct instruction of new vocabulary <input type="checkbox"/> Repetition with variety <input type="checkbox"/> Word meaning can change depending on context <input type="checkbox"/> Build curiosity about words <input type="checkbox"/> Continue with read-alouds <input type="checkbox"/> Word webs and word sorts <input type="checkbox"/> Inner voice (“Say it in your head.”) <input type="checkbox"/> Anchor-Read-Apply

Reference: Erickson, K. A., & Koppenhaver, D. A. (2020). *Comprehensive literacy for all: Teaching students with significant disabilities to read and write*. Paul H. Brookes Publishing Co..