Shared Reading and Shared Writing

California Deafblind Services
Virtual Training
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Expanded definition of literacy

• Literacy is a *form of communication*. It serves as a means to share ideas, information, opinions, and feelings.

• Literacy can promote connections with others.

• Emergent literacy skills help students to understand that objects, photos, and pictures convey meaning and can be used to gather or share information.
**EMPHASIS on EXPECTATIONS and OPPORTUNITIES**

• All children can learn and should be expected to do so.
• All children can become and are becoming literate.
• Literacy development is founded on **experiences** and **concepts** beginning very early in life.
• Literacy instruction must include a strong emphasis on **communication** and **socialization**.
• Literacy exists along a continuum from emergent literacy to independent literacy.

(Source: *Literacy for Children with Combined Vision and Hearing Loss*)
Adults role in promoting literacy skills

• **Expectations** Parents, caregivers, teachers believe the child can learn to “read” and “write” even if it doesn’t look like traditional literacy.

• **Enjoyment** Adults can provide materials and plan activities that engage child’s/student’s interest and builds their skills and confidence.

• **Meaningful opportunities** Adults will look for ways to promote literacy skills by modeling the purpose and ways we use literacy skills.

• **Focus on concepts and contexts** Adults will pay attention to the child/student current life experience and plan activities that match and expand upon concepts the child/student understands.
### Meaningful Literacy Activities

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<th><strong>Shared Reading</strong></th>
<th><strong>Shared Writing</strong></th>
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| • Shared reading is the interaction that occurs between an adult and child/student as they read together.  
  • It provides child/student the opportunity to engage in a fun reading experience of a variety of texts that allows students to expand their reading competencies.  
  • Goals are enjoyment and increasing child’s/student’s thinking about the text. | “Writing with training wheels.”  
~Erin Sheldon, 2015  
• Adult and child/student engage in a writing activity together in which adult models the “why” and “how” of writing.  
• This could include messages about the day’s events, a story, preferences and likes.  
• Enjoyable, child-centered. |
Shared Reading in the Classroom

• Large group activity.
• Typically use of a Big Book.
• Students join in with reading book or text with modeling and guidance from teacher.
• Enjoyable builds understanding and fluency.
• Low risk activity.
• Often includes repeated readings.
• HIGH levels visual and auditory input.
Purpose of Shared Reading

• Provides enjoyable, successful experiences with print for all students.

• Promotes the development of all aspects of the reading process.

• Builds language skills and enhances vocabulary.

• Provides opportunities to engage in expressive, meaningful, fluent reading.

• Builds understanding of various types of texts, formats, and language structures.

• Builds a community of readers.

ISSUE: Access to materials and group activities and addressing the need for additional Individualized support and response options for students with vision and hearing issues. Requires planning & collaboration.
Shared Reading Structure

• **Introduce the Text** – Engage students' interest in the text with a few opening words.

• **Model Reading of the Text** – Read the text to students at a good pace with a focus on enjoyment and understanding. Have a brief discussion.

• **Read the Text Together** – Have students read the whole text or selected parts with you.

• **Discuss the Text** – Guide conversation about the meaning and language of the text, and invite students to share their thinking.

• **Teaching Points** – Select a specific part or parts of the text to revisit to make teaching points. This can be accomplished over a number of subsequent readings.

• **Repeated Readings** – Revisit the text again on subsequent days, making additional teaching points and supporting students in gaining independence in processing the text.

(Source: Fountas & Pinnell)
Building concepts and vocabulary

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Shared Reading at Home

• Make it a regular routine.
• Have fun and don’t rush this activity.
• Let child chose the book.
• Encourage book handling, page turning.
• Vary your reading to suit the story—soft and slow, fast, high or low and try using character voices.
• Encourage the child to join in on repeated lines.
• Make comments about the story and pictures and connect parts of the story to your child’s experiences.
• Encourage and respond to questions/comments from the child.

Adapted from R. Ellis & T. Garza, TSBVI Outreach (5/6/2020)
## Shared Writing Activities

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<th>Classroom</th>
<th>Home</th>
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| • Predictable Chart Writing  
• Morning Messages  
• School-Home Journal  
• Making Lists  
• Make and publish books | • Make and send cards  
• Shopping list  
• Lists of places you visit  
• Mark off days on calendar  
• Memento/scrap book  
• Social media posts |
Predictable Chart Writing

Shared group writing activity that culminates in a class book. Students contribute with support and guidance from their teacher. (Williams, Carlson, & Delosa.

Day 1: Introduce a topic and write the chart. (I like [favorite food or game].)
Day 2: Reread individual sentences.
Day 3: Working with cut-up sentences.
Day 4: Be the sentence.
Day 5: Make the Book

Source: UNC Center for Literacy & Disability Studies
School-Home Journals

1. Identify a meaningful experience in the day.
2. Determine how to represent this experience.
3. Dictate the journal entry using the child’s preferred expressive mode of communication.
4. Make the journal entry permanent.
5. Model access to the journal and then practice.
6. Send it home!

* For children with emerging communication skills, you can select an item together and add a quick note and child and family can explore the object together at home.

(Source: Megan Mogan, Paths to Literacy)
PowerPoint Book Templates

When making your own PowerPoint book, a template can be a helpful time saver. The templates below are for creating ABC books and personal books for students with significant disabilities, including deaf-blindness. The templates have high contrast backgrounds and some have finger spellings. (The finger spelling photos come from Pics4Learning.com. They are free!). The templates have also been setup so that there is an auditory click and some movement when students turn the pages in the book. In all of the downloadable templates, the pages and the text boxes have already been made. Teachers, therapists and/or parents can spend time adding pictures and text, rather than the technical aspects of starting from scratch.

ASL Story Bilingual Read-Alouds

• DB Central: Michigan’s Deafblind State Project and Central Michigan University CHARGE Syndrome Lab: https://www.cmich.edu/colleges/class/Centers/DBCentral/Pages/Literacy.aspx

• California School for the Deaf (Fremont) “Storysigning” https://www.csdeagles.com/apps/pages/storysigning

• Texas School for the Deaf State Outreach Center https://www.texasdeafed.org/Page/1048