

The Common Core State Standards (CCSS) were released in the United States (US) in July 2010. Since then, most states across the US have adopted college and career readiness standards (CCRS) in some format. These standards present both a challenge and an opportunity for students with significant disabilities and complex communication needs (CCN). The challenge stems from the fact that students with significant disabilities and CCN have a combination of language and literacy disabilities. Furthermore, these students have not historically received the quality, comprehensive literacy instruction required by CCRS (Katims, 2000). The opportunity is that the CCRS require a shift in the focus of instruction for students with CCN toward interactive, language-rich, literacy instruction. Educators now have the opportunity to implement evidence-based approaches using accessible materials to develop both language and literacy that reflect the demands of CCRS.

Two evidence-based approaches to language and literacy instruction are shared reading (e.g., Skotko, Koppenhaver, & Erickson, 2004) and guided reading (e.g., Hedrick, Katims, & Carr, 1999). While shared reading and guided reading sound similar, they have different goals that are appropriate for different levels of readers. Shared reading has the goal of maximizing interactions while reading a book together, and guided reading has the goal of maximizing thinking while students read books independently. Both can support students in developing important communication, language, and literacy skills, and both can be accomplished with a core vocabulary approach to augmentative and alternative communication (AAC).

Shared reading involves interaction between an adult and a student or group of students while they read a book together (Ezell & Justice, 2005). Shared reading helps students who are interested in books but unable to read them independently, students who are not yet interested in reading books, and/or students who have not yet developed intentional or symbolic means of communication. These are emergent readers.

Shared reading helps students build important understandings of print and can also increase students' receptive language and ability to communicate using speech or AAC. While we have historically supported AAC during shared reading with book-specific communication supports, a core vocabulary approach has advantages. For example, if students interact during shared reading using core vocabulary, they are practicing using words that will be applicable across contexts and purposes. Book-specific vocabulary rarely offers this level of generalizability. While the goal is for the student(s) to eventually lead interactions during shared reading, it begins with the adult encouraging their engagement and interaction, and supporting communication.

In contrast, guided reading focuses on maximizing thinking and text comprehension, which is a complex activity that involves understanding the words you read or hear, processing them, remembering them, and constructing meaning across the entire text. Text comprehension presents challenges to learners of all types, and it can be overwhelming for students with CCN.

The goal of guided reading instruction is to maximize thinking while helping students *learn how* to comprehend text. During the proposed session, the

presenters will discuss a guided reading approach called Anchor-Read-Apply (Erickson, Koppenhaver, & Cunningham, in press). The Anchor portion of the lesson begins with a short activity completed before reading that helps students connect their knowledge or experience to the specific purpose for reading by activating background knowledge or teaching students new knowledge that is required to understand the text. The Anchor step also involves clearly stating a specific comprehension purpose. The next part of the lesson is reading the text without interruption, so students may concentrate on the specified purpose, remember the text, and integrate ideas as needed. The Apply portion of the lesson includes an after-reading task directly related to the purpose set before reading. The task is constructed so that both speaking students and students who use AAC can easily participate. After completing the task, the teacher provides informative feedback and guides the students in looking back to the text to check or refine their responses. Thus, students with CCN have the opportunity to be supported in comprehending text and demonstrating their understanding through active participation and discussion using their core vocabulary.

The content of the proposed session will focus on defining and explaining shared and guided reading and the evidence that supports their relevance to language and literacy development. The presenters will also highlight when it is appropriate to use either or both of these approaches, and their goals will be contrasted. Videos of teachers and clinicians working with students with CCN engaging in shared and guided reading using core vocabulary will be shown to demonstrate how these instructional strategies can be used with all students, including those who use AAC. Information will also be shared about sources for commercially available and free texts, including electronic texts that are appropriate for these activities across a variety of ages.

Following the proposed presentation, participants should be able to describe and contrast shared and guided reading and how to implement these instructional approaches using core vocabulary. The book titles shared will provide readily available age and ability appropriate resources for students with CCN in accessible formats. Finally, videos will provide concrete examples of educators and students engaging in these instructional strategies and the incorporation of core vocabulary into these lessons.

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#### References:

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Program Planner/Instructional Personnel’s Name: Penelope Hatch

Course Title: Using Core Vocabulary During Shared Reading and Guided Reading

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**What was received?** (Check all that apply)

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|---|--|
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- |   |   |
|---|---|
| <input type="checkbox"/> Employment   |   |
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| <input type="checkbox"/> Ownership  |   |
| <input type="checkbox"/> Consulting   |   |
| <input type="checkbox"/> Membership on advisory committee or review panels      |   |
| <input type="checkbox"/> Independent contractor (including contracted research) |   |
| <input checked="" type="checkbox"/> Other activities (please describe):         | Research and development of professional development and instructional resources as well as implementation of a core vocabulary |



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