Shared Reading and Aided Language Input:

Modeling with Core Vocabulary While Reading

1. Preparation:
   * Pre-read book with communication display available for reference
   * Select 1-3 words that you connect to each page (2 facing pages)
   * Write page numbers and target words on vocabulary planning chart
2. Set up book and symbols so both are accessible, visible along with planning chart
3. Read the text on each page to the student
4. Make comments, statements, observations and connections, incorporating the target core words.
   * Paraphrase the text
   * Focus on words that add to graphics, rather than label
   * Describe what you see (descriptors), what is happening (actions), your response (interjections) and feelings
   * Use non-directive language - try these starters to avoid questions/testing:

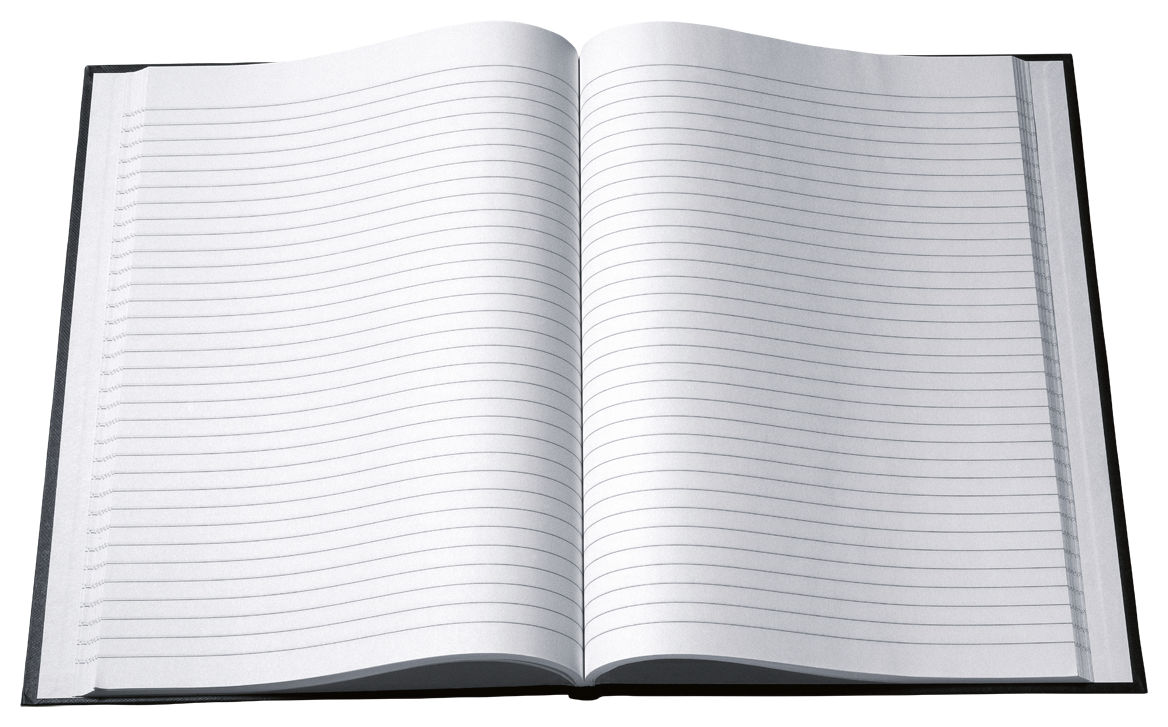
“This reminds me of ...”

“I think...”

“I wonder...”

“That is like [connection between text/graphic and student]”

“So, [paraphrase text]”



“Uh – oh! (describe situation)”

“Hmm, Could it be…”

“This makes me think about...”

“I see...”

1. Respond to any of the student’s initiations (says a word, points to text, points to picture)

* Assume it is purposeful, intentional – even if it is not yet, it will become that way based on response
* Repeat what you heard or understood
* Respond naturally

Shared Reading and Aided Language Input:

Paraphrasing Text

Preparation Before Reading

1. Pre-read - Read through the text to get an idea of the story.
2. Paraphrase - For each page, record (on an index card, or paper) one sentence that paraphrases the text.
   * emphasize core vocabulary words
   * minimize nouns, or very specific words
   * try to preserve the important ideas of the story
   * repeat core words on different pages when possible
3. Identify Targets - For each paraphrased sentence, identify which key word(s) you want to model on the device

* For each line of paraphrased text, underline or write one or more words
* Consider your child’s language level (aim for “now / + 1” based on their current expressive skills)
* Consider your child’s attention span.

Shared Reading

1. Set up – Set up the child’s device, the book, and your notes so they are accessible, visible
2. Read – Read the text on the page to the child.
3. Speak – Say (read from your notes) your paraphrased text.
4. Model - Use the student’s device to model access to the target word(s).
5. Respond - Respond to any of the child’s initiations (says a word, points to text, points to picture)

* Assume it is purposeful, intentional – even if it is not yet, it will become that way based on response
* Repeat what you heard or understood
* Respond naturally

1. Repeat – Repeat for each page.

Sample Book Notes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Book | Our Silly Garden by Karen Berman Nagel Scholastic Books | | | |
| Page | Book Text | Paraphrase | Words to Model | |
|  | Today we took some breadcrumbs. We put them in the ground. | “They put food in the ground.” | they | put |
| in |  |
|  | We sprinkled them with water and smiled at what we found. | “They gave a drink of water.”  “They were happy to see something...” | get | drink |
| happy | see |
|  | Toast next to the carrots and toast among the peas! | “Food was up in the tree and down on the ground!” | it | down |
| up |  |
|  | So we ran to get two pillows, some socks and our dog’s fleas. | “They got more things...” | get | more |
|  | We also took mom’s hairbrush, and last night’s dinner roll. | “They got many things!” | get | many |

Book Notes

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| --- | --- | --- | --- | --- |
| Book |  | | | |
| Page | Book Text | Paraphrase | Words to Model | |
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