

## SHARED READING



### Interacting and Making Meaning

**Readtopia® Shared Reading** lessons are designed to engage readers in interactions while reading together with an adult. The focus is on reading *with* students—not *to* them. The goal is to guide students in leading the interactions and making meaning as they read together with a knowledgeable adult.

Using two research-based strategies, **Shared Reading** lessons provide the instructional guidance and support that help you to teach students to engage with text in ways needed to eventually read and / or listen with comprehension. Scripted interactions for each page of the Emergent Level 2 graphic novel help you model appropriate and effective communication with students presenting with a wide range of needs and abilities. These interactions are designed to build:

- Emergent literacy understandings
- Expressive and receptive communication skills
- Understanding and concepts of print

Through reading and interacting with students around engaging content during shared reading, you will demonstrate how to make meaning from print. And you'll show students that reading a good story is fun and entertaining!

### CAR

The **CAR** shared reading strategy provides a structure that guides readers, encouraging engagement and interaction with a story while building, supporting, and modeling communication skills. CAR is appropriate for readers in the earliest stages of symbolic communication and print awareness, who may or may not show interest and enjoyment during shared reading.

In short, the CAR strategy begins by reading the text on a page and then:

**C COMMENT** | make a simple comment about the text or illustration

**STOP WAIT** 5 or more seconds to give the students a chance to make a comment.

**A ASK** | if students do not make their own comments, explicitly ask them to participate

**STOP WAIT** 5 or more seconds to give the students a chance to make a comment.

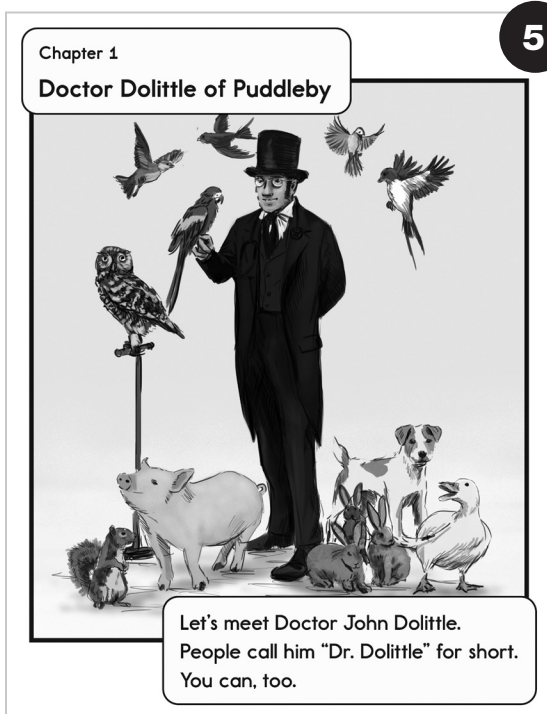
**R RESPOND** | watch students carefully and repeat or attribute meaning to any communication act. Then, respond by adding a little more.

### Teacher Tip

It is important to pause for at least 5 seconds after each comment and / or question in order to allow students enough time to process the language and construct an answer or initiate a new comment or question.

After the **CAR** cycle, whether or not the students interact, go on to the next page and repeat it.

The next section provides a more detailed example in the context of an actual shared reading lesson implementing the CAR strategy.



## READ the Page... PAUSE... and COMMENT

Comments focus on illustrations, the meaning of the text, and the print itself.

*Dr. Dolittle likes animals!*



## STOP and WAIT 5+ Seconds



## ASK for Participation

If no student communicates, they are explicitly asked to participate.

*Tell me what you see.*



## STOP and WAIT 5+ Seconds



## REPEAT and RESPOND by Adding More

The adult repeats what the student says / does, and expands and extends the student's response by adding a little more (typically one or two words).

### Example

**Student:** *Birds.*

**Adult:** *Birds! Lots of birds. (expand)*

*Let's count them: one, two, three, four, five, six birds! (extend)*

### Teacher Tip

Accept, model, encourage, and repeat all forms of communication.

- Verbal / Vocalization
- Facial Features
- AAC
- Body Language
- Sign Language

## Put a CROWD in the CAR

As students begin to initiate communication and interact during shared reading, the **CROWD** strategy is added to the CAR. CROWD questions and comments, following the CAR structure of interaction, guide students in more sophisticated communications and interactions through the use of one of these five structures:

**Completion:** Students are asked to complete a sentence presented by the teacher.

*What animals is Dr. Dolittle helping? He is helping \_\_\_\_\_.*

**Recall:** Students are asked to tell about things that have been read.

*Dr. Dolittle likes this dog. His dog's name is \_\_\_\_\_.*

**Open-Ended:** Students are asked questions that don't have a specific answer. Students draw on their background knowledge to tell about story illustrations and / or vocabulary.

*Look at the picture. Do you remember the dog's name?*

**Wh— Questions:** Students are asked to respond to direct wh- questions.

*The people stay away from Dr. Dolittle's house. Why do they stay away?*

**Distancing:** Students are guided in connecting something in the book to their personal experience.

*Do you have an animal living at your house?*

The next section provides a more detailed example in the context of an actual shared reading lesson implementing the CROWD in the CAR strategy.

---

Chapter 1

Doctor Dolittle of Puddleby

5



Let's meet Doctor John Dolittle.  
People call him "Dr. Dolittle" for short.  
You can, too.



**READ the Page... PAUSE... and COMMENT**

Comments focus on illustrations, the meaning of the text, and the print itself.

*This is Doctor John Dolittle. They call him Dr. Dolittle for short. Do any of you have a name we call you for short? (Distancing)*



**STOP and WAIT 5+ Seconds**



**ASK for Participation**

If no student communicates, they are explicitly asked to participate.

*My name is <say your full name>.  
People call me <say your shortened name> for short. What do people call you?*



**STOP and WAIT 5+ Seconds**



**REPEAT and RESPOND by Adding More**

The adult repeats what the student says / does, and expands and extends the student's response by adding a little more (typically one or two words).

**Student:** *Sam.*

**Adult:** *Yes! Sam is short for Samantha. (expand)  
Her name is Samantha,  
but we call her Sam for short. (extend)*