



Focus: From Shared Reading to Reading Comprehension

Total Time: 5 hours

Purpose

This package provides educators with 5 hours of professional development focus on reading instruction beginning with supporting engagement and interaction during shared reading and moving to reading and listening with comprehension. Divided across 5 modules, the content can be split across 5 sessions or combined to meet local needs.

Using the Modules

Each of the 5 modules takes approximately 45-60 minutes to complete depending on the level of interaction and engagement in the activities. The modules can be completed in two different formats:

Group sessions using the facilitated modules –

- This format requires someone to take the role of facilitator and prepare for each professional development session using the module-specific Facilitator Guides.
- Small groups of educators can complete the modules as part of professional learning communities and rotate responsibility to facilitate the sessions.
- These group sessions can be conducted in person or via distance with the facilitator streaming the video and managing interactions during activities.
- Paper/pencil or electronic post-tests are available to document successful completion of the module.

Individual use of the self-directed modules –

- Educators independently complete the modules online, on-demand.
- They can be required to complete the optional post-test in order to receive a certificate (sent via email upon successful completion of the posttest) that can be provided to document successful completion of the module.

Combine the facilitated and self-directed modules to achieve the greatest flexibility.

CEU Information

DLM does not grant the CEUs, but information is provided in this package to help you apply for CEU credits.

Modules

Shared Reading

This module describes shared reading, a reading approach that emphasizes interaction and engagement with books. In the DLM assessment, students frequently engage in a shared reading of a text before rereading a text to respond to questions.

[Online Self-directed Module](#)

[Facilitated Module Materials for Groups](#)

Teaching Text Comprehension: Anchor-Read-Apply

Participants will learn to identify the components of an Anchor-Read-Apply text comprehension lesson, match purposes for reading with anchor activities, and describe the difference between asking question to assess comprehension and teaching students to understand text in increasingly complex ways.

[Online Self-directed Module](#)

[Facilitated Module Materials for Groups](#)

Generating Purposes for Reading

This module reviews the Anchor-Read-Apply framework for reading comprehension. Participants will learn how to generate purposes for reading using the DLM Essential Elements and review activities to help students activate background knowledge.

[Online Self-directed Module](#)

[Facilitated Module Materials for Groups](#)

DR-TA and Other Text Comprehension Approaches

Participants will briefly review the anchor-read-apply framework and will be introduced to the DR- TA, KWL, and Yes/No comprehension instructional strategies.

[Online Self-directed Module](#)

[Facilitated Module Materials for Groups](#)

Supporting Participation in Discussion

Participants will review the goals of supporting participation in discussion and the need of an expressive means of communication for all students. Participants will also be given 5 strategies to use in supporting students during discussions with teachers and peers.

[Online Self-directed Module](#)

[Facilitated Module Materials for Groups](#)

CEU Information

From Shared Reading to Reading Comprehension

Total time: 5 hours (1 hour per module)

Module Name	Objectives	Author(s)
1. Shared Reading	<ul style="list-style-type: none"> a. Participants will review what shared reading is and why it is valuable for students with significant cognitive disabilities. b. Participants will consider potential challenges faced by students with significant cognitive disabilities during shared reading activities and ways to address those challenges. c. Participants will review and discuss the role the teacher plays during shared reading activities for students with significant cognitive disabilities. 	Karen Erickson, Ph.D. Penny Hatch, Ph.D.
2. Teaching Text Comprehension: Anchor-Read-Apply	<ul style="list-style-type: none"> a. Participants will identify the components of a complete Anchor-Read-Apply text comprehension lesson. b. Participants will determine anchor activities that match purposes for reading. c. Participants will describe the difference between asking questions to assess comprehension and teaching students to understand text in increasingly complex ways. 	Karen Erickson, Ph.D. Penny Hatch, Ph.D.
3. Generating Purposes for Reading	<ul style="list-style-type: none"> a. Participants will review the Anchor-Read-Apply framework for reading comprehension. b. Participants will learn how to use grade level Essential Elements to generate purposes for reading. c. Participants will review activities to help students activate background knowledge related to the purpose for reading. 	Karen Erickson, Ph.D. Penny Hatch, Ph.D.

Module Name	Objectives	Author(s)
4. DR-TA and Other Text Comprehension Approaches	<ul style="list-style-type: none"> a. Participants will review the Anchor-Read-Apply framework for reading comprehension. b. Participants will review 3 reading comprehension strategies delivered in an Anchor-Read-Apply format. c. Participants will make predictions about a story in a Directed Reading-Thinking Activity using a DLM Tarheel Reader book. d. Participants will describe what they want to learn during a KWL comprehension activity using a DLM Tarheel Reader book. 	Karen Erickson, Ph.D.
5. Supporting Participation in Discussion	<ul style="list-style-type: none"> a. Participants will review the goals of providing support for participation in discussion. b. Participants will review the necessity of a means of expressive communication for every student. c. Participants will review 5 strategies for supporting participation in discussions. d. Participants will identify strategies used in instructional activities. 	Karen Erickson, Ph.D. Penny Hatch, Ph.D.

Author Bios:

Karen Erickson, Ph.D., Director of the Center for Literacy and Disability Studies, is a Professor in the Division of Speech and Hearing Sciences, and the Yoder Distinguished Professor in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. Her research addresses literacy assessment and instruction for struggling readers of all ages including those with significant cognitive disabilities. Karen is co-developer of the Tar Heel Reader online library of accessible books for beginning readers, as well as several other assistive and learning technologies. She is a former teacher of children with significant disabilities.

Penny Hatch, Ph.D., is a Research Assistant Professor at the Center for Literacy and Disability Studies, in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. Her research includes language and literacy development for students with significant cognitive disabilities and complex communication needs. Prior to earning her Ph.D., Penny worked as a school-based speech-language pathologist, specializing in augmentative and alternative communication and assistive technology