



Best Reading Practices for Students with Developmental Disabilities Planning Guide

Structured Shared Reading Lesson Component	How might I adapt this for use with my students?
<p><i>Re-read familiar books (3-5 min.):</i> The teacher helps students review previously learned reading behaviors (e.g. looking at print) while students re-read books with the “lowest possible teacher support, [focusing on] enjoyment, success, fluency and ‘being readers’.”</p>	
<p><i>Phonemic awareness, phonics, and word work (5-7 min.):</i> The teacher “provides brief, focused modeling and practice of skills for current goals through interactive, teacher-led activities.”</p>	
<p><i>Shared reading of new text (15 min.):</i> The teacher starts by previewing the book through a “rich, interactive” introduction, including building background knowing and previewing vocabulary. Then the teacher and students read the new book together with high levels of teacher support, stopping to discuss and check for comprehension along the way. Next, the teacher and students re-read the book together with less teacher support and no stops. Lastly, the teacher and students respond to the text with the teacher modeling and support student responses.</p>	
<p><i>Shared writing connection (5 min.):</i> “Students co-construct brief shared text with high teacher support related to the new book and re-read their writing with support.”</p>	