



SHARED READING FOR BEGINNING COMMUNICATORS SELF-REFLECTION & OBSERVATION

Reader:		Other Adults:	
Student(s):			
Book Title:			
Date:	Time:	Observer:	

Evidence	Yes	No	Comments
Content and complexity of the book is appropriate for the age, grade, <u>and</u> ability level of students (NOTE: This should regularly include the use of DLM Familiar ¹ texts.)			
Individual communication systems are available for interaction during shared reading for <u>each</u> student with limited speech.			
Before reading, the adult connects the book to previously taught information or experiences.			
The adult reads the text with enthusiasm and interest.			
The adult makes comments that focus on connecting the illustrations, words and content of the book to the student's life.			
The adult uses objects in connection with the text to recruit and sustain student attention, add interest, and build meaning ² .			
The adult invites and encourages students to participate page-by-page, and provides adequate wait time for students to initiate or respond.			
The adult recognizes, responds to, and expands on student's efforts to participate and communicate.			

¹ Access the DLM Familiar Texts on the Teacher Resource page for your state at <http://dynamiclearningmaps.org>

² To learn more about using objects, sustaining attention, and encouraging interactions during shared reading check out the module, *Shared Reading* at <http://dlmpd.com>

Summary and Additional Comments:



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