



POPEY 

Provincial Outreach Program
for the Early Years

www.popey.ca

Foundational Literacy Learning:
Interactive Read Alouds & Shared Reading

Monday, January 30th

11:50–12:30pm

Presenter:
Lisa Thomas
POPEY Program Manager

* Digital collection of workshop resources available at [POPEY's SD53 Padlet](#)

POPEY • 1m
SD 53 Lunch & Learn - Monday, January 30th - Foundational Literacy: Read Alouds & Shared Reading
 11:50 am - 12:30 pm

Workshop Handouts | **Zoom Link** | **Videos Shared** | **Student Activities & Printables** | **Additional Resources** | **Related Articles**

Workshop Handouts
 January 30th Workshop Handouts
Foundational Literacy Learning: Active Read Alouds & Shared Reading
 Click on either link to access the PDF handouts:
[Electronic Handout](#)
[Print Handout](#)

Workshop Handouts
 January 16th Workshop Handouts
Foundational Literacy Learning: Phonological Awareness, Word Solving & Structure
 Click on either link to access the PDF handouts:
[Electronic Handout](#)
[Print Handout](#)

Zoom Link for Workshop
 Click [HERE](#) to join the Zoom workshop at 11:50am on Monday, January 30th
 Or you can go to the [Zoom website](#) and enter our Meeting ID and Passcode there.
 Meeting ID: 899 5312 9764
 Passcode: 654321

Word Wall I Spy: Developing Phonemic Awareness
 YouTube
 Guess the Word: Developing Phonemic Awareness Using the Word Wall
 The Balanced Literacy Diet models how you can play Word Wall I Spy with your students

POPEY's Word Ladders Video
 YouTube
 Word Ladders
 POPEY's Word Ladders video

Segmenting CVC Words Using Toy Cars & Elkonin Boxes
 YouTube

POPEY's Language Games
 PDF
Language Games to Support Phonological Awareness
 POPEY's collection of Language Games to Support Phonological Awareness

POPEY's Word Work Charts
 popey.ca
 Ministry of Education and Child Care
 Word Work
 Printable short and long vowel charts, vowel teams, blends and digraphs, and more...

POPEY's Literacy Centres
 PDF
Literacy Centres Kindergarten - Grade 3
 Literacy%20Centres
 Some suggestions for Literacy Centres that support Oral Language, Word Work, Reading and Writing development.

Additional Resources
 Maria Walther on Twitter
 twitter.com/mariapwalther
 Teacher - Author - Literacy Consultant

Get Epic- Free access to online books for kids
 getepic.com
 Instantly access over 40,000 of the best books & videos for kids on Epic

Books to Support Phonological Awareness
 PDF
Books to Build Word Awareness
 Where's My Teddy? - by Jez Alborough
 It's the Bear - by Jez Alborough
 Lily's Purple Plastic Purse - by Kevin Henkes
 Click, Clack, Moo: Cows That Type - by Doreen Cronin
 Tough Bears - by Mem Fox
 Dog Breath - by Sam Pitkey
 The Giving Tree - by Shel Silverstein

Related Articles
Shared Reading: Research, Practice, Prompts, Examples
 education.vic.gov.au
 Shared reading is an effective way for the teacher to demonstrate reading strategies and behaviours in continuous text.

Article: Nell Duke - What Wordle Reminds Us About Effective Phonics & Spelling Instruction
 ascd.org
 What Wordle Reminds Us About Effective Phonics and Spelling Instruction

readingrockets.org
 The Development of Phonological Skills - by Louisa Moats & Carol Tolman
 Basic listening skills and "word awareness" are critical precursors to phonological awareness. Learn the milestones for acquiring phonological skills.

* Additional K-3 literacy resources available at [popey.ca](#)

Outcomes for Today

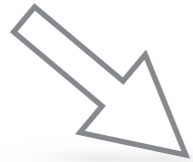


* exploring how to support and strengthen students' word solving and comprehension skills with interactive read alouds and shared reading

The Developmental Stages of Reading

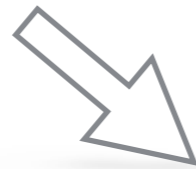
Emergent

- pretend, imitate & practice reading behaviours
- use background knowledge to predict author's message
- begin to understand concepts of print
- know that print represents sounds & words



Early

- know how sounds translate into letters & letter clusters
- understand concepts of print
- respond to texts through oral retellings and discussions
- use decoding & problem solving skills
- read high frequency words quickly and fluently
- use known words to monitor meaning

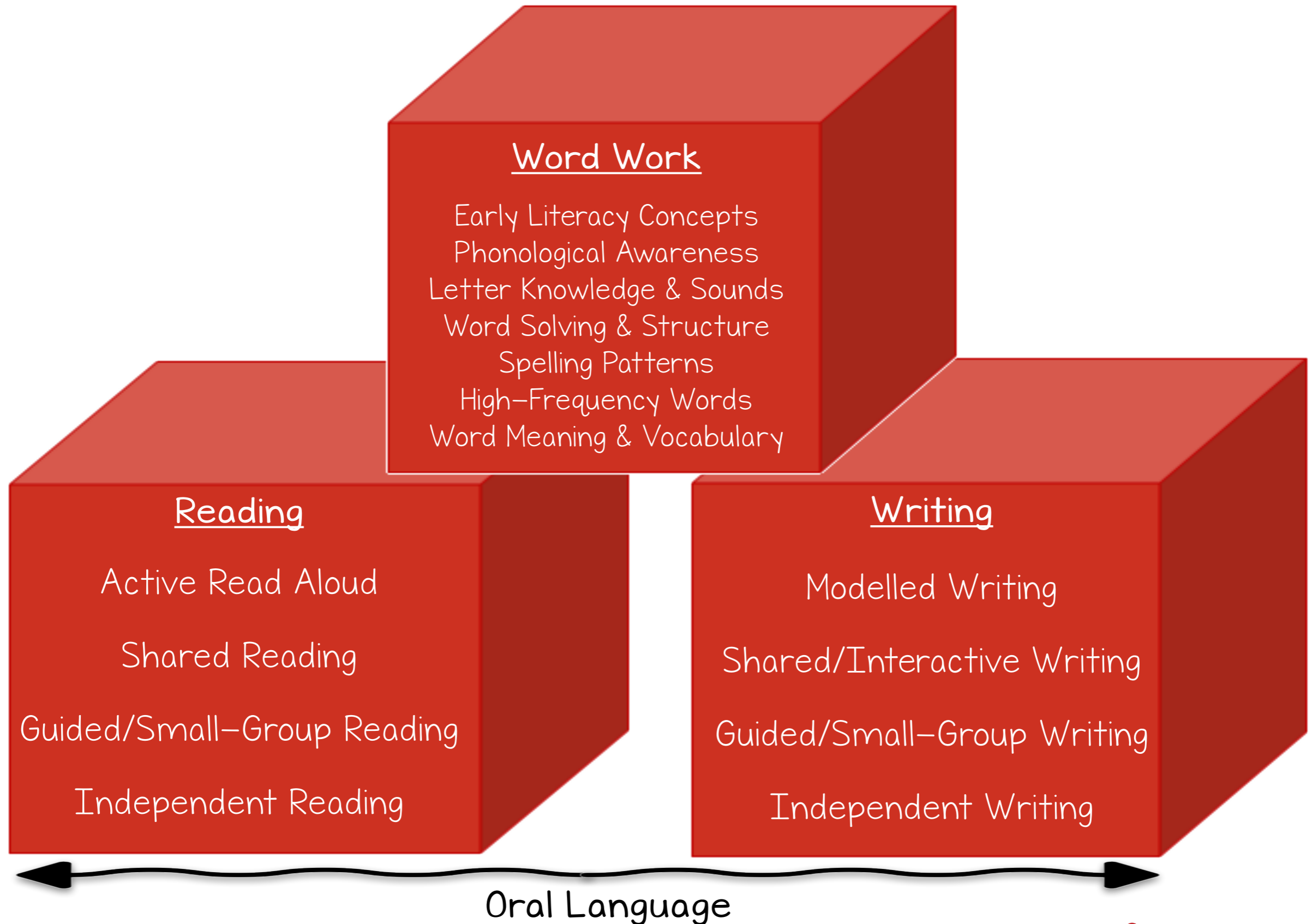


Transitional

- use knowledge of text to monitor & self-correct
- develop an awareness of how to read silently
- apply more complex comprehension strategies
- expand vocabulary; show interest in unfamiliar words
- solve multisyllabic words by noticing parts of words



Comprehensive Literacy Framework



Scaffolded Supports for Reading

Independent Reading

Reading BY Children

- Guided Reading
- Small-Group Reading

Reading WITH Children

- Literacy Centres
- Reading Workshop Partners
- Book Clubs

Children Reading Together

Shared Reading

Reading WITH Children

Active Read Aloud

Reading TO Children

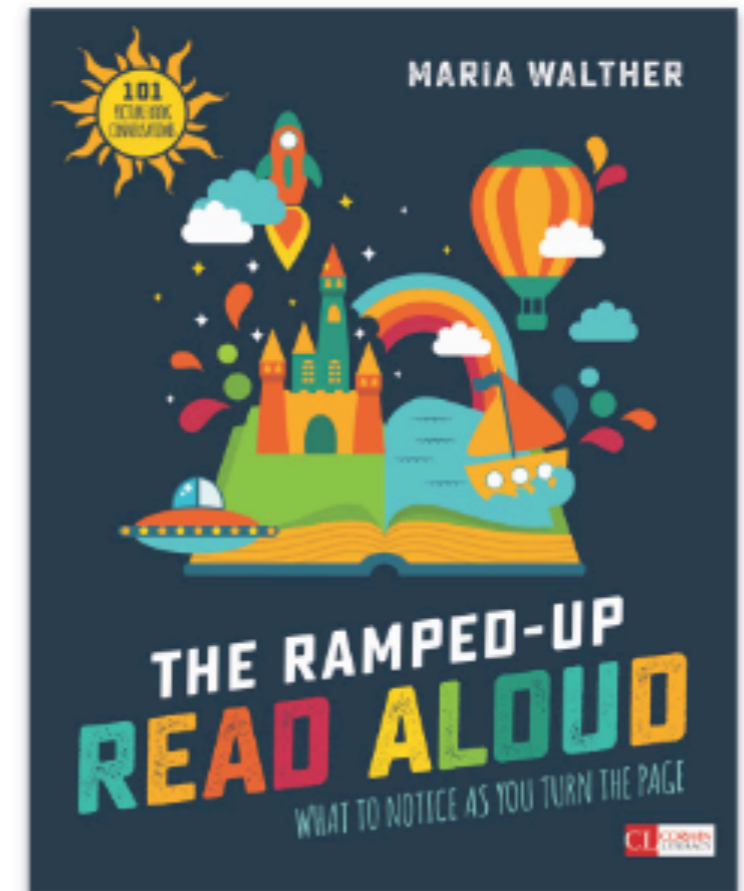
Interactive Read Aloud - Modelled Reading

The teacher provides maximum support by reading text that is usually **beyond** the student level. The student's role is to **listen** and **engage** with the text.



What Is a Read-Aloud Experience?

A learning event where you joyfully celebrate a text and demonstrate skilled, expressive reading by **reading to** your students while they listen, notice, and wonder. During a read-aloud experience, you typically have the text in your hands. As you are reading, you might pause and pose questions that **engage students in collaborative conversations** to help them uncover the meaning and/or message of the text.



Compelling Reasons to Read Aloud

Promotes reading

Fosters a strong sense of community

Celebrates the written word

Expands vocabulary

Showcases a proficient reading strategy use

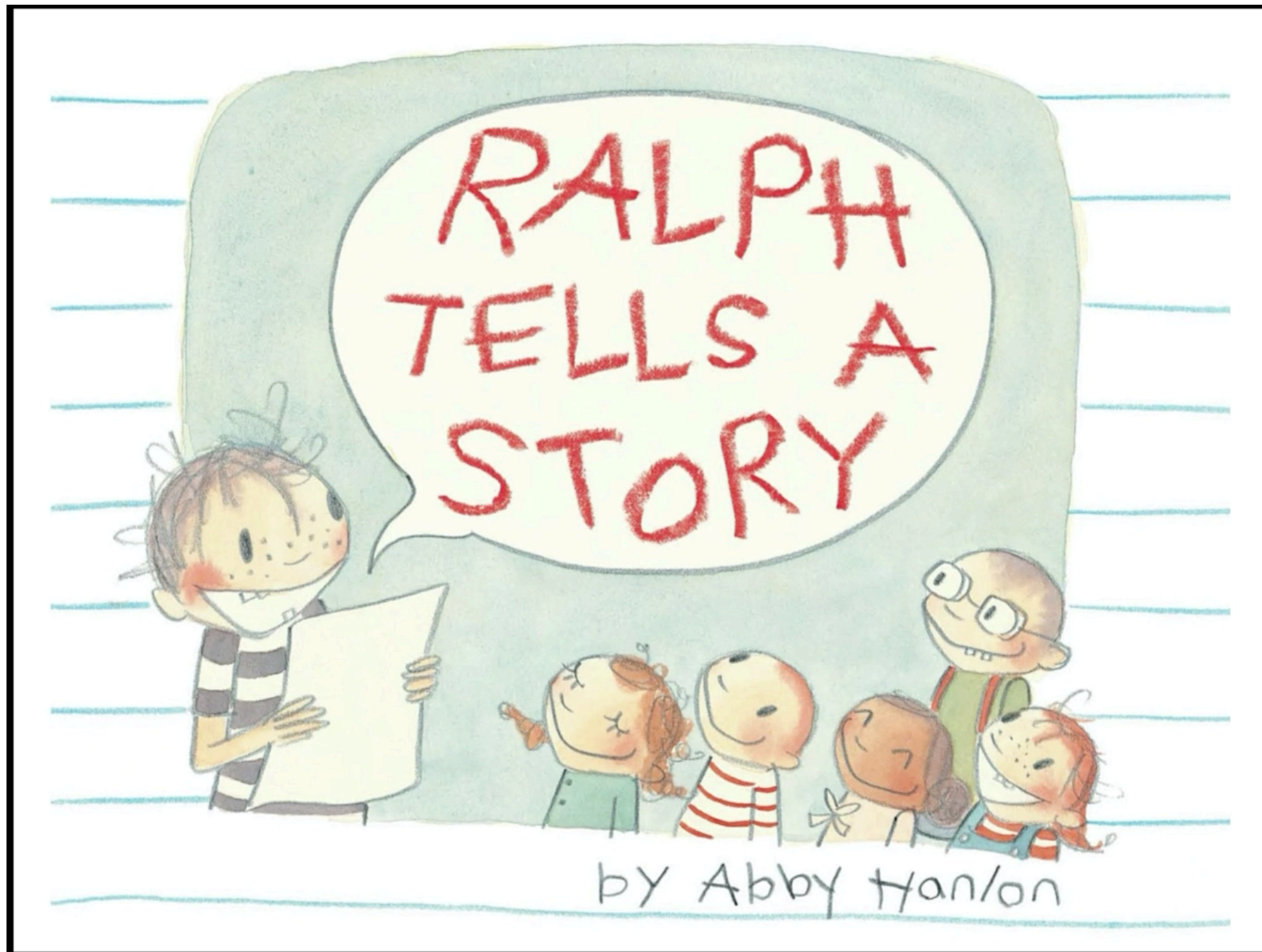
Supports budding writers

Sparks collaborative conversations

Encourages perspective taking & empathy

Opens windows to other worlds

Fiction Interactive Read Aloud



Nonfiction Interactive Read Aloud



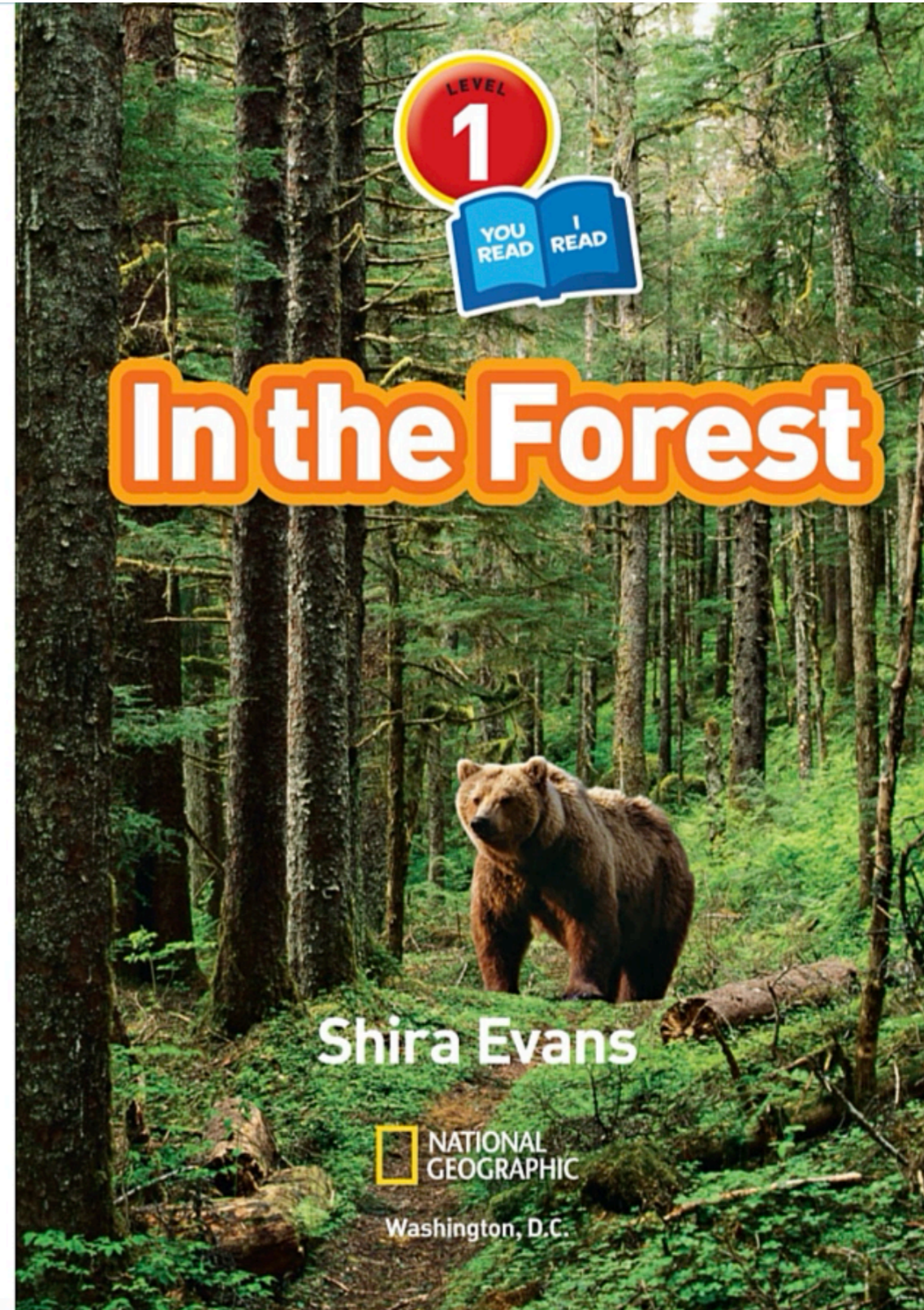
National Geographic Readers: In the Forest

By: [Shira Evans](#)

What kinds of interesting critters live amongst the forest trees?

5-7 20 *
Age Range Level ⓘ

[Favorite](#) [Assign](#) [Hide](#)



Shared Reading

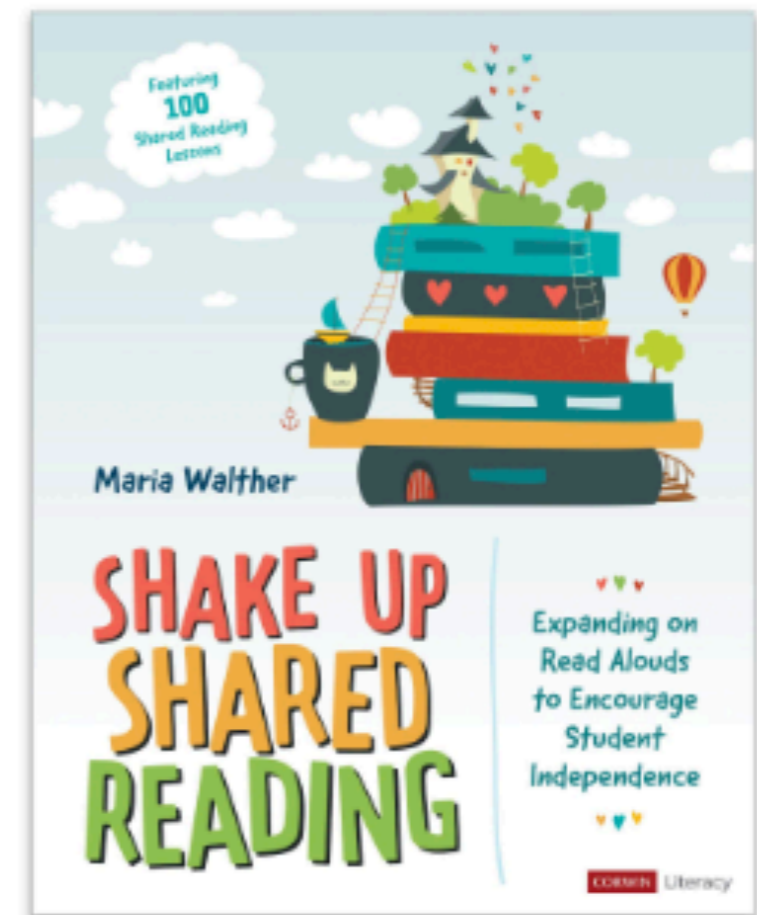
“Shared reading enables all children, regardless of their reading levels, to have enjoyable literacy opportunities every day.” –

Irene C. Fountas and Gay Su Pinnell



What Is a Shared Reading Interaction?

A learning event where you **collaborate** with your students to **reread and study** key pages or **parts of a familiar text**. During a shared reading interaction, the text is projected large enough for all learners to see. Together, you and your students **investigate** the text to bring a transferable **literacy skill or strategy** to light—a **behavior** learners can **approximate** and apply as they read and write.



What's the Difference?



Read-Aloud Experiences

Teacher reading the text **to** the students

Typically a whole-group learning event

Teacher engages students in **collaborative conversations** that dig into complex ideas, social-emotional learning competencies, higher-level comprehension, and, when applicable, foundational reading skills.



Shared Reading Interactions

Teacher and students reading and rereading a text **together**

Can occur in the whole group or in small groups

Teacher stops at pre-planned key parts or pages to engage students in **applying strategic moves** to strengthen foundational reading skills (phonological awareness, letter-sound knowledge, decoding, word recognition, vocabulary, fluency and comprehension).

The Importance of Shared Reading

Shared reading is an effective way for the teacher to demonstrate reading strategies and behaviours in continuous text.

- ✓ expand vocabulary
- ✓ read fluently, with expression and confidence
- ✓ promote pleasure and enjoyment with texts
- ✓ demonstrate decoding and comprehension strategies
- ✓ demonstrate concepts of print such as left to right, return sweep, top to bottom, left page before right page
- ✓ demonstrate how to use information/cues to assist reading
- ✓ teach phonics and phonemic awareness

Shared Reading

- ✓ Initially the teacher does **most** of the reading, with a focus on **meaning and enjoyment**.
- ✓ The text level is usually **beyond** what students can read by themselves.
- ✓ Once **understanding** is established, the teacher can reread the text to **explicitly demonstrate reading strategies** and **engage** in **problem solving**.
- ✓ As students become **more familiar** with the text during rereading, they will **join in**.



Repeated Shared Reading

Purpose & Benefits:

The teacher's fluent voice

- ▶ Students chime in a bit



Re-read books multiple times

- ▶ More students chime in each time
 - * You accumulate more readers every read
 - * This improves students' reading comprehension

Focuses

- ▶ Comprehension, fluency, vocabulary, reading processes
- ▶ Look closely at the words on the page

get more complex texts into students' lives and into their brains

Ollie the Stomper



Olivier Dunrea



This is Ollie.

A Sample Five-Day Plan for Shared Reading

Day 1 – Focus: warm up & introduction of book

- ▶ students enjoy the book and understand the meaning of the text

Day 2 – Focus: students join in with the teacher on repetitive/rhyming parts

- ▶ blue boots, red boots, stomp, romp...

Day 3 – Focus: word study or vocabulary – decide if you'll highlight:

- ▶ Snap words or a phonics principle (e.g. blends, digraphs)
 - * *I Spy the "st" sound – do you see it on this page? or*
 - * *Identify and generate examples of onset and rime*

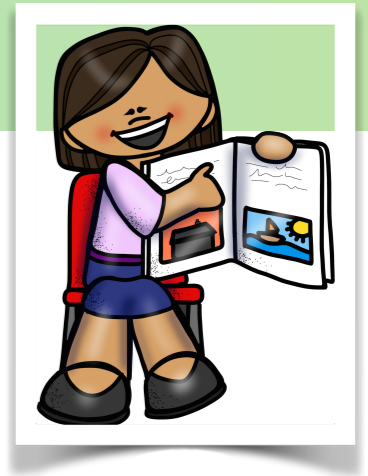
Day 4 – Focus: fluency practice

- ▶ Focus on scooping up words, expression, pacing, phrasing
 - * *Lets read with a just-right pace*

Day 5 – Focus: putting it all together – orchestration of all skills

- ▶ Comprehension, celebration, readers' theatre
 - * *Remember, you are all readers, and readers have big jobs!*

Why is Shared Reading Important?



As an instructional context, shared reading:

- ✓ Provides enjoyable, successful experiences with print for all students
- ✓ Promotes the development of all aspects of the reading process
- ✓ Builds language skills and enhances vocabulary
- ✓ Provides opportunities to engage in expressive, meaningful, fluent reading
- ✓ Builds understanding of various types of texts, formats, and language structures
- ✓ Builds a community of readers

Catching Readers Before They Fall

”If children are not spending a **significant** portion of their day **engaged in texts** that allow them to **practice the strategies we are modelling**, then we cannot possibly expect them to take on these strategies and use them **independently.**”



Reflections & Next Steps

Resources & activities shared today:

- ✓ the developmental stages of reading
- ✓ interactive read alouds & shared reading as part of comprehensive literacy instruction:
 - ★ Interactive Read Aloud/Talk About Books/Story Elements
Ralph Tells a Story
 - ★ Active Read Aloud/Nonfiction Thinking & Reading Strategies
In the Forest
 - ★ Repeated Shared Reading/Modelling Strategies in Action
Ollie the Stomper

What is ONE thing you can commit to TRY
in your classroom or role?

Sources

Workshop Padlet available [HERE](#)

Info Links

more info links are available on our [website](#)

[Epic Books](#)

[Fountas & Pinnell Blog: What Is Shared Reading?](#)

[Reading Rockets – Phonological and Phonemic Awareness: Introduction](#)

[University of Oregon Center on Teaching and Learning: Phonemic Awareness](#)

[Victoria State Government: Department of Education – Literacy Teaching Toolkit/Shared Reading](#)

Books

Units of Study in Reading & Teachers' College Reading and Writing Project – Calkins et. al.

Apprenticeship in Literacy: Transitions Across Reading and Writing, K-4 – Dorn & Jones

The Fountas & Pinnell Literacy Continuum – Fountas & Pinnell

Guided Reading Basics – Jamison Rog

Catching Readers Before They Fall – Johnson & Keier

The Ramped-Up Read Aloud – Walther