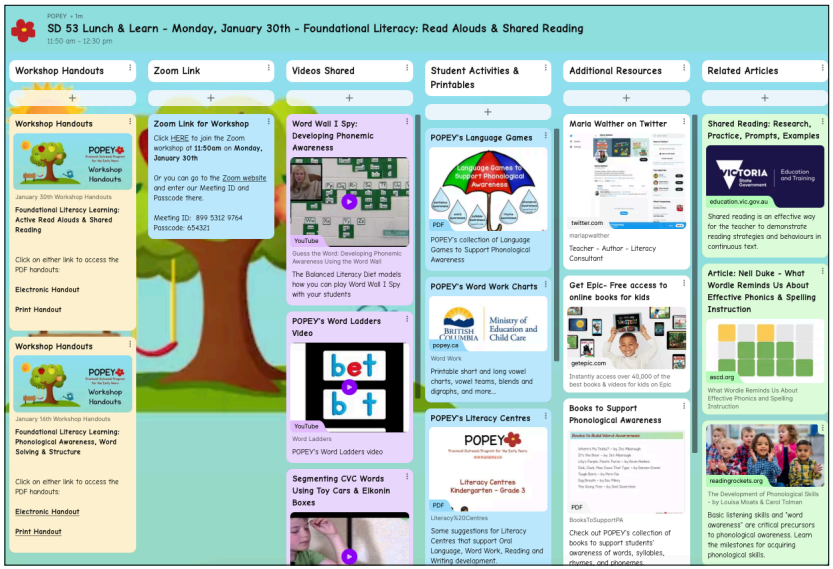
POPEY
Provincial Outreach Program for the Early Years
www.popey.ca

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 padlet.com/POPEY



*Additional K–3 literacy resources available at popey.ca

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Outcomes for Today

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

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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

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

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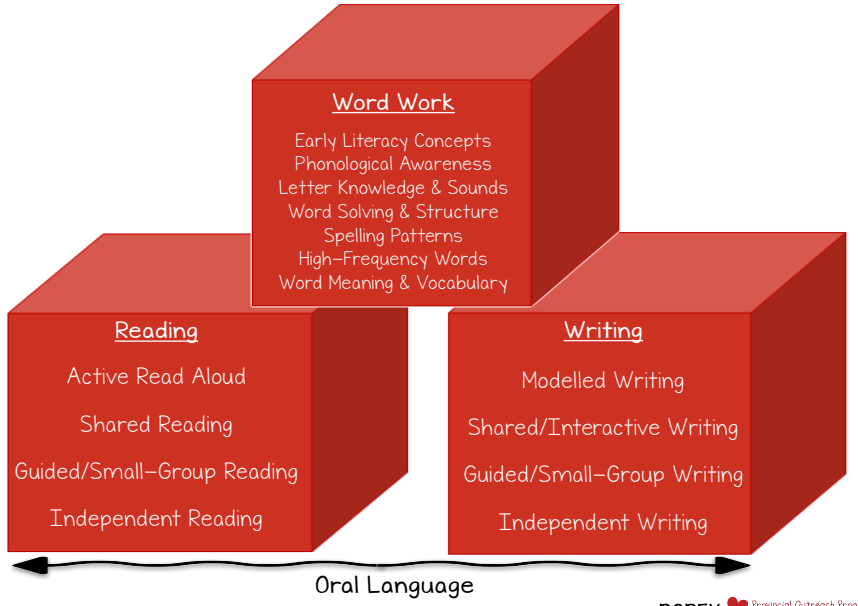
Comprehensive Literacy Framework



Adapted From – *Guided Reading Basics* – Jamison Rog & *The Fountas & Pinnell Literacy Continuum* – Fountas & Pinnell

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Scaffolded Supports for Reading

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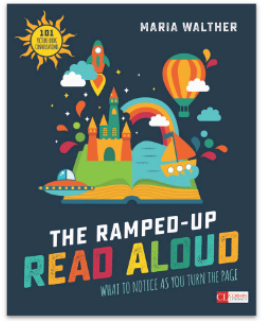
Interactive Read Aloud - Modelled Reading

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.

Victoria State Government: Department of Education – Literacy Teaching Toolkit/Shared Reading

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.

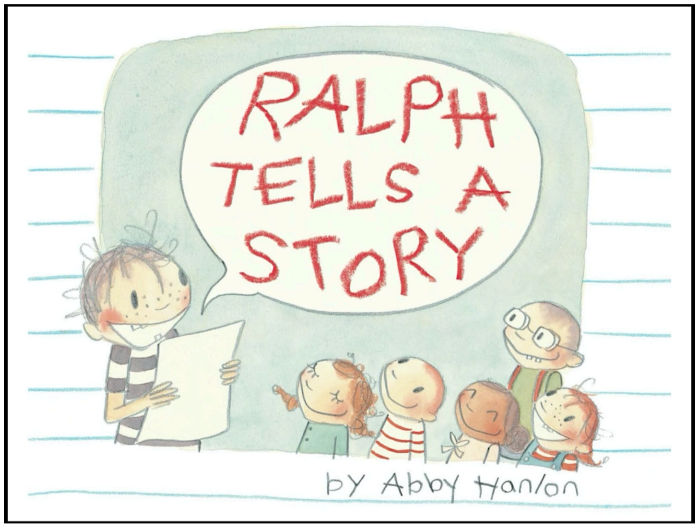


@mariapwalther

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



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Nonfiction Interactive Read Aloud

National Geographic Readers: In the Forest

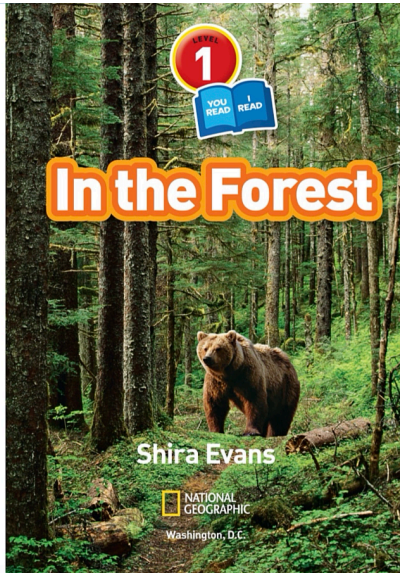
By: Shira Evans

What kinds of interesting critters live amongst the forest trees?

5-7 Age Range

20 * Level ⓘ

Favorite Assign Hide



Epic Books

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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*

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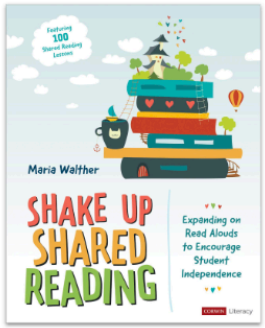
What Is a Shared Reading Interaction?

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.



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What's the Difference?

Read-Aloud Experiences	Shared Reading Interactions
Teacher reading the text to the students	Teacher and students reading and rereading a text together
Typically a whole-group learning event	Can occur in the whole group or in small groups
Teacher engages students in collaborative conversations that dig into complex ideas, social-emotional learning competencies, higher-level comprehension, and, when applicable, foundational reading skills.	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).

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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

Victoria State Government: Department of Education – Literacy Teaching Toolkit/Shared Reading

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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.

Victoria State Government: Department of Education – Literacy Teaching Toolkit/Shared Reading

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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

Adapted from – Units of Study in Reading & Teachers' College Reading and Writing Project – Reading Institute

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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…

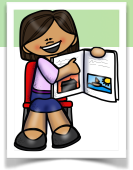
Day 3 – Focus: **word study or vocabulary – decide if you'll highlight:**
- Snap words **or** a phonics principle *(e.g. blends, digraphs)*
  - *I Spy the "st" sound – do you see it on this page? or*
  - *Identify and generate examples of onset and rime*

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!*

Adapted from – Units of Study in Reading & Teachers' College Reading and Writing Project – Reading Institute & Victoria State Government: Department of Education – Literacy Teaching Toolkit/Shared Reading

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

Fountas & Pinnell Blog: What Is Shared Reading?

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**."

From – *Catching Readers Before They Fall* – Johnson & Keier

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?

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Sources

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 & Presentations

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

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