



Literacy Academy 2025

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BUILDING LANGUAGE AND LITERACY THROUGH SHARED BOOK READING

**CAROLYN
TURNER**

Ohio Literacy Lead



PARTNER CHAT



Greet the person next to you.

Decide who will be Partner A and who will be Partner B.

Remember who you are! You'll be checking in from time to time.

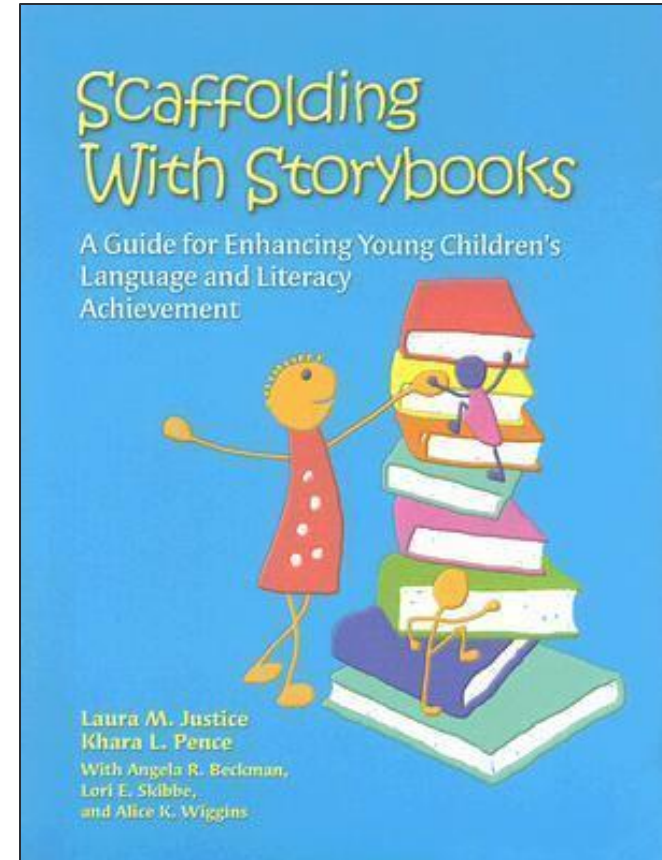
SESSION OBJECTIVES

- Explain how shared book reading supports developing emergent and early literacy skills.
- Describe shared book reading approaches to build children's language and literacy skills.
- Explain how shared book reading supports the early childhood experience.



SCAFFOLDING WITH STORYBOOKS: A GUIDE FOR ENHANCING YOUNG CHILDREN'S LANGUAGE AND LITERACY ACHIEVEMENT

- Evidence-based strategies for improving the language and literacy skills of young children
- Important for all children
- Particularly advantageous for children with lower language skills and at risk for later reading difficulties



SHARED BOOK READING AND THE DEVELOPMENT OF LITERACY SKILLS

SHARED BOOK READING FROM THE START

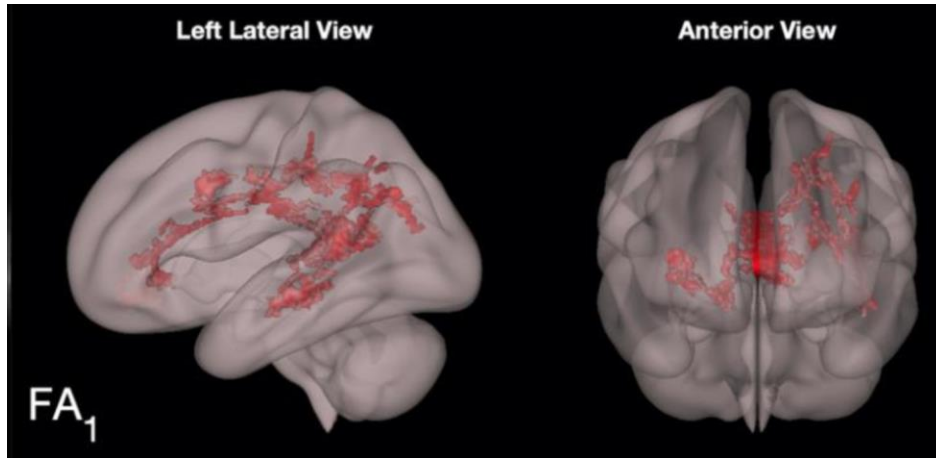
The younger the age of a child when shared book reading begins, the better the child's future language and literacy abilities will be.

- Increased episodes of attention
- Exposure to a broader vocabulary
- Establishment of regular reading habits

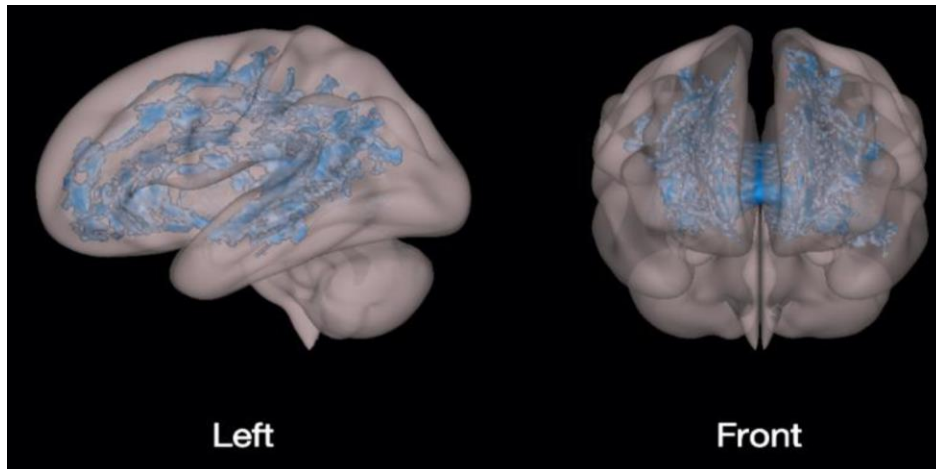
READING ALOUD VS. SCREEN TIME



Reading to Children



Excessive Screen Time



- Reading to young children by a parent / caregiver affects the brain in ways that will impact later reading development.

- Technology led to underdevelopment in these critical brain regions.

SHARED BOOK READING APPROACHES TO BUILD CHILDREN'S LANGUAGE AND LITERACY SKILLS

SHARED BOOK READING

Print
Knowledge

Word
Knowledge

Phonological
Knowledge

Alphabet
Knowledge

Narrative
Knowledge

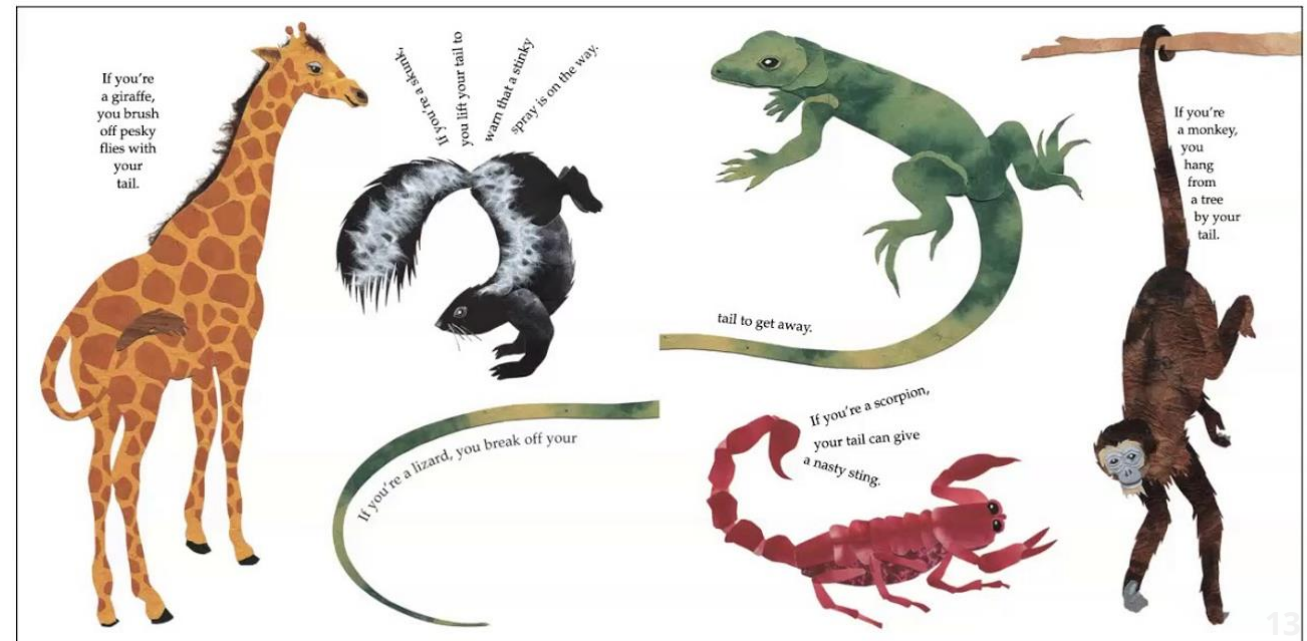
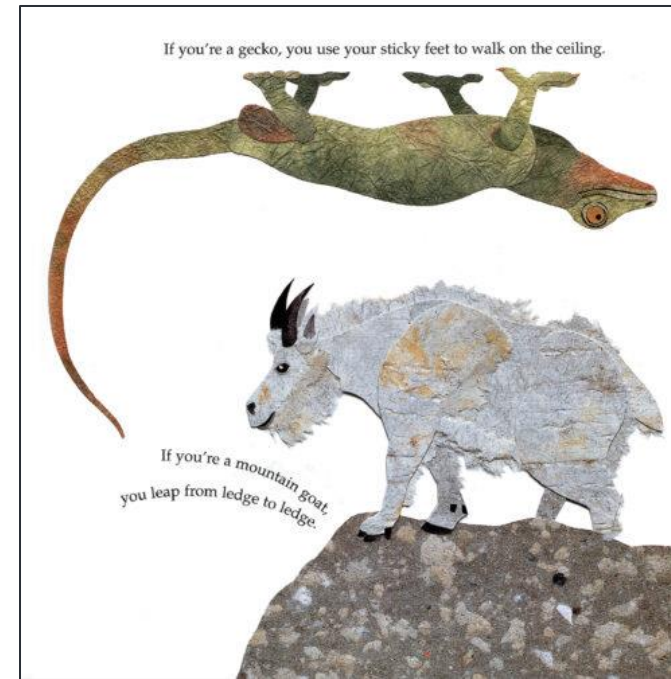
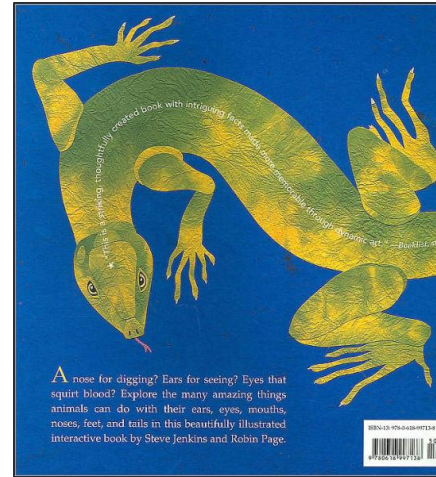
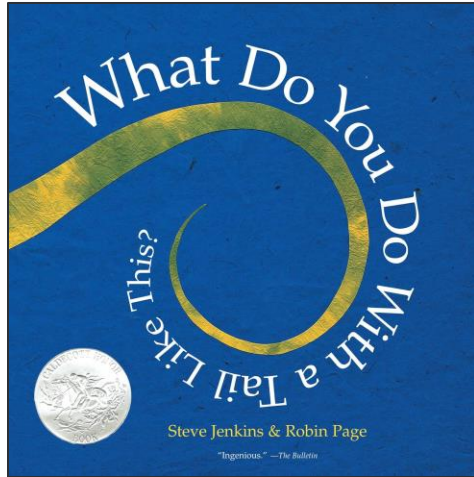
World
Knowledge

BUILDING PRINT KNOWLEDGE

Intentionally arrange activities in a developmental sequence to enable children to:

- Comprehend and begin to use print-related vocabulary
- Demonstrate awareness of book organization
- Demonstrate role of words as carrying meaning
- Demonstrate understanding of text directionality
- Demonstrate word awareness

EXAMPLE: TEXT DIRECTION

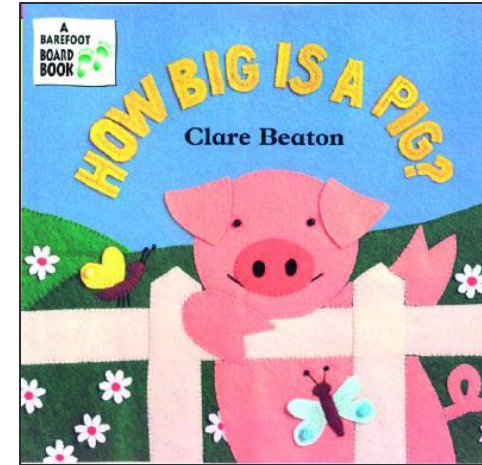


BUILDING WORD KNOWLEDGE

Intentionally select book reading activities designed to guide children to:

- Pay attention actions
- Interpret characters do the things they do
- Talk about feelings
- Understand and use adjectives
- Differentiate and use prepositions and opposites

EXAMPLE: PREPOSITIONS AND OPPOSITES

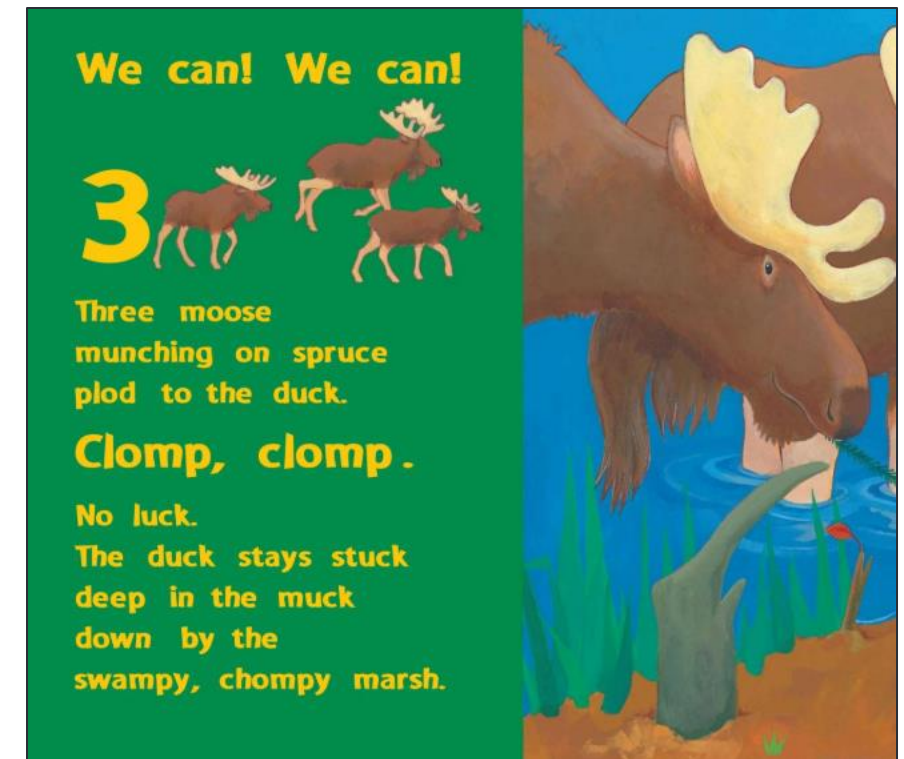
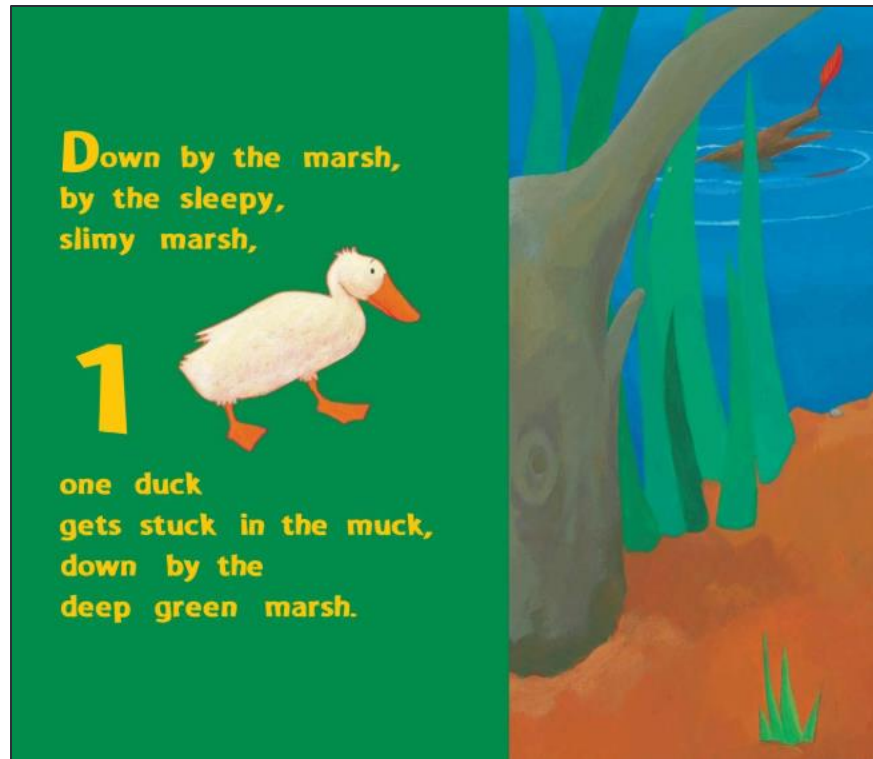
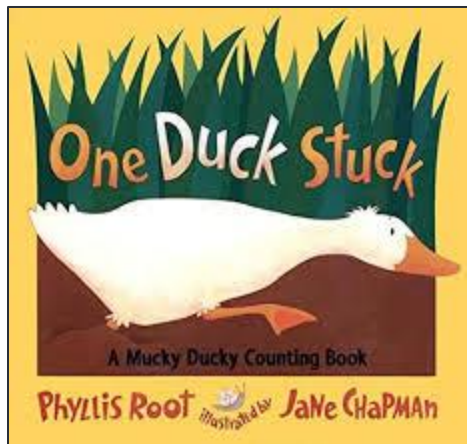


BUILDING PHONOLOGICAL KNOWLEDGE

Intentionally integrate activities to build on the developmental sequence of phonological awareness

- Segment sentences at the word level
- Segment words into syllables and blend parts of words
- Demonstrate rhyme awareness and rhyme production
- Demonstrate awareness of and produce beginning sounds
- Demonstrate awareness of and produce final sounds

EXAMPLE: FIRST SOUNDS

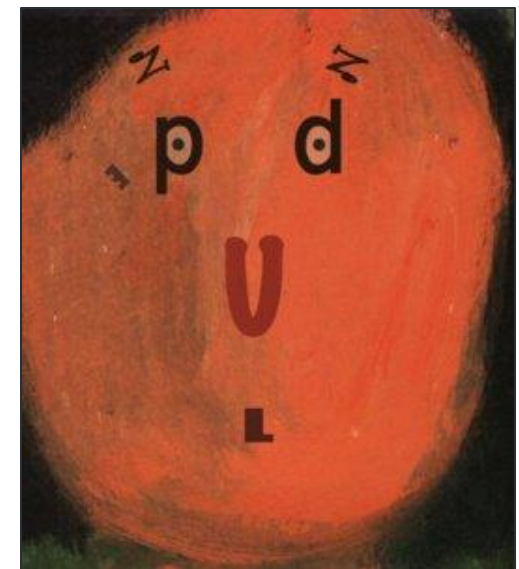
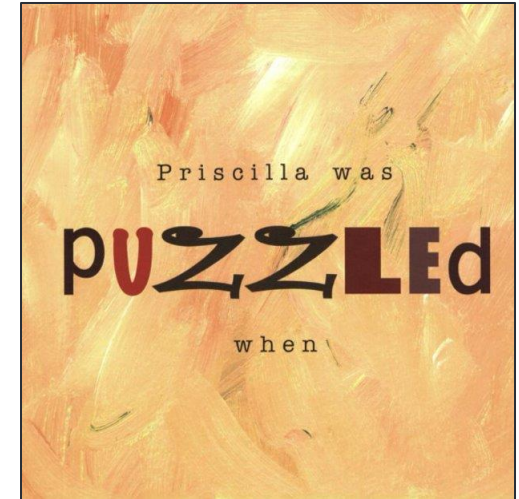
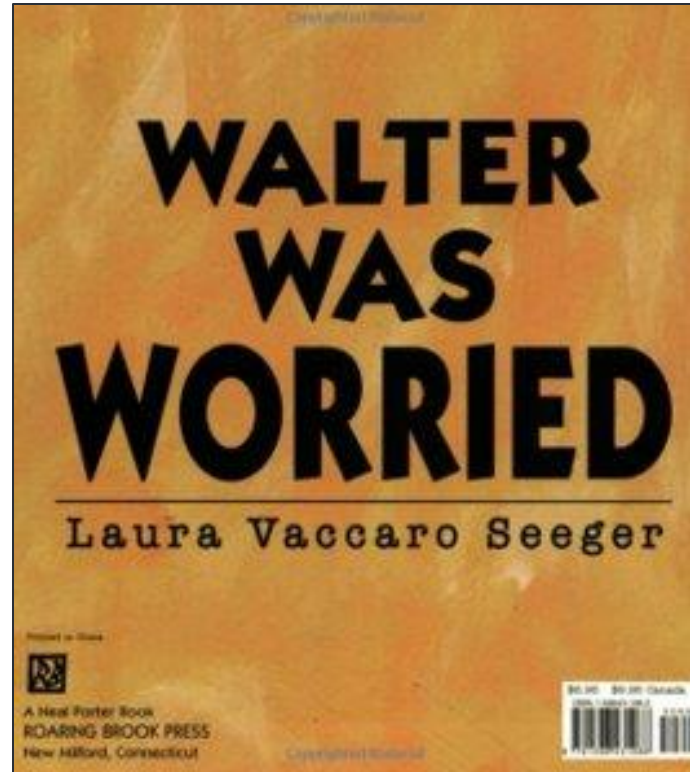
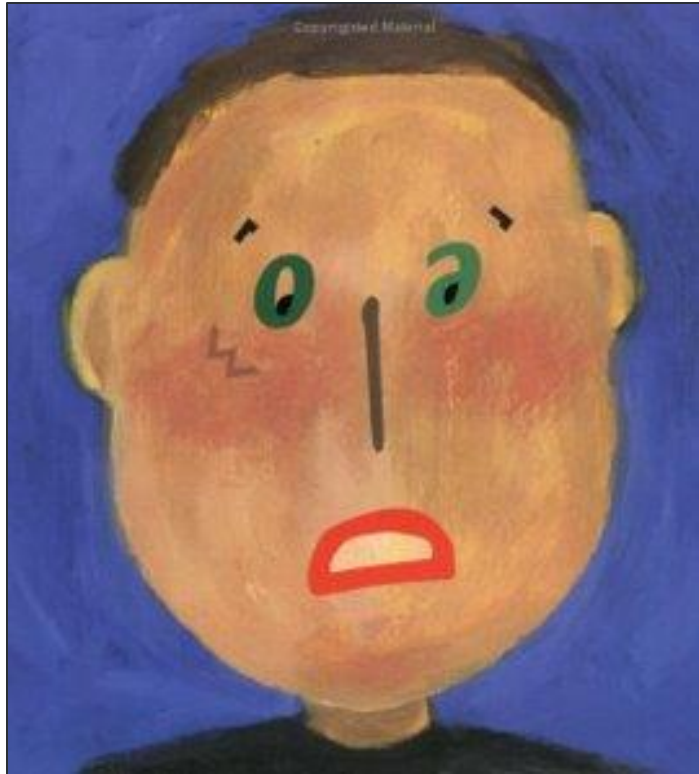


BUILDING ALPHABET KNOWLEDGE

Intentionally include activities to direct children's attention to the letters on the page

- Develop an interest in the written alphabet
- Recognize letters are a type of print
- Recognize differences between letters
- Support letter identification

EXAMPLE: PRINT REFERENCING

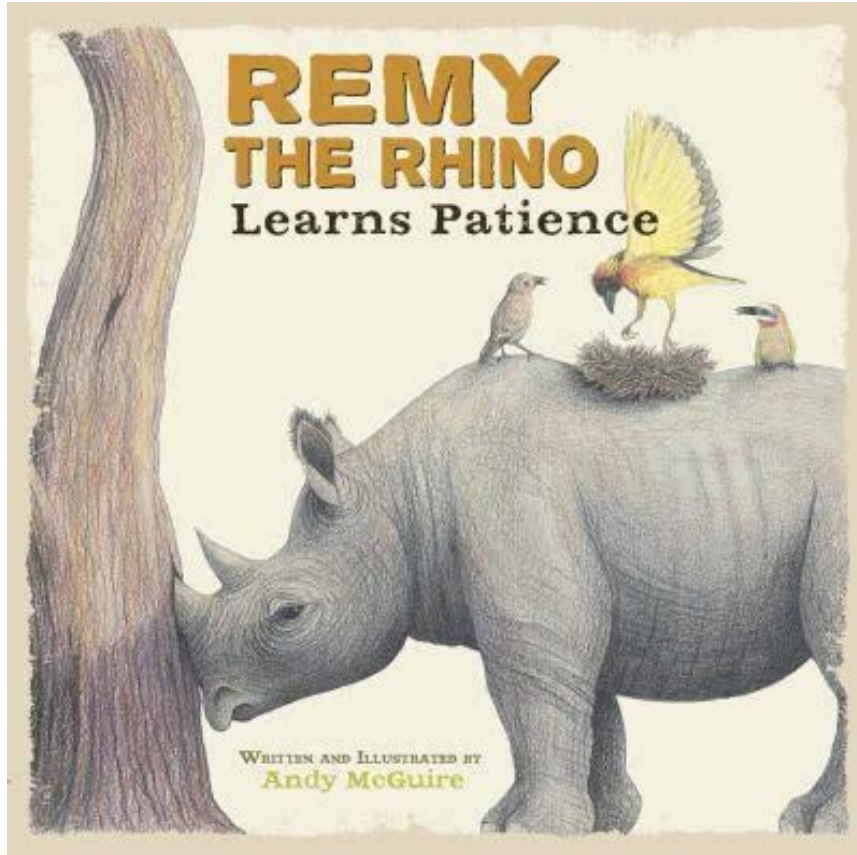


BUILDING NARRATIVE KNOWLEDGE

Intentionally include activities in book reading to support children's early development of narrative structure

- Discuss the sequence of events in a story
- Discuss what happens to characters in a story
- Discuss the location of a story
- Discuss speech used by characters
- Identify the peak of the story

EXAMPLE: SEQUENCE AND EVENTS



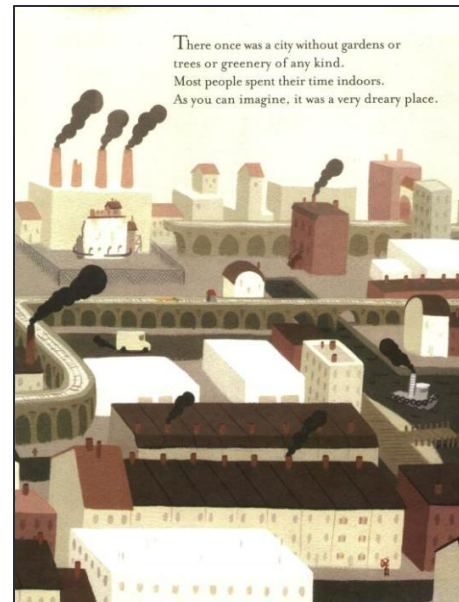
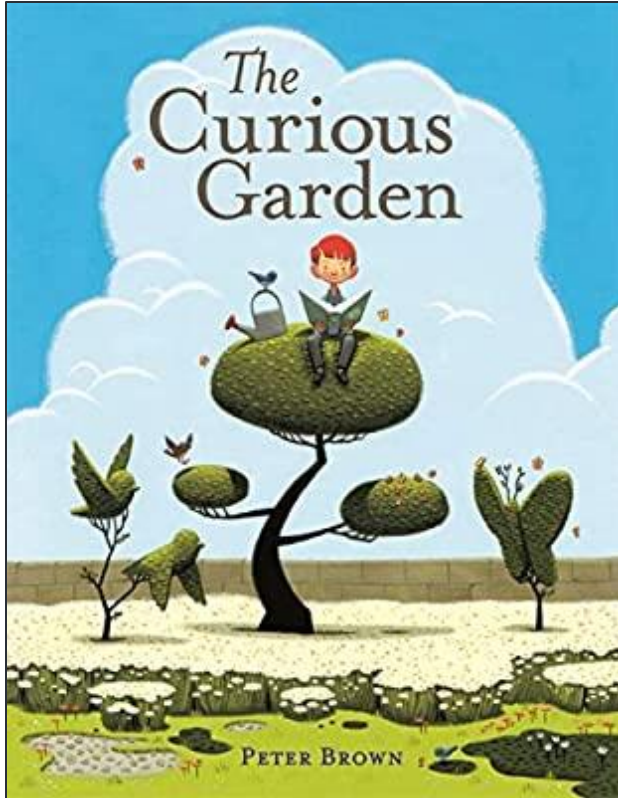
- Who is the story about?
- Where does the story take place?
- How does Remy feel a lot of the time?
- What happened to Remy?
- Who helps Remy?
- How do they help him?
- What does Remy learn?

BUILDING WORLD KNOWLEDGE

Intentionally select books to encourage children's interest in topics and genres that will expand their world knowledge

- Read informational books with a story format
- Use props to build vocabulary around a topic
- Select books to build knowledge of environmental print
- Develop an understanding of the world using storybooks

EXAMPLE: STORY FORMAT WITH INFORMATION



SHARED BOOK READING AND THE EARLY CHILDHOOD EXPERIENCE

MULTIPLE READS

Read target books at least 3 times over a short period of time.

This builds children's understanding of

- concepts,
- background knowledge, and
- ability to retell a story.



IN THE CLASSROOM

Whole group and small group experiences provide maximum benefits

- Children able to learn from their peers
- Opportunities to hear their peers who are more advanced model new words

PICK A PROMPT



**Three key
points**

**Something that
squares with your
beliefs or thinking**

**Something you
plan to circle
back to for next
school year**

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THANK YOU

Carolyn Turner
Carolyn.turner@hcesc.org



Department of
Education &
Workforce