

Interactive Read Aloud Guidance and Planning - PreK

- Teacher pre-reads and plans intentional stopping points during the read aloud. Teacher plans intentional stops by ‘putting him/herself into the head of the learners’ and thinking about what in the text will be challenging for the learners or what she/he hopes the learners will walk away knowing about the text. These items help the teacher determine where to stop and think aloud.
- These stops are not questions for students to answer. Teacher shares his/her thinking (the whats, hows and whys of their thinking) and then invites learners through an open-ended prompt/question to respond, first to themselves, then through a turn and talk with the person next to them, and then through a ‘sharing out’ with the class.

Opening Conversation/ Creating Meaningful Learning (Creates the opportunity for all children to make a meaningful connection to the central idea/theme/topic of the text by accessing ‘what they know’.) *We’ve all had a time..... Think about Provide scaffolds for differentiation. Maybe it was... Maybe it was....*

Students first respond to themselves, then through a turn and talk with the person next to them, and then, if fiction, through a ‘sharing out’ with the class.

Bridging Conversation (Guides the reader in using what he/she already knows/feels to better understand the characters(s) and/or story.) *Remembering how you felt about ____ will help you better....*

Vocabulary Set-Up (Teacher chooses 2-3 vocabulary words [tier 2- Beck, McKeown, Kucan - and important to the meaning of the story]. Teacher describes words using a ‘kid’ appropriate/meaningful definition and then connects to the word to the day’s text.)

Asking Questions About the Title and Cover Illustrations – optional (When reading fiction, the teacher models how the title and cover illustration prompts the reader to wonder/ask questions – and how these questions motivate/excite the reader to read on.) *As I think about the title and illustrations, I find that I am wondering.... These wondering make me want to read on...*

Explicit and Deliberate Instructional Stops (Teacher engages learners in active ‘meaning making’ while reading the text and modeling/describing/‘thinking aloud’ the metacognitive behaviors of visualizing, making inferences, stopping and restating, asking questions and/or making predictions he/she is using to process and make meaning of the text.)