

Read Alouds: Before Reading

Level	Instructional Strategy
1	Talks about book and print concepts such as: title, author, illustrator, or cover/parts of book, directionality, etc.
1	Asks questions /prompts children to activate prior knowledge of book content or elements related to children's knowledge (e.g., "What do you know about bears? Do you remember when...?")
2	Introduces words/concepts that build background knowledge for the overall understanding of the story (e.g., When reading <i>Bear Shadow</i> , discuss the concept and meaning of the word 'shadow').
2	Tells what the story is about with a brief introduction/overview , such as "In this story, the lion..."
2	Uses a read aloud chart or other visual aid to support or introduce the read aloud or topic (e.g., flannel board pieces, puppets, other props).
2	Asks for predictions ("What do you think will happen?"; "What is this story about?"; "How do you think...?").
3	Gives a purpose for listening to the story ("As I read, I want you to think about/listen for...").
3	Defines a comprehension strategy and explains this is generally something good readers do (e.g., making connections, making predictions, summarizing, asking questions, using prior knowledge, comparing/contrasting, making inferences) (e.g., Teachers says, "What's the bear going to do?" Child says, "Eat the honey." Teacher says, "You made a prediction which means you guessed what would happen next in the story. That is what good readers do.").

Read Alouds: During Reading

Level	Instructional Strategy
1	Reads with expression to capture children's attention (e.g., dramatic tone, special voices for characters, etc.).
1	Acknowledges child responses or acknowledges children who initiate their own topic during reading with simple praise or brief acknowledgement (e.g., "Good job", "You're right", repeats child's comment and/or praises).
1	Asks knowledge level, basic questions (have right or wrong answers based on what you can see in illustrations or hear from the words read aloud; e.g. Recalls names, events, and descriptions, etc.).
2	Asks higher level, thinking questions (analysis or thinking required, "why," "how", compare, link, explain, etc.).
2	Builds or expands on child responses by adding more information with more than simple praise/brief acknowledgement (e.g., Child: "It's a giraffe!" Teacher: "Giraffes have really long necks;" Child: "He's mean!" Teacher: "I agree with you that he's being mean. I think he is a bully.").
2	Gives child-friendly explanation of vocabulary words in text (e.g., "Dangerous means not safe.").
2	Asks children to quickly act out important words or ideas in story (e.g., "Let's all pretend to tremble like we are scared.").
2	Encourages children to say/repeat a vocabulary word with the teacher.
2	Models or asks children to use prior knowledge connected to previous themes or classroom learning topics (e.g., "What have we already learned about...?"; "We planted flowers the other day and this book is about plants.").
2	Models or asks children to make connections between the text and their life or experiences outside the classroom (e.g., "What animals did you see when you went to the zoo with your dad?"; "Good readers think about how books remind them of things in their life. This is called making a connection. What does this book remind you of?").
2	Models or asks for predictions ("What do you think will happen if...?"; "How do you think...?").
2	Follows up on predictions made to confirm whether the prediction did/did not occur.
3	Models or encourages children to think about the purpose for listening discussed before reading (e.g., "We were thinking about...").
3	Models or thinks aloud to draw attention to a comprehension strategy (e.g., making connections, making predictions, summarizing, asking questions, using prior knowledge, comparing/contrasting, making inferences) (e.g., Teacher says, "I have a question about this book. Why does the...?" Teacher says, "This picture makes me wonder about...").

Read Alouds: After Reading

Level	Instructional Strategy
1	Asks knowledge level, basic questions (have right or wrong answers based on what you can see in illustrations or hear from the words read; name, describe, recall, etc.).
2	Asks higher level thinking questions (analysis or thinking required, “why,” “how,” compare, link, explain, etc.).
2	Summarizes the book’s main idea or what was learned (e.g., “In this book we learned...”).
2	Talks about or reviews vocabulary from the text (e.g., review words on the read aloud chart, discuss vocabulary, “We talked about tremble. Can you show me how you look when you tremble? What does tremble mean?”; “I heard a word I didn’t know – bully. What does bully mean?”).
2	Discusses/involves children in activities or discussions that extend the read aloud into whole group, transitions, centers, or small groups (e.g., props to act out story, class-made books, etc.).
3	Revisits purpose for listening to story (same purpose as stated before reading).
3	Defines a comprehension strategy and explains this is generally something good readers do (e.g., making connections, making predictions, summarizing, asking questions, using prior knowledge, comparing/contrasting, making inferences) (e.g., “We made some predictions about what was going to happen next. Sometimes we were right/wrong. Good readers make predictions because it helps them understand the book.”).