

Ways to Build Literacy Knowledge through Read Alouds

Planning a repeated interactive read-aloud			
	First read-aloud	Second read-aloud	Third read-aloud: Guided reconstruction
Plan the reading	<ul style="list-style-type: none"> - Plan a few sentences to introduce the main characters and central problem. Use illustrations on the book cover, back, and title page as needed. - Pre-teach 2-3 target vocabulary words using child-friendly definitions, gestures, images as possible. - Plan a “hook question” to incite children’s interest. - Plan a big follow-up question to build interest for the second reading. 	<ul style="list-style-type: none"> - The children should have some recollection of the characters and some things the characters do. - Plan questions about the characters and problem to help the children access that knowledge. - Plan the review of vocabulary words, both before reading and during reading. - Plan questions for the after reading discussion, including one that can be used to build interest for the third reading. 	<ul style="list-style-type: none"> - Plan questions that will help children understand the meaning of the story more deeply. - Plan questions that will help children recall and retell the story. - Plan for review of target vocabulary words and opportunities to use them in context in various classroom activities. - Plan activities that will facilitate children retelling the story
(Introduction and) Book reading	<ul style="list-style-type: none"> - Do a brief picture walk to introduce the characters and problem, make prediction about its resolution if appropriate. - Read with expression, taking into account any text features that indicate excitement, etc. - Call attention to the pre-taught vocabulary words as they occur in context. - Make comments that reveal what the main 	<ul style="list-style-type: none"> - Use the cover illustrations and others as needed to review the main elements of the story and the reason for reading it. - Remind children of the question you wrote down at the end of the first reading and invite them to listen and watch for the answer. - Use the planned vocabulary review strategies for the same 2-3 target vocabulary, including more verbal definitions. 	<ul style="list-style-type: none"> - Invite children to identify the problem and describe the solution as a review. - Have children recall the title of the book. - Before reading a double page, show the illustration and ask, "What is happening here?" Follow up children's comments by extending comments or asking for clarification. - Read some of the pages of text. When appropriate, before

	<p>character is thinking or feeling.</p>	<ul style="list-style-type: none"> - Make comments that reveal what other characters are thinking or feeling. 	<p>turning to the next page, ask, "Who remembers what will happen next?"</p> <ul style="list-style-type: none"> - Call attention to some vocabulary in different contexts.
<p>After-reading discussion / activities</p>	<ul style="list-style-type: none"> - Ask a few follow-up analytical questions based on your comments. (Demonstrate how to answer the question by saying, "I'm thinking....") - Help students make connections between the text and the curriculum goals for it. - Ask an "I wonder why" question that isn't apparent from the text. Write it down and save it so the group can find out the next time we read the book. 	<ul style="list-style-type: none"> - Ask more analytical follow-up questions about the characters. - Use follow-up questions to prompt children's thinking about the characters, the problem, and the connection to the curriculum. - Review the target vocabulary and ask children to use it in a sentence (about the text). - Ask another "why" question or ask, "What would have happened if...?" to promote interest in third reading. 	<ul style="list-style-type: none"> - Ask another "why" question or ask, "What would have happened if...?" - Do another picture walk and have the children retell the story. - Review the target vocabulary and ask the children to use it in a think-pair-share. - Introduce props and activities that will be in various centers for retelling and extending the story. - Place the book where children may review it at will.

Adapted from:

McGee, L.M. & Schickedanz, J.A. (2007). *Repeated interactive read-alouds in preschool and kindergarten*. *The Reading Teacher*. 60(8), 742-751. Retrieved on November 6, 2018 from: <http://www.readingrockets.org/article/repeated-interactive-read-alouds-preschool-and-kindergarten>

And

Paulson, L.H., & Moats, L.C. (2018). *LETRS for Early Childhood Educators*. Pages 76-84. Dallas: Voyager Sopris Learning.