

Quarters 3 and 4 Read-Aloud Framework

Before the Reading

With modeling, prompting, and support, compare and contrast the author and illustrator. (How is the author/illustrator different from the author/illustrator)

With modeling, prompting, and support, explain the role of the author/illustrator. (Why is the author/illustrator important?)

With modeling, prompting, and support, make predictions about the story/text. (What do you predict the story is going to be about? Why? Do you think this story is real or make-believe? Why?)

With modeling, prompting, and support, make personal connection to the story title/pictures. (Does the title of this story make you think of something that you have experienced? Tell me about it.)

Take a picture walk through the book. With modeling, prompting, and support, guide students to generate questions (*Who, What, When, Where, Why*) about a few of the pictures.

During the Reading

Identify characters, events, and setting. (Ask: “Who are the characters in the story? What is happening in the story? When/where does the story takes place?” What might happen if _____ does/did _____?)

Identify the meanings of unknown vocabulary words in the story.

(Ask: “What is the meaning of the word...? Have you ever heard someone use the word...?”)

With modeling, prompting and support, teachers and students should ask and answer questions about the read aloud.

With prompting and support, students should orally identify the main topic and retell details of texts, discussions, and activities.

(Ask: “Who is this book about?”) (Ask: “What happens in the story?”) (Ask: “What do you predict will happen next? Why?”)

After the Reading

With modeling, prompting, and support, monitor student’s thinking. (Ask: Was your prediction about the story/text correct? Is this what you guessed would happen in the story? Is the story’s main idea what you thought the story would be about? What’s the same/different? Tell me more.)

With prompting and support, have students to orally retell familiar events including details from the story. (Ask, “What happened in the beginning/middle/end of the story?”)

Ask students, “What did you like about the story? Why?”

Ask students, “Does anything in this book seem familiar to you? Explain?”

Guide students to make connections to the story and/or the study. (Ask. “How does this story connect to our study?”)

This story/book makes me think about _____ because _____.

After listening to this story, I learned _____.