

Read Aloud Checklist & Look-Fors (DRAFT)

Set-Up

- teacher working with the whole class using a high interest and engaging text that is above the average independent reading level
- teacher has selected a clear instructional focus relating to the reading process system
- teacher has preview the text and identified (and potentially marked with sticky notes or flags) points of interest or points for think aloud demonstration, etc.

Before Reading

- teacher uses a creative hook to get students interested and create excitement about the text
- teacher provides a brief text introduction (e.g., picture walk, title, author, blurb, links to other curricular areas)
- teacher facilitates an opening discussion, focusing on a 'before' reading strategies (e.g., activating schema/prior knowledge, asking questions, making predictions, making connections, etc.)
- teacher explicitly talks about supports and challenges in the text (e.g., preview new vocabulary, text features, etc.)
- if a continuation of the text, teacher reviews or facilitates a discussion of what previously happened in the text

During Reading

- teacher clearly states the instructional objective/purpose/focus for reading (e.g., what strategy/skill the teacher will model)
- teacher gives students a purpose/task for listening
- teacher stops at various points in the text to 'think aloud' and model the use of the reading strategy, while focusing on how the strategy helps to make meaning
- teacher models using 'thinking stems' relevant to the reading strategy
- teacher reads with expression and fluency and makes the reading sound exciting
- teacher shows students pictures and visuals from the text if/when available
- teacher may use a visual cue (e.g., thought bubble) to distinguish between reading the words of the text and thinking aloud
- teacher may chunk the text and read only a portion, stopping at an appropriate point
- teacher may provide students with the opportunity to think, pair, share

After Reading

- teacher revisits purpose for reading and discusses with students the strategy modeled
 - students share their observations of the strategy that was modeled
- teacher provides students with the opportunity to reflect on the text (e.g., retell, make a connection, revisit predictions made before reading, answer questions asked, discuss favourite part, etc.) to deepen understanding

N.B. – Not all criteria would be observed in a single read aloud lesson