

Structure of Interactive Read Aloud

	Teacher's Role	Students' Role
Before	<ul style="list-style-type: none"> *Knows the students' background: strengths and needs *Selects a text (book, article, poem, etc.) with the whole class strengths and needs in mind *Reads and analyzes text *Uses the within/beyond/about chart and class strengths and needs to help craft specific prompts to intentionally model by thinking aloud and asking students to turn and talk *Writes both teacher and student prompts on sticky notes and places them on the appropriate pages inside the book 	<ul style="list-style-type: none"> *Anticipates thinking and talking about a text *Activates schema in anticipation of hearing a text
During	<ul style="list-style-type: none"> *Reads the text aloud and stops at the predetermined spots to either model by thinking aloud or asking students to turn and talk *Dips in and listens to student discussions and makes anecdotal notes 	<ul style="list-style-type: none"> *Talks about thinking in twos, threes, fours, or with the whole group *Makes comments and builds on the comments of others
After	<ul style="list-style-type: none"> *Facilitates student talk *Invites discussion of the overall meaning of the text *Reflects on writer's craft *Evaluates the quality of thinking around the text *Lists book on a large chart to create a reminder of shared experiences 	<ul style="list-style-type: none"> *Responds to the meaning of the whole text *Looks for deeper meaning or themes *Reflects on writer's craft

Frequency: Daily

Length of Interactive Read Aloud: 10-15 minutes (You do not have to read the whole book!)

Length of Turn and Talk: Long enough for students to have a chance to at least speak once to each other... ideally, more than one exchange.

Book Choice: (1)Does it support what my kids need? (2)Look ahead in curriculum (3)Pick favorites... If you love it, they'll love it

Is my teaching sticking? Look for evidence that students are 'getting it' through: dipping in to listen during interactive read aloud, guided reading, strategy groups, reading conferences, in their reader's response journal