

## Read-Aloud Connections

In preparing for a read-aloud, it is necessary to have background knowledge of young English learners (ELs) by asking questions that relate to environment, family, or prior experiences. This will support ELs' interest and ensure they feel comfortable in responding to questions posed by the teacher. Incorporating read-alouds provides a structured format of the interaction process and provides opportunities for posing questions that allow for the development of critical thinking. During reading, ensure questions are open-ended, beginning questions with words such as *what*, *where*, *when*, *why*, and *how*.

Prepare for the read-aloud.

- Choose age-appropriate, contextually relevant literature.
- Create open-ended questions related to the text.
- Create story cards with pictures reflecting the open-ended questions and place these story cards where they will be visible to the students.

During the reading, ask the selected questions.

- Why did you . . . ?
- What information from the story makes you say that?
- Why do you think . . . ?
- What clues in the story helped you make that prediction?

After the reading, have the young ELs talk and share.

- Talk with your elbow buddy about what you thought about the story and why.
- Discuss the words you heard in the story.
- Which character was your favorite? Why?

Question young ELs to elicit verbal responses.

- Tell me more about . . .
- What makes you say that?
- Which picture in the story is making you think that way?