Shared Storybook Reading

Teacher Implementation Checklist

Use this checklist to help you make classroom read-alouds interactive and engaging for all children.

1. Planning & Preparation

□ I selected a book that is engaging and appropriate for the children in my class.

□ I previewed the book ahead of time and identified a few natural places to encourage children to participate.

□ I selected 2–3 useful or interesting vocabulary words to highlight during the story.

2. Prompting Children to Participate

□ I provide opportunities for different children to participate throughout the reading.

□ I use a variety of prompts, such as:

- **Open-ended questions:** "What do you notice?"
- **Predictions:** "What do you think will happen next?"
- **Fill-in-the-blank prompts:** "The caterpillar is eating…"
- **Choices:** "Is the baby sleeping or playing?"

□ I pause for 3–5 seconds after questions or comments to give children time to respond.

□ I avoid asking too many questions or making the reading feel like a quiz.

3. Expanding Language & Vocabulary

□ I naturally model the selected vocabulary words as we read.

□ I draw attention to the picture or part of the story that illustrates the word.

□ I build on children's comments by repeating and adding a little more language.

- **Example:** Child: "Dog running!" → Teacher: "Yes, the big dog is running fast!"

□ I look for opportunities to use important words more than once.

4. Providing Supportive Feedback

□ I acknowledge and respond positively to children's comments, answers, gestures, and other attempts to participate.

□ When a response isn't correct, I provide the correct information in a supportive way rather than focusing on the error.

□ I redirect attention when needed using the book, pictures, gestures, or brief comments.

5. Connecting the Story to Children's Lives

□ I connect characters, events, feelings, or ideas in the book to children's experiences.

□ I invite children to make their own connections.

□ I connect the story to things we've done or learned about in the classroom when appropriate.

6. Supporting Participation Across the Group

□ I encourage different ways of participating, including talking, pointing, gesturing, acting, using pictures, or using AAC.

□ I provide additional support when a child needs it (e.g., more wait time, a simpler question, or a model).

□ I follow children's interests and comments when they create meaningful opportunities for interaction.

Reflection & Adjusting

- What worked well during this read-aloud?
- Were children actively participating? Who may need different or additional opportunities to participate?
- What is one small change I can try during my next read-aloud?

Adapted for classroom use from: Klein, M., Watkins, L., Akemoğlu, Y., Banerjee, A., & Ganz, J. B. (2026). Caregiver-Mediated Enhanced Milieu Teaching with Shared Book Reading Using Telepractice-Based Coaching. Behavioral Sciences, 16(8), 1311.