



## Building Vocabulary and Comprehension Skills in Prekindergarten Through a Read-Aloud Routine



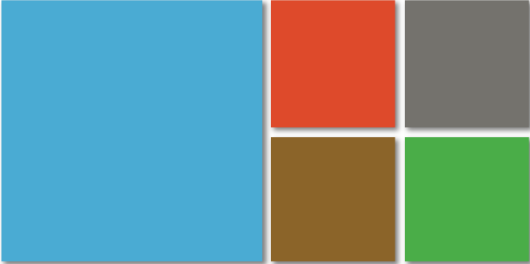
Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.

[www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## Participant Notes







**Building Vocabulary and Comprehension Skills  
in Prekindergarten Through a Read-Aloud Routine**

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.readaloudcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

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**For This Training**

- **Materials**
  - *Read-Aloud Routine for Building Vocabulary and Comprehension Skills*
  - Read-aloud storybook, *Corduroy*
- **Handouts**
  - Handout 1: PreK Guidelines Alignment Chart
  - Handout 2: Observation/Reflection Form
  - Handout 3: Weekly Planning Template, Vocabulary Cards, and Example
  - Hickman et al. article (optional)

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**Goals for This Session**

- Review the steps of the read-aloud routine cycle using the flip book tool
- See an example plan
- Observe the steps in action
- Reflect and discuss
- Practice the steps with a partner

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## Reflection

- Why read aloud?
- What are the benefits of incorporating a daily Read-Aloud Routine?



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## Connecting to Our State Goals

**The Texas Prekindergarten Guidelines**

**Guidance for working with ELs**

**Texas' Early Learning Pathways**

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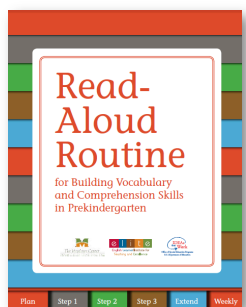
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## Introducing the Read-Aloud Routine



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## Planning for the Read-Aloud

**Planning: Select a Text and Vocabulary Words**

**Select a story:**

- Choose texts that are appropriately challenging and interesting and engaging.
- When possible, choose texts that connect new information and knowledge.
- Search for text that is both engaging and content rich.
- Select a text that is culturally relevant and meaningful to students.

**Purpose:**

- An adult will read the text over 2 to 4 days. Choose the text into chunks based on a chunk to point that makes comprehension support for the word day 100 to 150 word chunks. Review the end of the chunks at the year progression.
- Choose one to two vocabulary words per chunk of text.
- Think of a linguistic representation (e.g., object, picture, gesture) of each word to share with students.
- Clear vocabulary words with a student-friendly definition and a picture for each word.
- Display vocabulary word cards in thematic play areas in centers.

**Helpful Hints on Word Selection**

- Focus on high utility words that are used frequently in common areas. 1000 students have not heard these words. Focus on words that are used frequently in common areas.
- Plan lessons with words that will help students connect to their own experiences.
- Define words that are used frequently in the classroom and in the community.
- Resources for student-friendly definitions include the Language of Contemporary Words from the National Academy of Education, the National Academy of Education, the National Academy of Education, and the National Academy of Education.

**Sample Books**

**Sample Vocabulary Card**

**examine**  
to look carefully at something  
to look at something closely  
to look at something with interest

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## Planning for the Read-Aloud (cont.)

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## Teacher Perspectives: Chunking

**Teacher Perspectives: Chunking**

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## Step 1: Introduce and Preview

3-5 minutes

**Step 1: Introduce and Preview**

**Preview and activate background knowledge**

- Show and read the front and back covers of the text.
- Activate students' prior knowledge by making connections between what students know and what they need to know to understand the text.
- Ask students to predict what the text is about and briefly discuss concepts related to the topic.

**Briefly introduce the new vocabulary words.**

- Say and show each word and have students repeat it.
- Provide a student-friendly definition and show the nonlinguistic representation (e.g., object, picture, gesture) of each word. Use real objects if possible.
- Use the same definition consistently throughout the routine.
- Make the words visible by displaying them on a poster chart, vocabulary word wall, or bulletin board.

Show the Front Cover      Display Vocabulary Words

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## Step 1: Introduce and Preview (cont.)

3-5 minutes

**Step 1: Introduce and Preview**

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Show the Front Cover      Display Vocabulary Words

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## Observation/Reflection Form

Read-Aloud Routine for Prekindergarten      Handout 2 (1 of 3)

**Observation/Reflection Form**

**Before Reading**

Step 1: Teacher introduces/previews the story and 3-2 new vocabulary words:

- Shows and reads the front and back covers of the text.
- Previewes the text, activating and building students' background/prior knowledge
- Engages students in making predictions about the text and in brief discussions about concepts related to the text.
- Introduces 3-2 words that students do not already know
- Has students say and repeat target vocabulary and provides student-friendly definitions
- Displays words in written form, along with a nonlinguistic representation

**OBSERVATIONS:**

Use the appropriate section of this form to jot down your reflections as you watch the videos.

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## Step 1: Video and Reflection 1

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## Step 1: Video and Reflection 2

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## Step 2: Read the Chunk of Text

5 minutes

**Step 2: Read the Chunk of Text**

Set an intent to listen for the vocabulary words while you read and to give a "thumbs up" or other gesture when they hear a word.

Pose a specific question before reading or tell students to listen carefully while you read because they will have to answer questions.

Rehearse and rehearse to reading and answer student questions.

Read the chunk of text **WITHOUT STOPPING**, focusing on intonation and enunciation to provide a good model for students.

Help to create strong self-questioning after reading to focus on meaning.

Guide students in discussing and retelling the passage.

- Ask students to pose and ask each other questions and work together to solve or find answers.
- Encourage students to use the new vocabulary words while reading the story or answering questions.

Student Thumbs Up Signal

Read and Ask

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### Step 2: Read the Chunk of Text (cont.)

5 minutes

**Step 2: Read the Chunk of Text**

Tell the kids to listen for the vocabulary words while you read and to give a "thumbs-up" or other gesture when they hear a word.

Read a specific question before reading or tell students to listen carefully while you read because they will have to answer questions.

The teacher reads the passage to students and asks questions as appropriate.


Read the chunk of text **WITHOUT STOPPING**, focusing on intonation and enunciation to provide a good model for students.

Ask the students to listen for the words and give a thumbs-up when they hear a word.


Guide students in discussing and retelling the passage.

- Ask students to turn and talk with a neighbor to read what happened in the story of their reading.
- Give students 30 seconds and allow the student to provide questions and answer.
- Provide a model sentence or use sentence stems with words as scaffolds. If necessary.
- Encourage students to use the new vocabulary words while retelling the story or answering questions.

**Student Thumbs-Up Signal**



**Turn and Talk**



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### Step 2: Video and Reflection 1

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### Step 2: Video and Reflection 2

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## Teacher Perspectives: Turn and Talk



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## Step 2: Video and Reflection 3



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## Step 3: Reread the Chunk of Text and Close the Lesson

5 minutes

**Step 3: Reread the Chunk of Text and Close the Lesson**

Reread the chunk of text a second time, focusing on vocabulary words. The rereading can be done at a different level of difficulty.

- Before reading, review words and definitions with students.
- Tell students to prepare to be the teacher and become their own group when they hear vocabulary words.
- After reading, ask students to prepare to be the teacher and become their own group when they hear vocabulary words.
- Guide students to prepare to be the teacher and become their own group when they hear vocabulary words.
- Have students prepare to be the teacher and become their own group when they hear vocabulary words.
- Continue reading the chunk of text until all vocabulary words have been identified.
- Continue reading the chunk of text until all vocabulary words have been identified.
- As a group, have students talk about the text while connecting to their own experiences. Use a graphic organizer to record their responses.

**Summarize what students read and learned.**


- Briefly review the title and author, main events, and new vocabulary words.
- Challenge students to listen to each other and use the new vocabulary words throughout the day.

**Sample Sentence Strips**

**examine**  
I examined the book.

**expert**  
The expert told me.

**Students Discuss the Story**



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### Step 3: Reread the Chunk of Text and Close the Lesson (cont.)

5 minutes

#### Step 3: Reread the Chunk of Text and Close the Lesson

Reread the chunk of text a second time, focusing on vocabulary words. The rereading can be done at a different time of day.

- When reading, pause and ask questions with students.
  - Ask students to give you a sign (e.g., thumbs-up, hand to head, down gesture) when they have an idea about the word.
- While reading, stop at each vocabulary word.
- Ask students to explain the meaning of the vocabulary word to you or explain what the vocabulary word means to them.
- Provide a model sentence or use pictures with students to explain the meaning.
- Connect reading the chunk of text and understanding words to their own lives.
- Create a memory statement with students, using the vocabulary words.
- Ask groups to share with the class and explain why they chose that statement.
- Use prompts such as, "Tell about a time when you have felt like this character."

Summarize what students read and learned.

- Write notes in the end of the day on each student's card, and use vocabulary words.
- Challenge students to listen for and use the new vocabulary words throughout the day.

Support Sentence Stems

**examine**  
I look for evidence  
I see the evidence

**expert**  
I am an expert  
I know about

Students Choose the Story

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### Step 3: Video and Reflection 1

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### Step 3: Video and Reflection 2

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# Extend Language and Comprehension

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# Teacher Perspectives: Using Words in Play

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# Extending Language and Comprehension

## Activity: Gallery Walk

*What extension activities have you tried after a read-aloud to extend and deepen vocabulary and comprehension?*

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## Extensions in Action

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## Read-Aloud Daily Cycle at a Glance

**Step 1:** Introduce a chunk of text and 1 or 2 new vocabulary words.

**Step 2:** Read the text and guide children in talking about the text.

**Step 3:** Reread the text to deepen understanding of new vocabulary words.

Choose a text and chunk it into shorter pieces.

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## Weekly Framework: At a Glance

**WEEKLY FRAMEWORK**

**Introduction Day**

- Step 1: Introduce the text.
- Step 2: Read the text.
- Step 3: Discuss the text.

**Subsequent Days**

- Step 1: Reread the text.
- Step 2: Discuss the text.
- Step 3: Reread the text.

**Wrap-Up Day**

- Step 1: Review the text.
- Step 2: Discuss the text.
- Step 3: Review the text.

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## Practice

- Use sample weekly lesson template.
- Practice steps with partners.
- Plan lessons for additional chunks of text.

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## Making the Routine Work in Your Prekindergarten Setting

Collaboration with  
Arlington ISD and  
Austin ISD

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Adapting the  
framework  
Piloting the  
framework  
Refining the  
framework

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## Options for Implementation

- **Lesson Length**
  - Between 5 and 15 minutes
  - Depends on age of children
  - Depends on time of year
- **Delivery**
  - Delivered in 1 sitting
  - Broken up on the same day
  - Example: Vocabulary introduced in one sitting and the rest of the routine in a different sitting that day
- **Text Reading**
  - One read vs. two reads
  - Depends on stamina of students

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### Considerations for Different Programs

<b>Half-Day Programs</b> <ul style="list-style-type: none"><li>■ May be abbreviated due to time constraints</li><li>■ May use short chunks of text</li><li>■ May take more days to complete text</li></ul>	<b>Full-Day Programs</b> <ul style="list-style-type: none"><li>■ Able to incorporate the whole read-aloud framework each day</li><li>■ Can be delivered in mini-lessons during the same day or in one sitting</li></ul>
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### Language and Culture

- Can be used in bilingual programs to build first-language vocabulary and comprehension
- Can be used to build English vocabulary and comprehension, during English-development time
- To implement the framework with culturally and linguistically diverse children, consider:
  - Program's language of instruction
  - Students' home language
  - Students' culture, interests, and experiences

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### Implementation Leadership Perspectives

Making the routine your own:

- Challenges
- Successes



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## Teacher Perspectives: Making It Your Own





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## Extending Professional Learning Through Collaboration and Feedback

- Watch full videos during professional learning communities and use the Observation/Reflection Form.
- Plan lessons and set goals.
- Practice the routine daily.
- Observe others and give feedback.
- Refine practice and share successes and challenges.
- Continue to reflect with colleagues.



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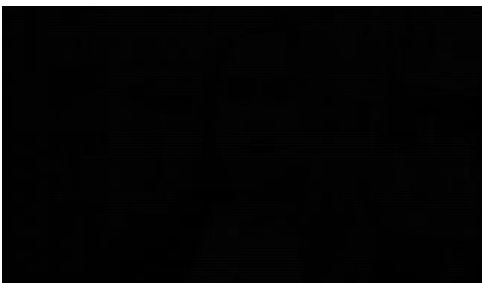
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## Teacher Perspectives: Planning





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### Extending Professional Learning Through Self-Videos

- Teachers independently observe and self-reflect.
- Teachers debrief with one another and share reflections.
- Teachers collaborate and ask questions of colleagues.
- Teachers plan next steps for refining their practice.



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### Teacher Perspectives: Successes





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### Things to Remember

- Routine is flexible.
- Routine can be used in all content areas.
- All vocabulary is good vocabulary.
- Self-reflection can improve practice.
- Collaborate.
- Share ideas and lessons.
- Have fun!



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### Teacher Perspectives: Successes



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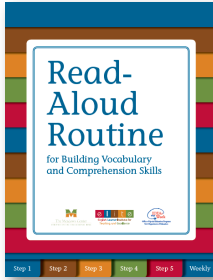
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### The Read-Aloud Routine: K-3 Implementation

- 20–30 minutes, 200–250 word chunks of texts
- Increased number of vocabulary words during each day (3–4)
- Used across content areas, with math, science, and social studies texts
- Learning extensions: Readers' Response Journals and other writing products
- Focus on different comprehension skills (e.g., summarizing, making connections, inferring)



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### The Read-Aloud Routine: PreK and K-3 Implementation

Focused support for **English learners**:

- Use language scaffolds.
- Provide structured, systematic opportunities to use and practice new language.
- Focus on academic vocabulary development.
- Capitalize on student assets: first language, culture, and lived experiences.
- Differentiate for levels of language proficiency.

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Questions and Contact

Questions?

Contact:



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