



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

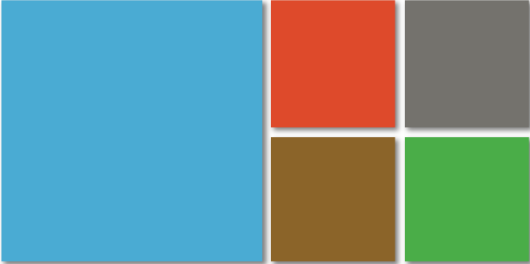


Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.





www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

Participant Notes




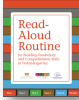


**Building Vocabulary and Comprehension Skills
in Prekindergarten Through a Read-Aloud Routine**





   

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www.meascenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

For This Training







- **Materials**
 - Read-Aloud Routine for Building Vocabulary and Comprehension Skills
 - Read-aloud storybook *The Kissing Hand*
- **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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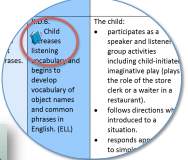
Connecting to Our State Goals

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The Texas Prekindergarten Guidelines



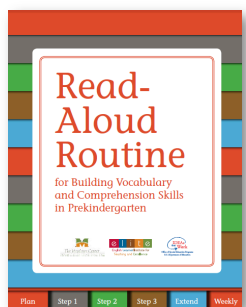
Guidance for working with ELs



Texas' Early Learning Pathways

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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's length that makes comprehension support for the word list 100 to 150 word chunks. Review the end of the chunks at the year's progression.
- Choose one text vocabulary word per chunk after.
- 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. All students hear and use the words in their daily lives, such as words, actions, and emotions. Includes:
- Play words: words that are used frequently in play.
- Play words: words that will help students connect to their own experiences.
- Definition words: words that are used frequently in the classroom and at home.
- Resources for student-friendly definitions include the *Language of Contemporary* Book, *Language of Contemporary* Book, *Language of Contemporary* Book, *Language of Contemporary* Book, and the *Word Bank* in the *Language of Contemporary* Book.

Sample books  **Sample Vocabulary Card** 

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Planning for the Read-Aloud (cont.)

Planning: Select a Text and Vocabulary Words

Select a story:



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Sample books  **Sample Vocabulary Card** 

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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 share the nonlinguistic representation (e.g., object, picture, gesture) of each word. Share student-friendly definitions.
- 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

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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 students 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 for reading and listening comprehension.


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

Help to ensure strong comprehension when students listen to reading.

Guide students in discussing and retelling the passage.

- Ask students to pose and ask a question to each other regarding the chunk of text.
- Ask students to pose and ask a question to each other regarding the chunk of text.
- Provide a model sentence to use when students ask or answer a question.
- Encourage students to use the new vocabulary words while reading the story or answering questions.

Student Thumbs Up Signal **Turn and Talk**



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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 answer questions and encourage them to 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 text reading.
- Encourage them to use the words and phrases they learned in the story of text reading.
- 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 you are going to be reading and listening to them read. Create groups when they hear vocabulary words.
- After reading, ask if students understand.
- Guide students to compare responses from one vocabulary word to the next by asking what the vocabulary word means in the passage.
- Have students read aloud and provide them with words as needed. Encourage them to read the chunk of text again if they are not confident.
- Compare reading the chunk of text again if they are not confident.
- Create a summary statement with students using their own words.
- As a group, have students ask about the text while comparing to their own experiences. Use a graphic organizer to help them organize their thoughts.

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 compare 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 rereading, pause and read aloud with students.
- Ask students to give you a sign (e.g., thumbs up, hand to head, clasp hands) when they hear a vocabulary word.
- While reading, stop at each vocabulary word.
- Ask students to explain the meaning of the vocabulary word to you or explain what the word means to them.
- Provide a model sentence or use pictures with students to clarify, if necessary.
- Connect reading the chunk of text and understanding words to their own lives.
- Create a sensory statement with students, using the vocabulary words.
- Ask groups to act out the story while incorporating the new vocabulary words.
- 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 day reflection portfolio, and use vocabulary words.
- Challenge students to listen for and use the new vocabulary words throughout the day.

Teacher Sentence Stems


examine

Look for evidence

expert

an expert

Students Discuss 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

Teacher Perspectives: Using Words in Play

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

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Weekly Framework: At a Glance

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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

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



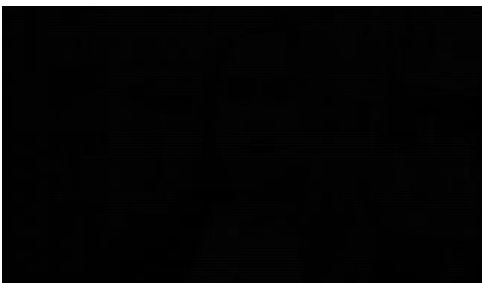
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**Extending Professional Learning
Through Collaboration and Feedback**


- 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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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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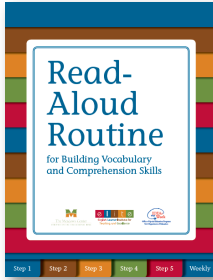
Teacher Perspectives: Successes



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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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