



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

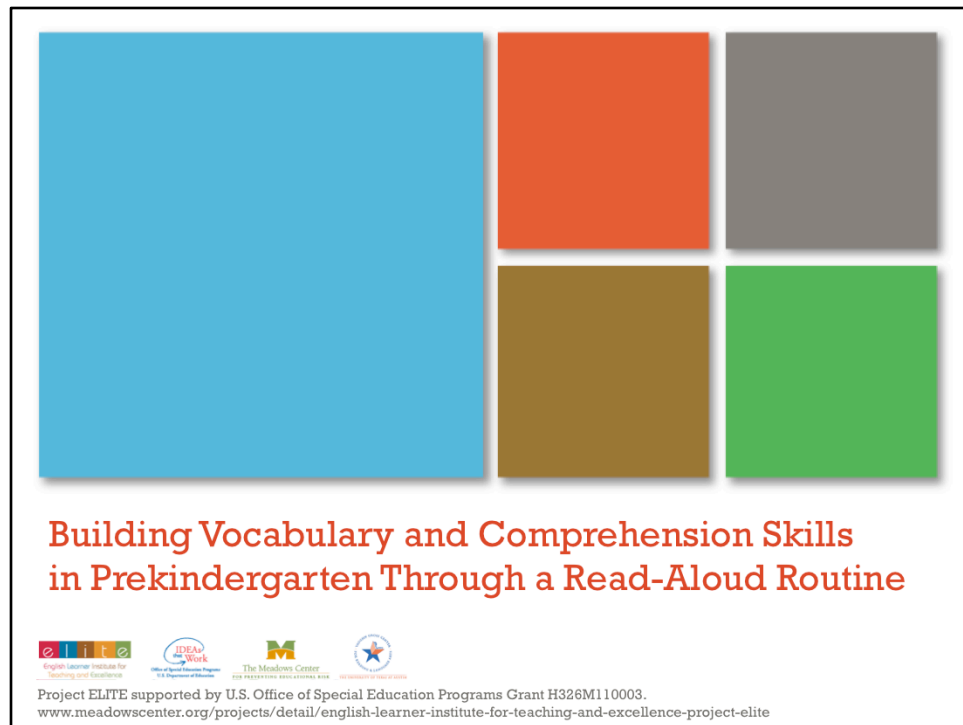


Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.

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

Presenter Notes




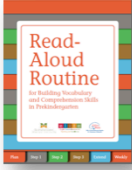


<Review session materials. Each participant should have the following:

- Three-slides-per-page participant notes
- The flip book tool: *Read-Aloud Routine for Building Vocabulary and Comprehension Skills in Prekindergarten*
- “The Kissing Hand” by Audrey Penn, the read-aloud storybook
- The *Prekindergarten Guidelines Alignment Chart*, which provides examples of activities and instructional strategies in the routine that align with skill domains in the PreK Guidelines (Handout 1)
- The *Observation/Reflection Form* (Handout 2)
- *Read-Aloud Routine Weekly Planning Template*, with the example text “The Kissing Hand” (Handout 3)
- *Vocabulary cards for Day 1 of the cycle* (Handout 3)
- *Read-Aloud Routine Weekly Planning Template, blank* (Handout 3)
- (Optional) “*Storybook Reading: Improving Vocabulary and Comprehension for English-Language Learners*” (Hickman, Pollard-Durodola, & Vaughn, 2004)>


















































































































































































































































































































































































































































































Hello! My name is _____, and I am a(n) _____ at _____. Welcome to **Building Vocabulary and Comprehension Skills in Prekindergarten Through a Read-Aloud Routine**.

<Ask who is in attendance— how many are teachers, specialists, coaches, administrators, etc.>



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)



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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In this training session, we will guide you through the steps of a daily Read-Aloud Routine designed to enhance vocabulary knowledge and comprehension for prekindergarten children. For each step of the routine, you will **review** the step and learn about its strategies, **see an example** of how a teacher planned for the step, **observe** each step in action, and **reflect on and discuss** why each step is important and how you can implement it with your students. At the end of the training, you will have an opportunity to plan with a partner and **practice** the steps of the routine.

Reflection

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



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

<Have participants turn and discuss the following questions with a partner: Why do we read aloud to children? What are the benefits of incorporating a daily read-aloud routine? After 2 or 3 minutes, ask some participants to share with the group and write responses on chart paper.>

Teachers read aloud to children for many different reasons. As you know, read-alouds are critical for children in developing pre-literacy skills, as well as positive attitudes and confidence in their literacy development. You may incorporate read-alouds at different times and for different purposes in your classroom. This particular routine is focused on building vocabulary and comprehension skills and incorporates interactive activities that support the development of these skills. You may choose to use this particular routine in addition to other types of read-alouds.

Note to Trainer

Participants have the option to read the following article beforehand and refer to it during discussion: Hickman, P., Pollard-Durodola, S., & Vaughn, S. (2004). Storybook reading: Improving vocabulary and comprehension for English-language learners. The Reading Teacher, 57(8), 720–730.

1

Connecting to Our State Goals

The Texas Prekindergarten Guidelines





Guidance for working with ELs

- participates as a speaker and listener in group activities including child-initiated imaginative play (plays the role of the store clerk or a waiter in a restaurant).
- follows directions when introduced to a situation.
- responds appropriately to simple requests.



Texas' Early Learning Pathways

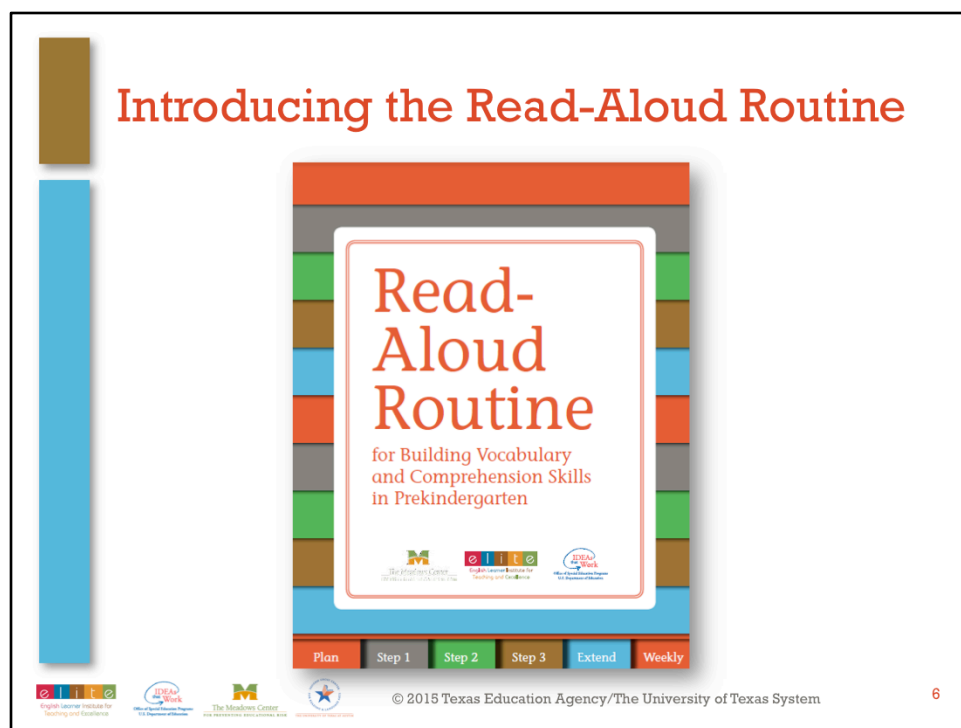


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Read-alouds provide a framework for supporting students in the various developmental domains emphasized in the state standards. The read-aloud strategies we will introduce in this training align with the strategies outlined in the Texas Prekindergarten Guidelines and the Texas Early Learning Pathways, particularly in the skill domains of Language and Communication, and Emergent Literacy–Reading. These strategies also support children who are English learners (ELs) and those developing literacy skills in both English and an additional language.

The Texas Prekindergarten Guidelines include instructional techniques and learning goals that are specific to English learners. These sections are indicated by the following icon. *<Trainer, see circled icon.>* They provide strategies for working with children who are English learners during instruction in English, many of which can be incorporated during read-alouds. In your materials, you will find a chart that shows how this Read-Aloud Routine aligns with several of the state learning outcomes, including outcomes for ELs. Refer to Handout 1.



Now that we have talked about the benefits of reading aloud to children and how it aligns with our state standards, we are ready to **review** the steps of the Read-Aloud Routine cycle using the flip book tool. We will then watch teachers implementing the Read-Aloud Routine in their classrooms.

The graphic is titled "Planning for the Read-Aloud" in a large, bold, orange font. To the left of the title are two vertical bars, one orange and one brown. Below the title is a large orange rectangle containing text and images. The text is organized into sections: "Planning: Select a Text and Vocabulary Words", "Select a story.", "Prepare.", "HELPFUL HINTS ON WORD SELECTION", "Sample Books", and "Sample Vocabulary Card". The "Sample Books" section shows three book covers: "The Kissing Hand", "The Little Engine That Could", and "The Three Little Pigs". The "Sample Vocabulary Card" shows a card for the word "examine" with a definition and a picture of a person looking at something.

Planning for the Read-Aloud

Planning: Select a Text and Vocabulary Words

Select a story.

- Choose texts that are appropriately challenging but interesting and engaging. When possible, choose texts that convey 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.

Prepare.

- An adult will read the text over 2 to 4 days. Divide the text into chunks based on a stopping point that creates anticipation or suspense for the next day (100- to 150-word chunks). Increase the size of the chunks as the year progresses.
- Choose one to two vocabulary words per chunk of text.
- Think of a nonlinguistic representation (e.g., object, picture, gesture) of each word to share with students.
- Create vocabulary cards with a student-friendly definition and a picture for each word.
- Display vocabulary word cards in thematic play areas or centers.

HELPFUL HINTS ON WORD SELECTION

- Focus on high-utility words that are used across contexts and content areas. Will students hear and see the words in math, science, social studies, and extracurricular activities?
- Plan lessons with words that most students do not know.
- Plan lessons with words that will help students connect to their own experiences.
- Definitions should use everyday language and be easy for students to understand.
- Resources for student-friendly definitions include the Longman Dictionary of Contemporary English (www.ldoceonline.com), Merriam-Webster's Learner's Dictionary (www.merriam-webster.com), and the Word Reference Dictionary (www.reference.com).

Sample Books

Sample Vocabulary Card

examine
To look at something carefully and thoroughly because you want to find out more about it.

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<Direct participants to the “Plan” tab on the flip book. Give participants two minutes to read the Planning Step on their own.>

First, choose a story or expository text that is of interest to your students and, when appropriate, culturally relevant. You can use the Read-Aloud Routine during daily instruction with both narrative and expository texts that are engaging and appropriately challenging. When possible, choose texts that convey new concepts, information, and knowledge.

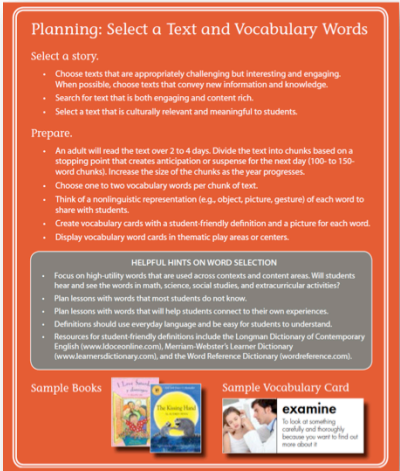
After choosing a text, divide it into 100- to 150-word chunks to be read over 3 to 4 days.

<Show an example of how you chunked the text “The Kissing Hand.”>

Divide the text by using stopping points that create anticipation or suspense for the next day.

You may be thinking, “Why divide the text into chunks rather than read the whole text in one sitting?” Dividing the text over several days allows you to deepen vocabulary and comprehension instruction. You can focus on fewer key vocabulary words and engage with them multiple times as you read the rest of the story. This is important for ELs, who need focused support not only in vocabulary breadth, but also in **depth**. Additionally, focusing on shorter pieces of text deepens comprehension because students have to maintain knowledge of events and details over time (Hickman et al., 2004).

Planning for the Read-Aloud (cont.)



Planning: Select a Text and Vocabulary Words

Select a story.

- Choose texts that are appropriately challenging but interesting and engaging. When possible, choose texts that convey new information and knowledge.
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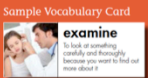
HELPFUL HINTS ON WORD SELECTION

- Focus on high-utility words that are used across contexts and content areas. Will students hear and see the words in math, science, social studies, and extracurricular activities?
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- Plan lessons with words that will help students connect to their own experiences.
- Definitions should use everyday language and be easy for students to understand.
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Sample Books



Sample Vocabulary Card



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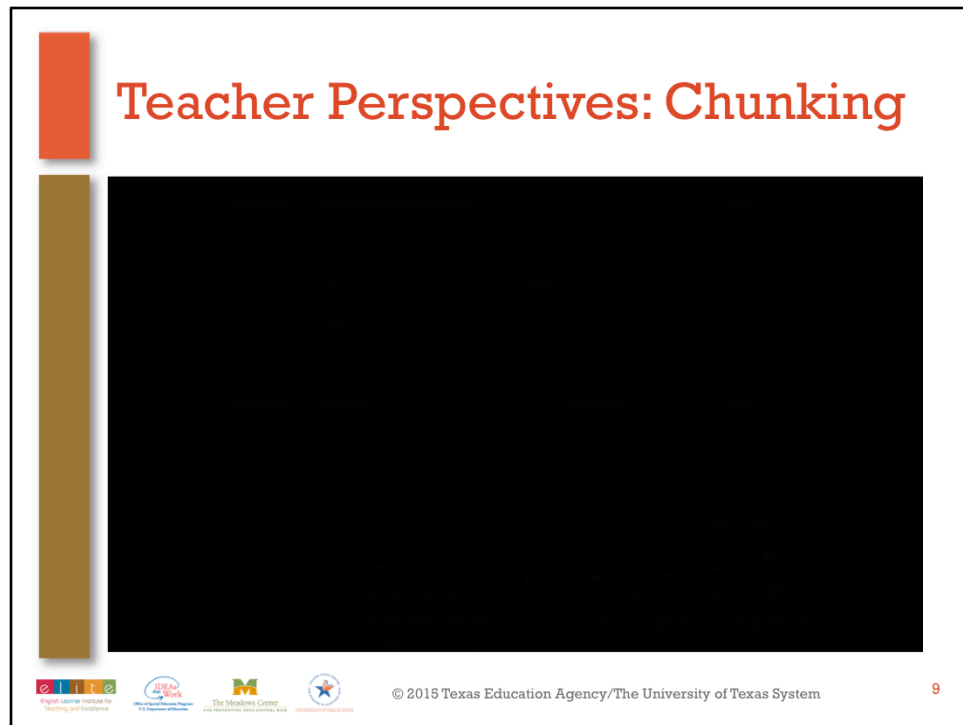
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After you divide the text, examine each chunk for 1 to 2 vocabulary words to teach. When selecting vocabulary, focus on language concepts that children do not already know. For example, you might focus on multiple-meaning words that may be challenging for children. Think about selecting high-utility word that students will hear and see in math, social studies, and extra-curricular activities.

<Show participants vocabulary cards with student-friendly definitions and pictures for each chunk.>

Next, choose a nonlinguistic representation (for example, a picture, object, or gesture) that captures the essence of each vocabulary word. Create vocabulary cards with a student-friendly definition of the word and a picture. ELs will find this strategy particularly helpful, as they need explicit instruction in new vocabulary and can process meaning on deeper levels when given a nonlinguistic representation. The “Helpful Hints” section on this page includes resources for student-friendly vocabulary definitions.

<Take time for participants to turn and talk with a partner to discuss the step.>



Now let's hear from PreK3 teacher Stephanie Faulkner on her perspective of selecting a story and chunking the text.

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. Use real objects if possible.
- Use the same definition consistently throughout the routine.
- Make the words visible by displaying them on a pocket chart, vocabulary word wall, or bulletin board.

Show the Front Cover



Display Vocabulary Words



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<Direct participants to the “Step 1” table of their flipbook. Give participants 2 minutes to read Step 1 on their own.>

To begin the lesson, preview the text and activate prior knowledge. Show students the important visual features and read the title and the author’s name. Activate students’ prior knowledge by making connections between what students know and what they need to know to understand the text. Then, ask students to predict what the text will be about.

Step 1: Introduce and Preview (cont.)

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.
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- Use the same definition consistently throughout the routine.
- Make the words visible by displaying them on a pocket chart, vocabulary word wall, or bulletin board.

Show the Front Cover



Display Vocabulary Words



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Next, you will introduce the 1-2 vocabulary words you selected for this chunk of text. Say each word and have students repeat it. Provide the student-friendly definition and nonlinguistic representation, such as an object, picture, or gesture that relates to the word. Display the vocabulary word or words so that they are visible to children.

For ELs

To further support students whose first language is not English during this step, you may also:

- use appropriate first-language supports
- emphasize affixes that are important to the meaning of the word
- use the word in a meaningful context related to students' prior knowledge and experiences
- target phonological features of the word that may be particularly challenging for ELs (for example, teaching pronunciations of the *-ed* suffix for past tense verbs to primary Spanish speakers)

The image shows a slide titled "Observation/Reflection Form" with a page number "2" in a box. The slide contains a preview of a handout titled "Observation/Reflection Form" which is part of a "Read-Aloud Routine for Prekindergarten". The handout is labeled "Handout 2 (1 of 3)". It includes a section titled "Before Reading" and "Step 1: Teacher introduces/previews the story and 1–2 new vocabulary words:". The steps listed are: Shows and reads the front and back covers of the text; Previews 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 1–2 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. Below this is a section titled "OBSERVATIONS:". A red box at the bottom of the handout preview contains the text: "Use the appropriate section of this form to jot down your reflections as you watch the videos." The slide footer includes logos for the English Learner Institute for Learning and Excellence, the Office of the State Superintendent of Education, The Meadows Center for Preventing Educational Risk, and the Texas Education Agency. It also includes the copyright notice "© 2015 Texas Education Agency/The University of Texas System" and the page number "12".

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 1–2 new vocabulary words:

- Shows and reads the front and back covers of the text
- Previews 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 1–2 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

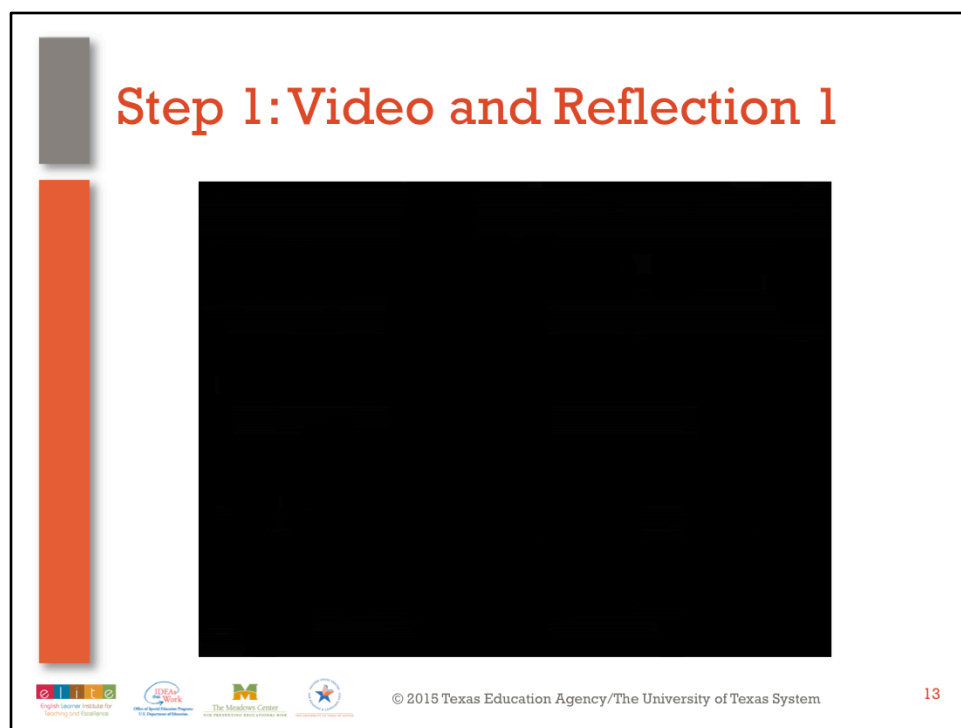
OBSERVATIONS:

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

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Now, we will watch a video of a PreK teacher delivering Step 1: Introduce and Preview. In your materials, you will find the Observation/Reflection Form (Handout 2). As you watch the video, write down your observations.

<Briefly orient participants to the form, explaining that they can use it to take notes as they watch videos that demonstrate each step of the routine.>



The slide features a title "Step 1: Video and Reflection 1" in orange text at the top. To the left of the title is a vertical bar with a grey top section and an orange bottom section. Below the title is a large black rectangle representing a video player. At the bottom of the slide, there are several logos: the English Learner Institute for Learning and Excellence, the Office of the State Superintendent of Education, The Meadows Center for Preventing Educational Risk, and the Texas Education Agency. The copyright notice "© 2015 Texas Education Agency/The University of Texas System" and the page number "13" are also present.

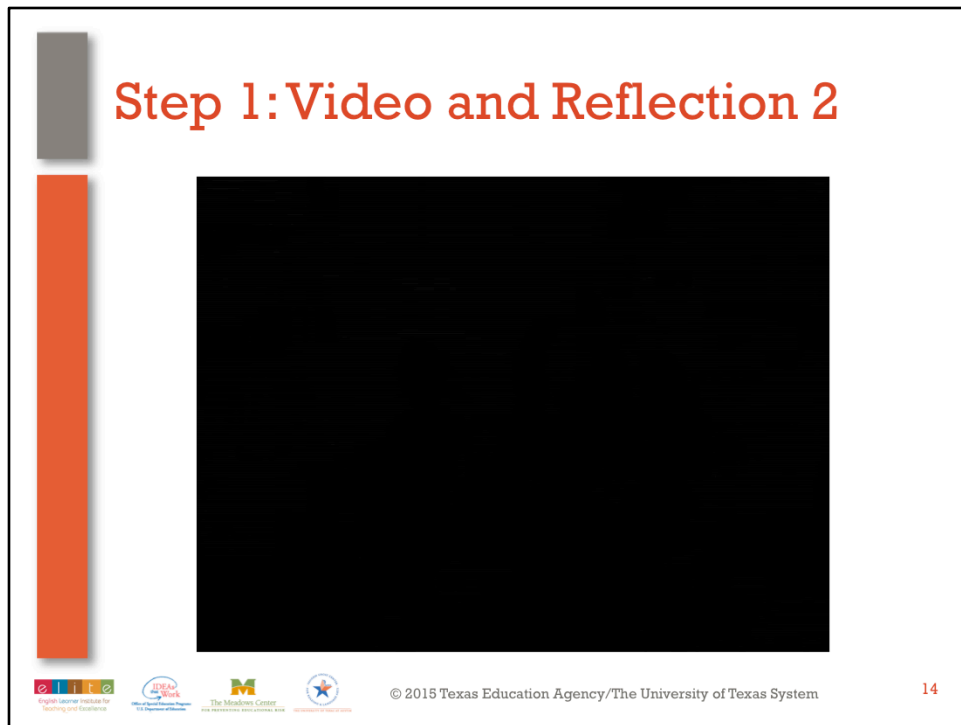
Step 1: Video and Reflection 1

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<Have participants watch the video and jot down their thoughts in the appropriate section of the Observation/Reflection form. After viewing the video, give participants 3-5 minutes to turn and talk, discussing what they noticed and recorded on their reflection sheets. Have a couple of teachers share out and/or ask questions.>

Now let's watch teacher Connie Flanagan implementing Step 1 with her PreK4 class.



The slide features a title "Step 1: Video and Reflection 2" in orange text at the top. To the left of the title is a vertical bar with a grey top section and an orange bottom section. Below the title is a large black rectangle representing a video player. At the bottom of the slide, there are several logos: the English Learner Institute for Learning and Excellence, the Office of the State Superintendent of Education, The Meadows Center for Preventing Educational Risk, and the Texas Education Agency. The copyright notice "© 2015 Texas Education Agency/The University of Texas System" and the page number "14" are also present.

Step 1: Video and Reflection 2

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<Have participants watch the video and jot down their thoughts in the appropriate section of the Observation/Reflection Form. After viewing the video, give participants 3-5 minutes to turn and talk, discussing what they noticed and recorded on their reflection sheets. Have a couple of teachers share out and/or ask questions.>

Now let's watch teacher Mallory Taaffe's blended half-day PreK3 class in read-aloud action.

Step 2: Read the Chunk of Text

5 minutes

Step 2: Read the Chunk of Text

Tell 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.

This technique sets the purpose for reading and increases student engagement.


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

Reading the entire passage without interruptions allows students to focus on meaning.


Guide students in discussing and retelling the passage.

- Ask students to turn and talk with a neighbor to retell what happened in the chunk of text (focus on who, what, when, and where) or to answer the specific question given before reading.
- Provide a model sentence or use sentence stems with visuals 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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<Direct participants to the “Step 2” tab on their flip books. Give participants 2 minutes to read on their own.>

<Use the flip book and sample storybook to review and demonstrate Step 2.>

Now you are ready to complete the first reading of the chunked text. Before you begin, give students a purpose for reading, telling them to listen carefully while you read because they will answer some questions afterwards. Also, tell students to listen for the vocabulary words and give a “thumbs up” or other gesture when they hear the word. Next, read the entire chunk of text without stopping. This first read is important for ELs, who carry the double cognitive task of making meaning from the second language while comprehending the details and concepts of the text (Hickman et al., 2004). This is a key feature of the routine, and one of the reasons why text is chunked into shorter pieces. Reading the chunk of text once fully without stopping allows students to build context and make deeper connections between new language and meaning.

For ELs

<Touch on these points as needed.>

ELs are further supported in constructing meaning from the text when you:

- adequately prime students’ background knowledge in the previous steps
- draw on multimodal elements of the text (for example, visuals and text organization)
- use prosody and expression while reading to emphasize key ideas, events, and new vocabulary

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

5 minutes

Step 2: Read the Chunk of Text

Tell 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.

This technique sets the purpose for reading and increases student engagement.


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

Reading the entire passage without interruptions allows students to focus on meaning.


Guide students in discussing and retelling the passage.


- Ask students to turn and talk with a neighbor to retell what happened in the chunk of text (focus on who, what, when, and where) or to answer the specific question given before reading.
- Provide a model sentence or use sentence stems with visuals 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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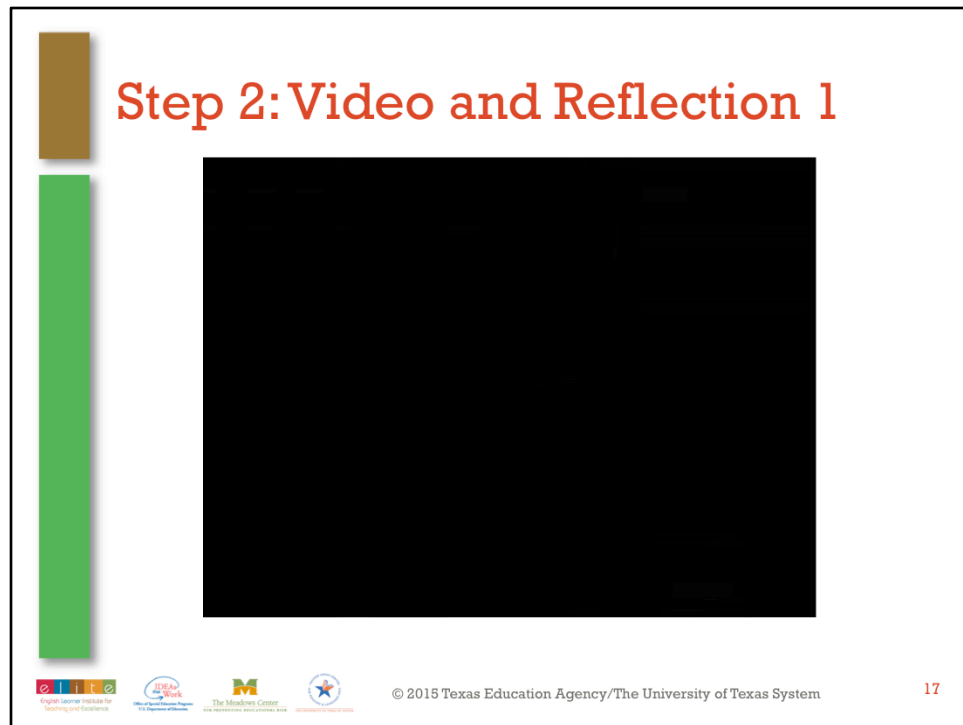
16

After you complete the first read, you will guide students in retelling and discussing the passage. Use the turn and talk method to allow all students opportunities to use and practice language. Encourage students to use the new vocabulary words when retelling the key events or ideas from the text, and provide feedback when you hear students using the new vocabulary. You may provide a model sentence or use stems with visuals as scaffolds. Then, ask students to make an inference or a judgment about the details in the text.

Key Strategies for ELs During Speaking Activities

<Touch on these points as needed.>

- The turn and talk method allows ELs to practice new language structures in a less threatening context than speaking to the whole class.
- ELs in the emergent stage can use their first language to articulate and clarify ideas from the text before answering in English.
- Emergent ELs may be hesitant to report to the whole class. Rotate among pairs throughout the cycle, focusing on one or two students' responses and clarifying and building on those responses. Then, quote those students directly during the “sharing out” portion of the activity.
- Focus your feedback on meaning, rather than correcting minor grammar or pronunciation mistakes.
- Promote students' diverse ideas and ask for evidence that supports ideas.



The slide features a title "Step 2: Video and Reflection 1" in red text. To the left of the title is a vertical bar with a brown top section and a green bottom section. Below the title is a large black rectangle representing a video player. At the bottom of the slide, there are several logos: the English Learner Institute for Learning and Excellence, the Texas Department of Education, The Meadows Center for Preventing Educational Risk, and the Texas Education Agency. The copyright notice "© 2015 Texas Education Agency/The University of Texas System" and the page number "17" are also present.

<Explain that you will now watch an example of a PreK Teacher completing Step 2, Reading the Chunk of Text with Discussion.>

<Direct the participants to watch the video and write their thoughts in the appropriate section of the Observation/Reflection Form.>

<After viewing the video, give participants 3-5 minutes to turn and talk, discussing what they noticed. Have a couple of teachers share out and/or ask questions.>

Now you will see teacher Cori Hartung in action with her half-day PreK3 EL class.



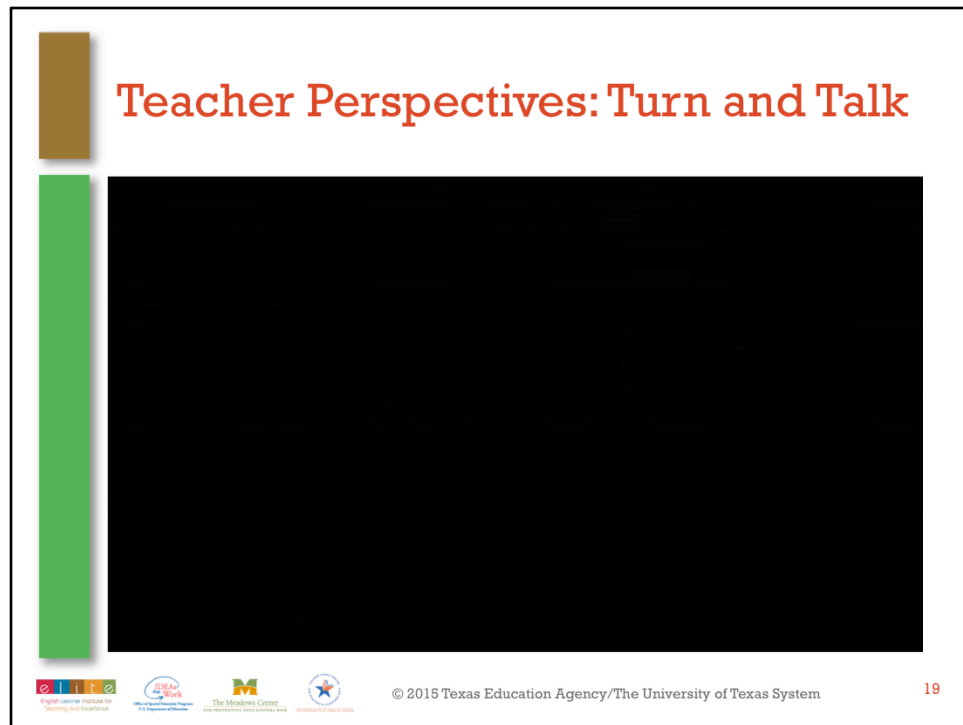
The slide features a title "Step 2: Video and Reflection 2" in orange text at the top. To the left of the title is a vertical bar with a brown top section and a green bottom section. Below the title is a large black rectangular area intended for a video. At the bottom of the slide, there are several logos: the English Learner Institute for Learning and Excellence, the Texas Department of Education, The Meadows Center for Preventing Educational Risk, and the Texas Education Agency. To the right of these logos is the copyright notice "© 2015 Texas Education Agency/The University of Texas System" and the page number "18" in red.

<Explain that you will now watch an example of a PreK Teacher completing Step 2, Reading the Chunk of Text with Discussion.>

<Direct the participants to watch the video and, if they speak Spanish, write their thoughts in the appropriate section of the Observation/Reflection Form.>

<After viewing the video, give participants 3-5 minutes to turn and talk, discussing what they noticed. Have a couple of teachers share out and/or ask questions.>

Now let's watch teacher Michelle Salas with her half-day bilingual PreK3 class.



One of the most important elements in Step 2 is guiding students in discussing and retelling the passage to build comprehension skills. The turn and talk strategy is used in this step to increase engagement and to provide all students multiple opportunities to participate and practice. We will now hear PreK4 teacher Ken Foster discuss the turn and talk strategy.



The slide features a title "Step 2: Video and Reflection 3" in orange text at the top. Below the title is a large black rectangular area, likely a video player. To the left of the video area are two vertical bars, one brown and one green. At the bottom of the slide, there are several logos and text: "English Learner Institute for Learning and Excellence", "State of Texas Department of Education", "The Meadows Center for Preventing Educational Risk", "© 2015 Texas Education Agency/The University of Texas System", and the number "20" in red.

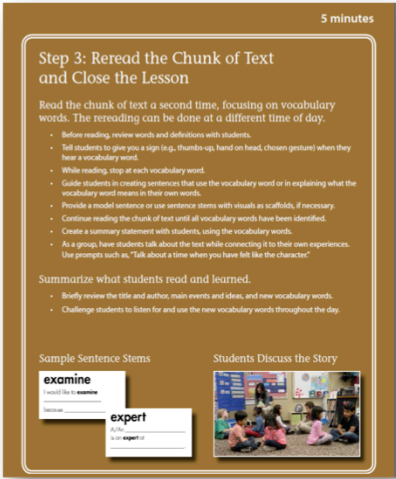
<Explain that the participants will watch a teacher do Step 2.>

<Direct the participants to watch the video and write their thoughts on the appropriate part of the Observation/Reflection Form.>

<After viewing the video, give participants 3-5 minutes to turn and talk, discussing what they noticed.>

Now let's watch teacher Ken Foster in action with his half-day PreK4 EL class.

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



5 minutes

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

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

- Before reading, review words and definitions with students.
- Tell students to give you a sign (e.g., thumbs-up, hand on head, chosen gesture) when they hear a vocabulary word.
- While reading, stop at each vocabulary word.
- Guide students in creating sentences that use the vocabulary word or in explaining what the vocabulary word means in their own words.
- Provide a model sentence or use sentence stems with visuals as scaffolds, if necessary.
- Continue reading the chunk of text until all vocabulary words have been identified.
- Create a summary statement with students, using the vocabulary words.
- As a group, have students talk about the text while connecting it to their own experiences. The prompts such as, "Talk about a time when you have felt like the character."

Summarize what students read and learned.


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

Sample Sentence Stems

examine
I would like to **examine** _____.

expert
I am an **expert** in _____.

Students Discuss the Story



<Direct participants to the “Step 3” tab in their flip books. Give participants 2 minutes to read on their own.>

<Use the flipbook and the sample storybook to review and briefly model Step 3.>

In Step 3, you will reread the passage to students. The focus of this step is to extend vocabulary understanding by making further connections to the words’ use in and outside of the text, including students’ personal experiences. First, you will briefly review the vocabulary, repeating the words and student-friendly definitions. Students will then listen for the vocabulary words while you are rereading the text and use a sign (for example, a thumbs-up, an ear tug, or a gesture specific to the word) when they hear the words in the text. When students give the sign, you will stop reading to engage in oral activities that deepen word knowledge. You will have students turn and talk, discussing the meaning of the word and creating their own sentences with the word. You may provide a model sentence or use sentence stems with visuals as scaffolds.

Strategies for ELs During Discussion Activities

<Touch on these as needed.>

- Use sentence stems as scaffolds as necessary.
- If appropriate, discuss how a word can vary in meaning depending on context.
- Use the strategies for optimizing interaction for ELs (during turn and talk and sharing out) that you used in the previous step.

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

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

- Before reading, review words and definitions with students.
- Tell students to give you a sign (e.g., thumbs-up, hand on head, chosen gesture) when they hear a vocabulary word.
- While reading, stop at each vocabulary word.
- Guide students in creating sentences that use the vocabulary word or in explaining what the vocabulary word means in their own words.
- Provide a model sentence or use sentence stems with visuals as scaffolds, if necessary.
- Continue reading the chunk of text until all vocabulary words have been identified.
- Create a summary statement with students, using the vocabulary words.
- As a group, have students talk about the text while connecting it to their own experiences. Use prompts such as, "Talk about a time when you have felt like the character."

Summarize what students read and learned.

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

Sample Sentence Stems

examine

I would like to examine _____.

examine

_____.


expert


_____ is an expert at _____.

expert

_____ is an expert at _____.

Students Discuss the Story





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Once you have reread the chunk of text, model or scaffold students in creating a summary statement, using the vocabulary words.

Lastly, have students connect the story events or text content to their own experiences. Use prompts such as, "Talk about a time when you have felt like the character."

To close the lesson, you will briefly review the title and author, main events and ideas, and new vocabulary words. Don't forget to challenge students to use the new vocabulary words throughout the day.



The slide features a title 'Step 3: Video and Reflection 1' in orange text at the top. Below the title is a large black rectangular area intended for a video. To the left of the video area are two vertical bars, one orange and one gold. At the bottom of the slide, there is a row of logos including the English Learner Institute for Learning and Excellence, the State of Texas Department of Education, The Meadows Center for Preventing Educational Risk, and the Texas Education Agency. To the right of these logos is the copyright notice '© 2015 Texas Education Agency/The University of Texas System' and the page number '23'.

<Explain that the participants will watch a teacher do Step 3.>

<Direct the participants to watch the video and write their thoughts on the appropriate part of the Observation/Reflection Form.>

<After viewing the video, give participants 3-5 minutes to turn and talk, discussing what they noticed and recorded on their reflection sheets.>

Now we will watch teacher Stephanie Faulkner with her full-day PreK3 class at one of Arlington's community-based early childhood centers.



The slide features a large black rectangular area intended for a video. To the left of this area is a vertical bar with an orange top section and a tan bottom section. The title 'Step 3: Video and Reflection 2' is written in orange text at the top left. The footer contains several logos and the text '© 2015 Texas Education Agency/The University of Texas System' followed by the page number '24'.

Step 3: Video and Reflection 2

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<Explain that the participants will watch a teacher do Step 3.>

<Direct the participants to watch the video and, if they speak Spanish, write their thoughts on the appropriate part of the Observation/Reflection Form.>

<After viewing the video, give participants 3-5 minutes to turn and talk, discussing what they noticed.>

Now let's watch bilingual teacher Laura Garcia and her half-day PreK4 class.

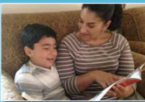
Extend Language and Comprehension

Extend Language and Comprehension

Ideas to Incorporate Throughout the Week

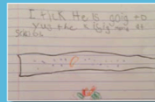
- Have students write and draw in a reader's response journal. Use prompts such as, "What do you think will happen next in the story? Write a prediction in your journal." This activity can also be done as a shared writing with teacher modeling.
- Create thematic play areas and centers for students to continue the story line, characters, or concepts in other ways.
- Act out or role-play the story and/or vocabulary words.
- Re-enact the story with puppets, props, or felt board characters.
- Extend the story into other content areas through cross-curricular activities (e.g., math, science, social studies).
- Look for times during the day to use the vocabulary words with students.
- Create original or alternate endings for stories.
- Provide story cards to assist children in sequencing and retelling stories.
- Have students create books with the class.
- Engage students in different vocabulary games (e.g., vocabulary cubes, vocabulary puzzles, vocabulary parade).
- Send words home to encourage a family-school connection.
- Collaborate with other teachers and share ideas for extending language and comprehension. Have fun!

Parent Read-Aloud Routine














www.meadowcenter.org/library/resources/read-aloud-routine-mattna-de-lee-eh-vol-01a

Using a Reading Journal to Make Predictions



"I think he is going to see the living hand at school."

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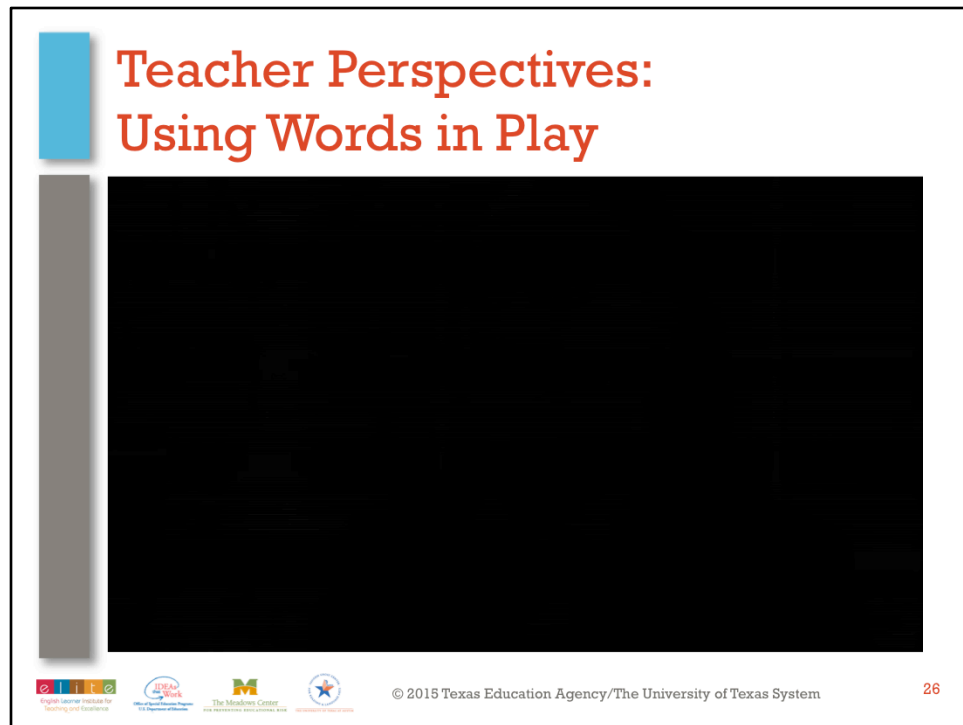
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<Give participants 2 minutes to read the Extend page on their own. Then explain "Extending Language and Comprehension.">

After closing the routine, you can use a variety of activities during your daily schedule to extend language and comprehension. On the Extend tab of the Flip Book Tool, you will find a list of activities you can incorporate to extend, reinforce, and reteach vocabulary concepts and content from the text.

<Go through the activities, discussing briefly.>

Extending Learning also includes home/school connections. You can find the Parent Read-Aloud resource on the website listed on this page of your flip book. This bookmark describes 8 steps families can follow at home to support vocabulary and comprehension while reading with children at home. Families can do this routine in the home language to support pre-literacy skills in children's first language or English.



**Teacher Perspectives:
Using Words in Play**

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Logos for the English Learner Institute for Learning and Excellence, the State of Texas Department of Education, The Meadows Center for Preventing Educational Risk, and the University of Texas at Austin are visible in the footer.

We will now hear teacher Connie Flanagan’s perspective on extending the routine to the dramatic play centers and encouraging the home connection.



Extending Language and Comprehension

Activity: Gallery Walk

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

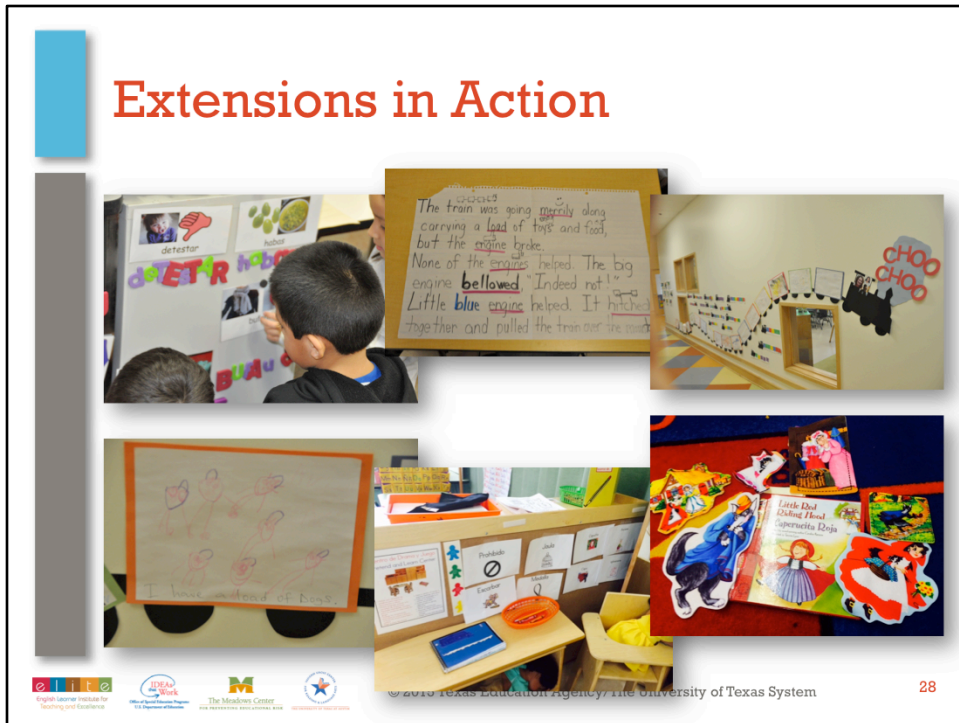


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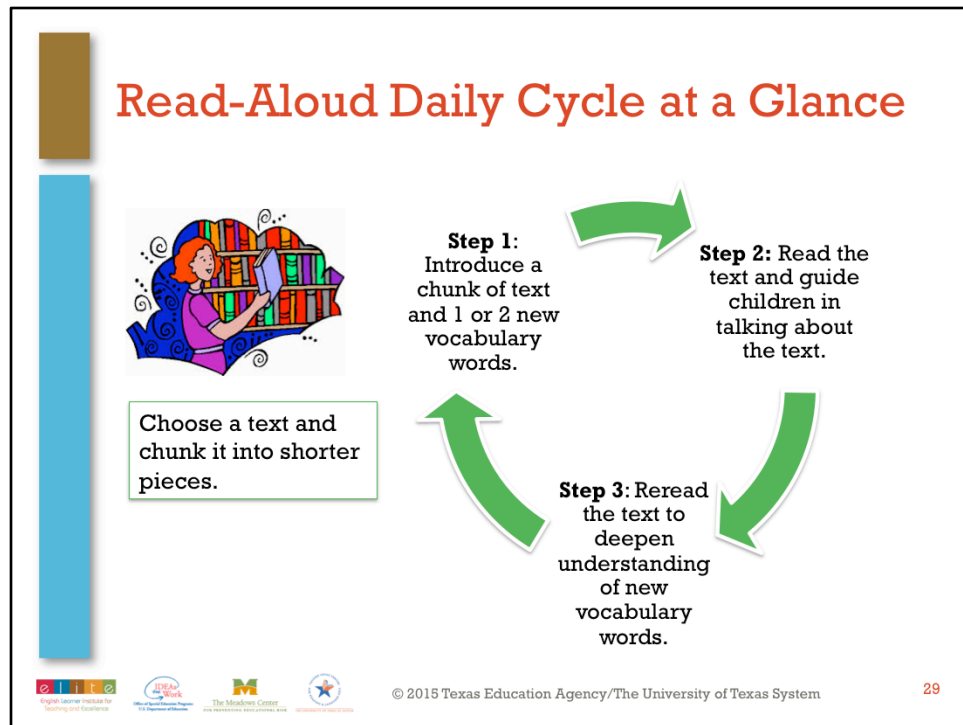
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<Pass out chart paper. Have groups brainstorm ideas for extension activities to extend and deepen vocabulary and comprehension skills. Groups can either share out at their tables or put up chart paper for a gallery walk.>

Extensions in Action



Here are some examples of extensions in the classroom: placing new words learned in the dramatic play and literacy centers, using story felt boards to reenact the story, journal writing, extending the story, and students' making connections to their own lives and community.



Here is the read-aloud daily cycle at a glance. First, you are going to choose a text and chunk the text into shorter pieces. Over the course of 3 to 4 days, you will complete the whole text, piece by piece. Each day with the text, you will follow three basic steps. First, you will introduce the chunk of text and 1 or 2 new vocabulary words. Next, you will read the text and guide children in talking about the text. In the last step, you will reread the text to deepen understanding of new vocabulary words and concepts related to the text. You will complete this cycle until the entire text is read.

The graphic is titled "Weekly Framework: At a Glance" in a large, bold, orange font. To the left of the title is a vertical bar with a grey top section and an orange bottom section. Below the title is a smaller orange box containing the "WEEKLY FRAMEWORK" details. The box is divided into three sections: "Introduction Day", "Subsequent Days", and "Wrap-Up Day". Each section contains a list of steps for the teacher to follow. At the bottom of the orange box, the word "Weekly" is written in a small font. Below the orange box are several logos: the English Learner Institute for Learning and Excellence, the Texas Department of Education, The Meadows Center for Preventing Educational Risk, and the Texas Education Agency. To the right of the logos is the copyright notice "© 2015 Texas Education Agency/The University of Texas System" and the page number "30".

Weekly Framework: At a Glance

WEEKLY FRAMEWORK

Introduction Day

- Step 1: Introduce and preview the text.
Introduce one to two new vocabulary words from the day's chunk of text.
- Step 2: Read the chunk of text without stopping.
Have students turn and talk to a neighbor to retell what the chunk of text is about (who, what, when, and where).
Provide a model sentence or use sentence stems with visuals as scaffolds, if necessary.
- Step 3: Review the new vocabulary words.
Reread the chunk of text, stopping at each vocabulary word to review, clarify, and check for understanding.

Subsequent Days

- Step 1: Review content and vocabulary words from the previous day's reading.
Introduce the day's new chunk of text.
Introduce one to two NEW vocabulary words from the day's reading.
- Step 2: Read the chunk of text.
Have students turn and talk to a neighbor to retell what the chunk of text is about (who, what, when, and where).
Provide a model sentence or use sentence stems with visuals as scaffolds, if necessary.
- Step 3: Review the new vocabulary words.
Reread the chunk of text, stopping at each vocabulary word to review, clarify, and check for understanding.

Wrap-Up Day

- Choose one or two vocabulary words from the previous day's lessons that were challenging for students or difficult to remember.
- Review the words.
- If time allows, read the entire text to students.
- Lead an activity that reinforces the meaning of the chosen vocabulary words, such as acting out the meaning of words through charades or using props.
- Place vocabulary words on a word wall and in dramatic play areas or centers and revisit their use throughout the day and in future days.



Weekly

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Finally, on the last tab of your flip book you will find an overview of the weekly framework.

<Briefly review the weekly framework and talk about the importance of the wrap-up day as a way to extend and deepen the learning. Go back to some of the examples shared for the “Extend Learning” section, for example, a readers’ response, a writing piece, or writing a play>


<Give participants an opportunity to reflect on the entire Read-Aloud Routine and ask questions.>



Practice



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

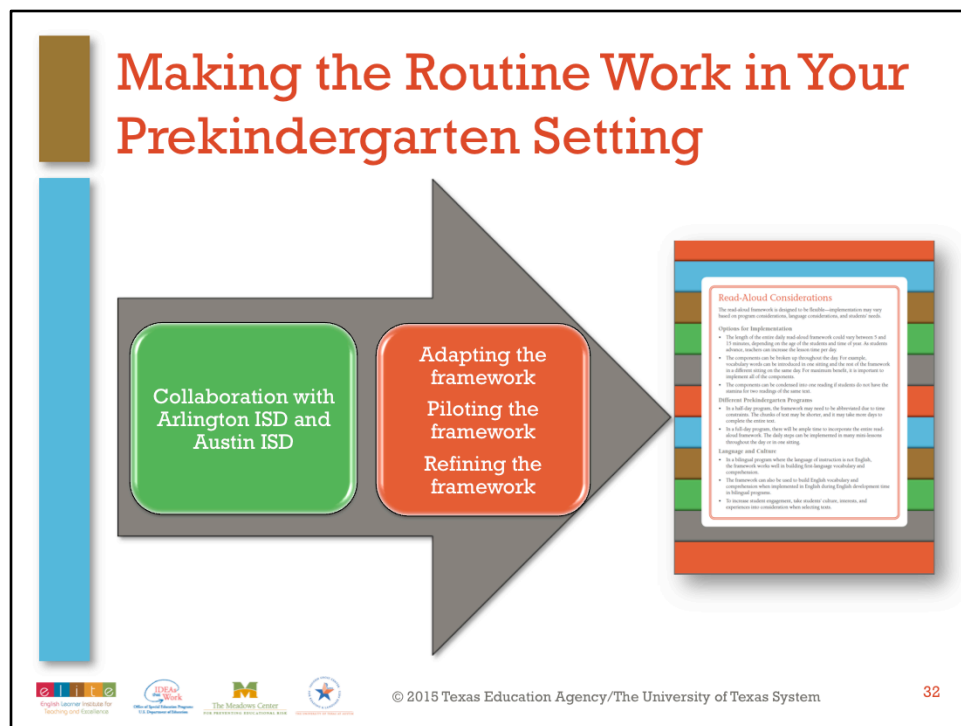


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Now you and a partner will have an opportunity to practice delivering the different steps of the routine. If you wish, you can complete the example lesson plan to practice planning for additional days of the routine.

<Using the completed lesson plan on the Read-Aloud Routine Weekly Planning Template, Example (Handout 3) and book “The Kissing Hand,” participants can practice specific steps with a partner. If there is time, participants can then use the template to plan lessons for additional chunks of text. Circulate to field questions and support participants in planning.>



In a pilot program, leaders and staff in the Arlington and Austin ISDs were taught the Read-Aloud Routine used in the elementary grades and asked to adapt it to meet the needs of PreK students. The data gathered from this pilot was used to help develop and refine the Read-Aloud Routine you’ve just learned.

The routine is designed to be flexible. Given the unique needs of young children and the variety of educational settings, you may need to make adaptations as you implement it in your classrooms.

Turn to the back page of the “Plan” tab of your flip book to see a list of considerations.

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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Every classroom makeup is unique. This routine should be tailored to meet the individual needs of each classroom.

<Present the options.>

<Introduce the quote “Make it you but stay true!” Explain that it is about staying true to the intent of the framework but making the necessary adjustments to fit your specific needs.>

Considerations for Different Programs

Half-Day Programs

- May be abbreviated due to time constraints
- May use short chunks of text
- May take more days to complete text

Full-Day Programs

- 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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<Ask participants for additional barriers to or considerations for implementation.>

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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The slide features a title 'Implementation Leadership Perspectives' in orange text. Below it, the subtitle 'Making the routine your own:' is followed by a bulleted list with two items: 'Challenges' and 'Successes'. To the right of the text is a blue logo with a large 'C' and the text 'COACHING in a CLIMATE of CHANGE'. At the bottom, there are several small logos and the copyright notice '© 2015 Texas Education Agency/The University of Texas System'.

Implementation Leadership Perspectives

Making the routine your own:

- Challenges
- Successes

C³ COACHING in a CLIMATE of CHANGE

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<Tie into the C3 training; Stages of Change are optional.>

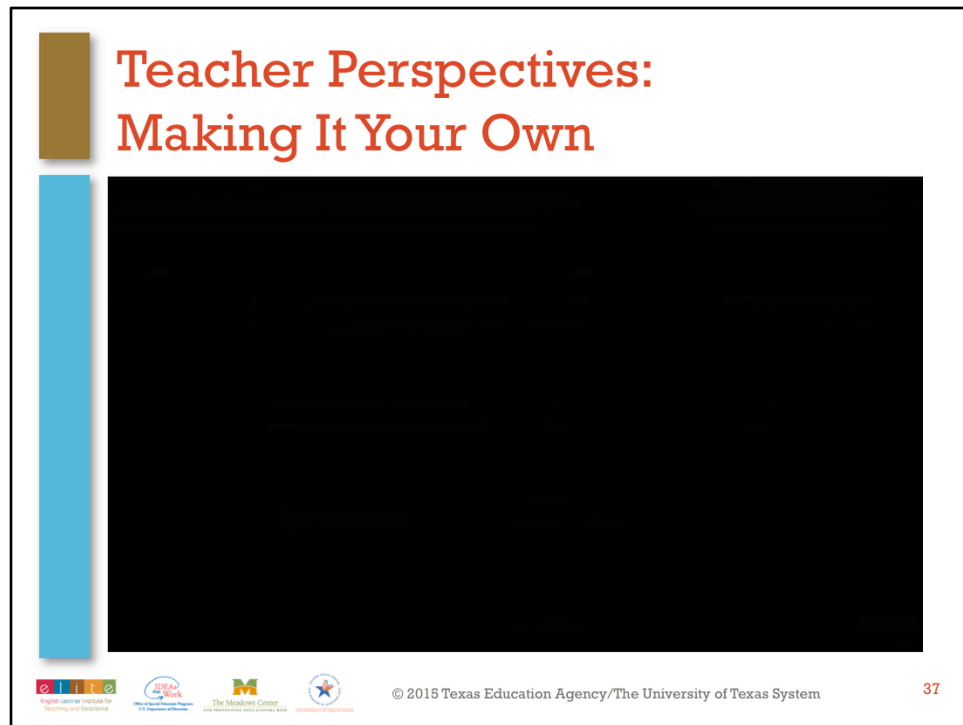
Here is a synopsis of feedback from administrators who've implemented the Read-Aloud Routine.

Challenges:

Differences in the age and maturity level of children, as well as class diversity, contributed to challenges. We have three- and four-year-olds and children receiving special services, such as speech therapy. We also have culturally and linguistically diverse children. Meeting the needs of all our children is our main priority. Implementing the routine was really difficult at first. It was very important to support the teachers through the change process. It took time, flexibility, teamwork, coaching, and commitment.

Successes:

Once we began to make the routine our own, while staying true to the intent of the framework, we saw that teachers were more excited to plan and collaborate. The routine became easier, and children were engaged and learning words and concepts at a higher level. They got to play with language and had multiple opportunities to interact with one another and extend their learning.



**Teacher Perspectives:
Making It Your Own**

A large black rectangular area, likely a video placeholder, occupies the center of the slide.

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We will now hear from Laura Garcia. Ms. Garcia teaches half-day bilingual PreK4 in Arlington with students who are receiving speech therapy services.

Extending Professional Learning Through Collaboration and Feedback

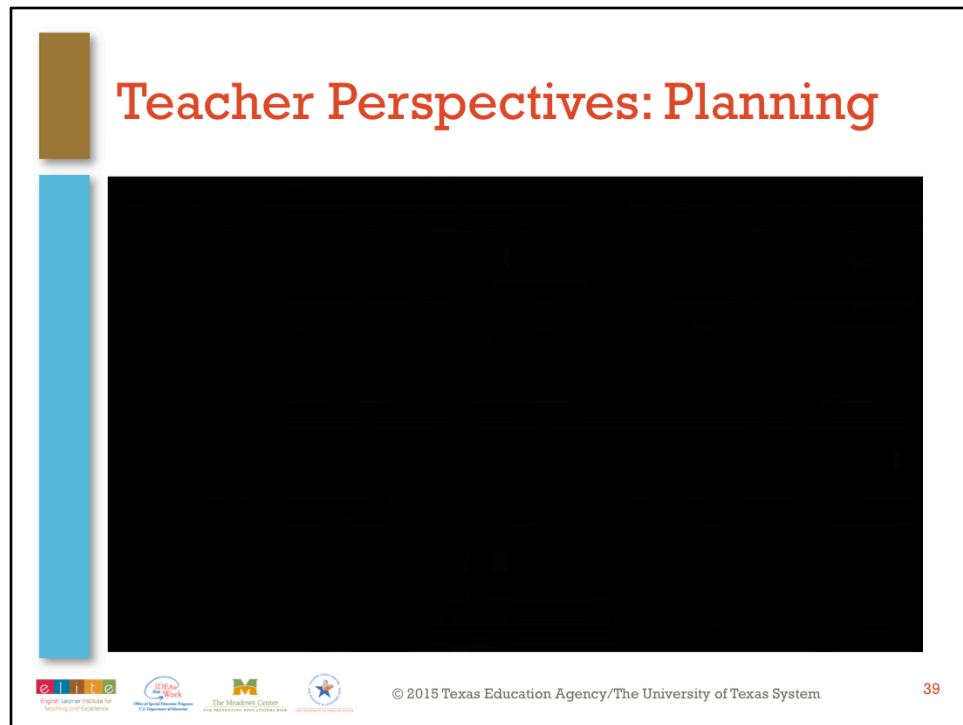
- Watch full videos during professional learning communities and use the Observation/Reflection Form.
- Plan lessons and set goals.
- Practice the routine daily.
- Observe others and give feedback.
- Refine practice and share successes and challenges.
- Continue to reflect with colleagues.



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As teachers refine their practices, coaches and leaders will want to determine ways to support them through job-embedded professional development. Here are some ideas for supporting teachers as they learn.



We will now hear teacher Mallory Taaffe's perspective on planning and collaboration.

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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As part of their PLC activities, teachers can engage in self-observation by videotaping and analyzing their own teaching. This can help them refine their delivery of specific instructional strategies (Sherin, 2004). Teachers can use the Observation/Reflection Form to analyze their own practice. Using the collaborative framework, teachers can also debrief with one another, share reflections, ask questions, and plan next steps for refining their practice.



Teacher Perspectives: Successes

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Let's hear from teacher Michelle Salas. She will discuss one of the benefits of the Read-Aloud Routine.

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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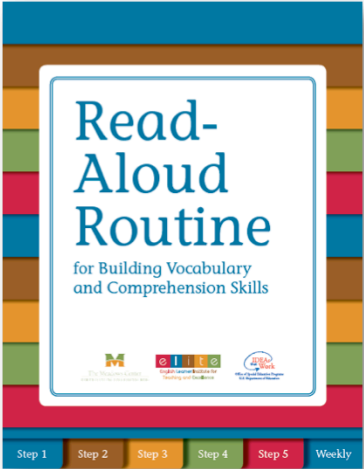
<Review these key ideas.>



Now we will watch our last teacher perspective. Teacher Cori Hartung will talk about the success of the Read-Aloud Routine.

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)



Step 1 Step 2 Step 3 Step 4 Step 5 Weekly

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As students develop more advanced literacy skills, the Read-Aloud Routine can include more challenging components. The daily lesson time can increase to 20–30 minutes, and teachers can use larger chunks of text over 4–5 days. The number of vocabulary words introduced each day can be increased to 3–4, and teachers can implement the routine across content areas. For example, texts from subject areas such as math, science, and social studies may be used. Learning extensions may include more complex writing products, such as Readers' Response Journals, and may focus on different comprehension skill development, such as summarizing, making connections, and inferring.

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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The Project ELITE Read-Aloud Routine provides guidance to teachers in choosing culturally responsive reading texts. In addition, it takes an “assets-based” approach to instruction, as teachers facilitate vocabulary development through structured opportunities to connect new language to students’ background and experiences. Teachers also implement a number of instructional supports for ELs by anchoring the practice in principles for language acquisition:





- Teachers contextualize vocabulary instruction by connecting words to their authentic usage in texts, providing sentence stems and sentence frames during speaking activities.
- Teachers create structured opportunities to speak and interact. This plays a critical role in the Second Language Acquisition process, as students can use and practice new language through meaningful negotiations.
- Teachers focus on academic vocabulary development.
- Teachers take an assets-based approach when planning lessons. They build on students’ first language, culture, and lived experiences.
- Teachers use strategies for differentiating for levels of language proficiency.



Questions and Contact

Questions?

Contact:

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