

Enhancing Vocabulary and Comprehension Instruction through the ELITE Read-aloud Routine

Teacher: _____

Grade: _____

Time observation began: _____

Observer: _____

Date: _____

Time observation ended: _____

| | | | | |
|---------------|--|----------------------------------|-----------------------------------|-------------------------------|
| Scale: | 1 = Not implemented | 2 = Partially implemented | 3 = Moderately implemented | 4 = Highly implemented |
| | N.O. = Not Observed (indicate reason) | | | |

| Before Reading (5-7 minutes) | | | | | | Field Notes: |
|--|---|---|---|---|------|---------------------|
| Teacher introduces/previews the story and three new vocabulary words: | | | | | | |
| • Previews text, activating students prior knowledge | 1 | 2 | 3 | 4 | N.O. | |
| • Engages students in making predictions about the text and in brief discussions about concepts related to story | 1 | 2 | 3 | 4 | N.O. | |
| • Selects 3-4 high utility words used across contexts, and has students say the words and repeat | 1 | 2 | 3 | 4 | N.O. | |
| • Provides student-friendly definitions of target vocabulary | 1 | 2 | 3 | 4 | N.O. | |
| • Displays words in written form | 1 | 2 | 3 | 4 | N.O. | |

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|--|---|---|---|---|------|
| <ul style="list-style-type: none"> Sets explicit instructional goals for read-aloud (e.g., listen for vocabulary and prepare for comprehension questions) | 1 | 2 | 3 | 4 | N.O. |
| During Reading (15 minutes) | | | | | |
| First Read: | | | | | |
| Teacher reads a passage <i>without stopping</i> from a narrative or informational text out loud, focusing on literal and inferential comprehension: | | | | | |
| <ul style="list-style-type: none"> Reads passage aloud without stopping, emphasizing concepts through prosody | 1 | 2 | 3 | 4 | N.O. |
| <ul style="list-style-type: none"> During guided discussion, teacher encourages students use of new vocabulary | 1 | 2 | 3 | 4 | N.O. |
| <ul style="list-style-type: none"> Teacher asks students to turn and talk and retell what the passage was about (who, what, when, where) | 1 | 2 | 3 | 4 | N.O. |
| <ul style="list-style-type: none"> Teacher uses one probe effectively for inferential comprehension | 1 | 2 | 3 | 4 | N.O. |
| Second Read: | | | | | |
| Teacher rereads passage, drawing attention to the new vocabulary: | | | | | |
| <ul style="list-style-type: none"> Reviews words and meanings with students | 1 | 2 | 3 | 4 | N.O. |
| <ul style="list-style-type: none"> Checks for students' recognition of new vocabulary (e.g., thumbs up) | 1 | 2 | 3 | 4 | N.O. |
| <ul style="list-style-type: none"> Asks students to repeat a word they recognize and provide an explanation | 1 | 2 | 3 | 4 | N.O. |

| | | | | | |
|---|---|---|---|---|------|
| <ul style="list-style-type: none"> Guides/Scaffolds students in creating their own original sentences using vocabulary words encountered in the text | 1 | 2 | 3 | 4 | N.O. |
| After Reading (5-7 minutes) | | | | | |
| Teacher extends comprehension, focusing on deep processing of vocabulary knowledge: | | | | | |
| <ul style="list-style-type: none"> Provides opportunities for students to discuss the story in relation to their own experiences | 1 | 2 | 3 | 4 | N.O. |
| <ul style="list-style-type: none"> Facilitates discussion using minimal teacher talk | 1 | 2 | 3 | 4 | N.O. |
| Teacher summarizes what was read and any content that was learned: | | | | | |
| <ul style="list-style-type: none"> Briefly reviews the name and author of story | 1 | 2 | 3 | 4 | N.O. |
| <ul style="list-style-type: none"> Briefly reviews main events and ideas from text | 1 | 2 | 3 | 4 | N.O. |
| <ul style="list-style-type: none"> Briefly reviews the new vocabulary words | 1 | 2 | 3 | 4 | N.O. |
| <ul style="list-style-type: none"> Challenges students to listen for and use the new vocabulary words throughout the day | 1 | 2 | 3 | 4 | N.O. |

