



Project ELITE Read-Aloud Routine: Self-Observation Form

Before Reading	Field Notes:
Teacher introduces/previews the story and three new vocabulary words:	
<ul style="list-style-type: none"> • Previews text, activating students' prior knowledge 	
<ul style="list-style-type: none"> • Engages students in making predictions about the text and in brief discussions about concepts related to story 	
<ul style="list-style-type: none"> • Selects 3-4 words that students do not know that have high utility and are used across contexts. 	
<ul style="list-style-type: none"> • Has students say and repeat target vocabulary and provides student-friendly definitions 	
<ul style="list-style-type: none"> • Displays words in written form, and uses a form of nonlinguistic representation 	
<ul style="list-style-type: none"> • Sets explicit instructional goals for read-aloud (e.g., listen for vocabulary and prepare for comprehension questions) 	
During Reading	
Teacher reads a passage 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 	

<ul style="list-style-type: none"> • During guided discussion, teacher encourages students' use of new vocabulary 	
<ul style="list-style-type: none"> • Teacher uses two probes effectively for literal comprehension 	
<ul style="list-style-type: none"> • Teacher uses one probe effectively for inferential comprehension 	
Teacher rereads passage, drawing attention to the new vocabulary:	
<ul style="list-style-type: none"> • Reviews words and meanings with students 	
<ul style="list-style-type: none"> • Checks for students' recognition of new vocabulary (e.g., thumbs up) 	
<ul style="list-style-type: none"> • Asks students to repeat a word they recognize and provide an explanation 	
<ul style="list-style-type: none"> • Guides/Scaffolds students in creating their own original sentences using vocabulary words encountered in the text 	
<ul style="list-style-type: none"> • Students have the opportunity to <i>turn and talk</i> during vocabulary activities 	
After Reading	
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 	
<ul style="list-style-type: none"> • Facilitates discussion using minimal teacher talk 	

Teacher summarizes what was read and any content knowledge that was learned:	
<ul style="list-style-type: none">• Briefly reviews the name and author of story	
<ul style="list-style-type: none">• Briefly reviews main events and ideas from text	
<ul style="list-style-type: none">• Briefly reviews the new vocabulary words	
<ul style="list-style-type: none">• Challenges students to listen for and use the new vocabulary word throughout the day	

