

Enhancing Vocabulary and Comprehension through a Read- Aloud Routine



English Learner Institute for
Teaching and Excellence



Office of Special Education Programs
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Reflection (refer to article)

- Why read-aloud?
- What are the benefits of incorporating a daily read-aloud routine?



Goals for This Session

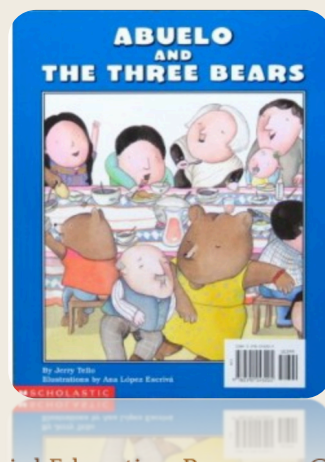
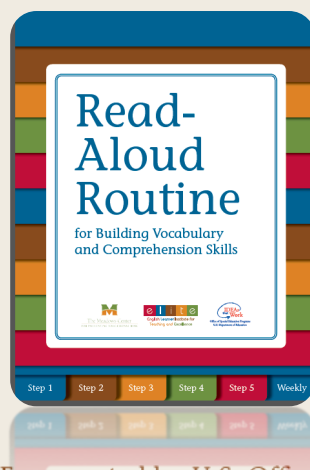
- **Review** the steps of the read-aloud routine cycle using the flip book tool
- **See an example** plan
- **Observe** the steps in action
- **Reflect** and **discuss**
- **Practice** the steps with a partner

For This Training

Materials

Read-Aloud Routine for Building Vocabulary and Comprehension skills

Read-aloud storybook,
Abuelo and the Three Bears



Handouts

Video observation/reflection sheet

Planning template *Example*

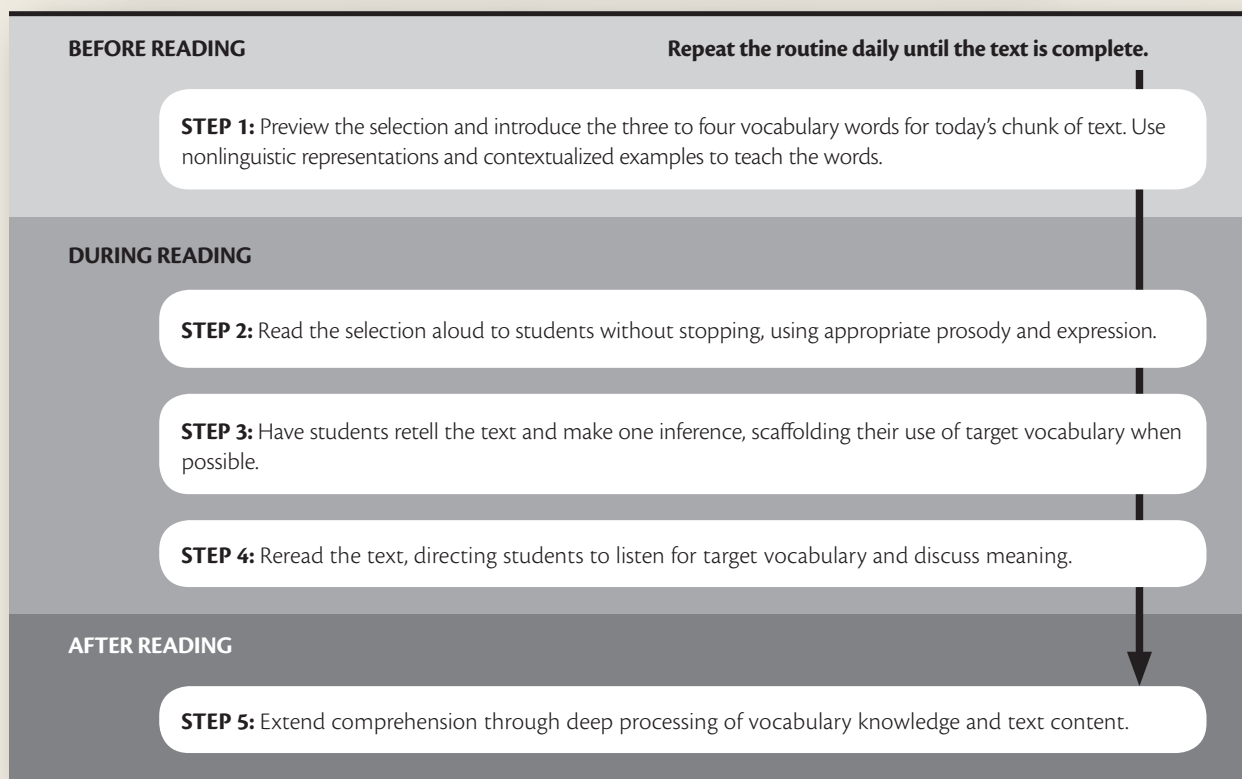
Planning planning template
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Hickman et al. Article
(optional)

Overview of Read-Aloud Cycle

PREPARATION FOR EACH TEXT

Choose a narrative or informational text, “chunk” it into sections of 200 to 250 words, and for each chunk, select three or four vocabulary concepts that students do not already know. Use a culturally responsive lens when selecting texts.



LAST DAY FOR EACH TEXT

Choose four to five vocabulary words from previous days that were particularly challenging and in need of further study. Reread or retell the entire story.

Adapted from Hickman, Pollard-Durodola, & Vaughn (2004)

Why chunk text?

- The teacher can focus on a smaller number of vocabulary words and explore meanings in depth.
- When children complete a text over 3-4 days, they maintain text comprehension and vocabulary knowledge over a longer period of time.
- Limiting text allows for more instructional opportunities for vocabulary and comprehension skill development in relation to the text over time.

(Hickman et al., 2004)

Read-Aloud Routine

Step 1: Select a Story and Vocabulary Words (Before Reading)

BEFORE READING

Step 1: Select a Story and Vocabulary Words

Select a story.

- Use text that is one to two grade levels above students' independent reading level.
- Search for a story that is both engaging and content rich.
- Select a text that is culturally relevant and meaningful to students.

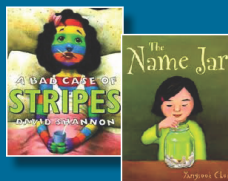
Prepare.

- The story will be read over 3 to 5 days. Divide the story into 200- to 250-word chunks. Increase the size of the chunks as students' reading progresses.
- Choose three to five vocabulary words per chunk of text.
- Think of a nonlinguistic representation (e.g., picture, gesture) of each word to share with students.
- Create vocabulary word cards with student-friendly definitions and pictures.

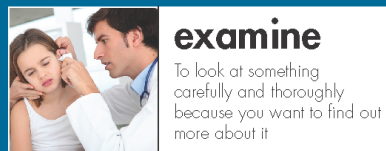
HELPFUL HINTS ON WORD SELECTION

- 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?
- Use words that most students do not know.
- Use words that will help students connect to their own experiences.

Sample Books



Sample Vocabulary Card



Step 1

Step 2

Step 3

Step 4

Step 5

Weekly

Read-Aloud Routine

Step 2: Introduce and Preview the Story (Before Reading)

BEFORE READING

5–7 minutes

Step 2: Introduce and Preview the Story

Preview and activate background knowledge.

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

Briefly introduce the new vocabulary words.

- Say and show each word and have students repeat it.
- Provide a student-friendly definition and nonlinguistic representation (e.g., picture, gesture) of each word.
- Ask students to listen for the vocabulary words while you read.
- Ask students to give a "thumbs-up" when they hear a vocabulary word.
- Make the words visible by displaying them on a pocket chart, vocabulary word wall, or bulletin board.

HELPFUL HINTS ON DEFINITIONS

- 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) and Merriam-Webster's Learner Dictionary (www.learnersdictionary.com).

Showing the Front Cover



Student Thumbs-Up Signal



Step 2

Step 3

Step 4

Step 5

Weekly

Observation/Reflection Form



Project ELITE Read-Aloud Routine: 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. (<i>Record the words selected</i>).	
<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	

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

Video Clip and Reflection

- Observe this teacher video clip of Step 2: Preview the Story. Use the flip book as a guide and the reflection sheet to jot down ideas.



Video Clip and Reflection

- Observe this teacher video clip of Step 2: Introduce Vocabulary Words. Use the flip book as a guide and the reflection sheet to jot down ideas.



Read-Aloud Routine

Step 3: Read the Passage (During Reading)

DURING READING

7–8 minutes

Step 3: Read the Passage

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 passage **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 passage (focus on who, what, when, and where).
- Encourage students to use the new vocabulary words during the retell.
- Use the student responses to write a main idea statement on the board.
- Ask students an inferential question that focuses on synthesizing information not directly present in the story (e.g., How do you know _____? What clues led you to believe _____?). Ask students to explain their thinking and justify their answers.

Reading the Passage



Turn and Talk



Step 3

Step 4

Step 5

Weekly

Video Clip and Reflection

- Observe this teacher video clip of Step 3: Read the passage. Use the flip book as a guide and the reflection sheet to jot down ideas.



Read- Aloud Routine

Step 4: Reread the Passage (During Reading)

DURING READING

7-8 minutes

Step 4: Reread the Passage

Read the passage a second time, focusing on vocabulary words.

- Review words and meanings with students.
- Tell students to give you a sign (e.g., thumbs-up, hand on head, finger on nose) when they hear a vocabulary word.
- Stop at each vocabulary word and ask students to repeat it and explain what it means in their own words. Have students turn and talk to explain the word to a partner.
- Guide students in creating sentences that use the vocabulary word. Have students turn and talk about the sentences with a partner.
- Use sentence stems as scaffolds if necessary.
- Continue reading the passage until all vocabulary words have been identified and students have discussed their meanings and created new sentences.

Sample Sentence Stems

examine

I would like to **examine**

because _____.

expert

A/An _____

is an **expert** at _____.

Step 4

Step 5

Weekly

Video Clip and Reflection

- Observe this teacher video clip of Step 4: Reread the Passage. Use the flip book as a guide and the reflection sheet to jot down ideas.



Read-Aloud Routine

Step 5: Extend Language and Comprehension (After Reading)

AFTER READING

5-7 minutes

Step 5: Extend Language and Comprehension

Extend comprehension, focusing on deep processing of vocabulary knowledge.

- Have students turn and talk to a neighbor about the story, connecting it to their own experiences. Use prompts such as, "Talk about when you felt like the main character."
- Encourage students to use the vocabulary words.
- Serve only as a facilitator of this conversation.
- Extend comprehension by having students write 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."

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.

Students Discuss the Story



Reviewing and Summarizing



EXTEND THE LESSON THE FOLLOWING DAY

- Begin the following day by reviewing what was read and learned the day before.
- Emphasize key words and have students summarize the text by stating the main events and reviewing the main idea statement.
- Review the vocabulary words and briefly give a student-friendly definition of each.
- Ask students whether they used or heard the words outside of the classroom.
- Encourage students to continue using the new words.

Step 5

Weekly

Video Clip and Reflection

- Observe this teacher video clip of Step 5: Extend Language and Comprehension. Use the flip book as a guide and the reflection sheet to jot down ideas.



Weekly Framework

WEEKLY FRAMEWORK

Introduction Day

- Introduce the story.
- Introduce three to five new vocabulary words from the day's passage.
- Read the passage.
- Have students turn and talk to a neighbor to retell what the passage is about (who, what, when, and where).
- Based on student responses, write a main idea statement on the board for the day's passage.
- Review the new vocabulary words.
- Reread the passage, stopping at each vocabulary word to review, clarify, and check understanding.

Subsequent Days

- Review content and vocabulary words from the previous day's reading.
- Introduce the day's passage.
- Introduce three to five NEW vocabulary words from the day's passage.
- Read the passage.
- Have students turn and talk to a neighbor to retell what the passage is about (who, what, when, and where).
- Based on student responses, write a main idea statement on the board for the day's passage.
- Review the new vocabulary words.
- Reread the passage, stopping at each vocabulary word to review, clarify, and check understanding.

Wrap-Up Day

- Choose four or five vocabulary words from the previous days' lessons that were challenging for students or difficult to remember.
- Review the words.
- If time allows, read the entire story 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 revisit their use throughout the day and in future days.
- Review the prior days' main idea statements. Use the statements to create a summary of the entire story.
- Extend learning by having students use the vocabulary words to create a new story or a new ending for the story.

Weekly



Extending Language and Comprehension

Activity: Gallery Walk

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

Extending learning through home/school connections

Read-Aloud Routine

1



Choose a book your child is interested in. It should be more difficult than a book your child can read independently.

2



Ask a question about what the story might be about. For example, "What do you think will happen?"

3



Before reading, choose three or four words that your child may not know and talk about what the words mean. For example, "The word 'decide' means 'to make a choice'."

4



Create a signal that your child will use when he or she hears the new words in the story. This signal can be a "thumbs-up," a cheer, or anything fun.

5



Tell your child to listen carefully to the story because you will ask questions afterward.

6



Read the story and look for the signal when you get to the vocabulary words. After the signal is given, have your child explain what the word means. For example, "You're right! There's our word. Can you tell me what the word 'decide' means?"

7



After reading the story, ask your child questions about what happened. For example, "What was the story about? Who are the characters? What was the problem? How was the problem solved?"

8



Help your child make connections between the story and his or her experiences. For example, "What does this story remind you of? Have you ever felt like (character's name)?"

Adapted from: Hickman, P., Pollard-Durodale, S., & Vaughn, S. (2004). Storybook reading: Improving vocabulary and comprehension for English-language learners. "Reading Teacher," 57(8), pp. 720-730.



Rutina de leer en voz alta

1



Elija un libro que le interesa a su niño(a). El libro debe ser más difícil de lo que su niño(a) pueda leer independientemente.

2



Haga una pregunta acerca de lo que piensan que va pasar en el cuento. Por ejemplo, "¿Qué piensas que va a suceder en el cuento?"

3



Antes de leer el cuento, elija 3-4 palabras que cree que su niño(a) no conozca y hablen sobre los significados de las palabras. Por ejemplo, "La palabra 'decidir' significa 'tomar una decisión sobre algo'."

4



Escoja una señal con su niño(a) que le mostrará al escuchar las palabras nuevas en el cuento. Esto puede ser un "pulgar hacia arriba" o algo más divertido.

5



Dígale a su niño que escuche atentamente al cuento, porque se le hará preguntas después.

6



Lea el cuento y busque la señal al llegar a las palabras de vocabulario. Después, pídale a su niño que le diga lo que significa la palabra. Por ejemplo, "¿Me puedes decir qué significa la palabra 'decidir'?"

7



Hágale preguntas a su niño después de leer el cuento. Por ejemplo, "¿Quiénes son los personajes de la historia? ¿Cuál era el problema? ¿Cómo se ha resuelto el problema?"

8



Ayude a su niño a hacer las conexiones entre el cuento y las experiencias que han tenido su familia y su niño(a). Por ejemplo, "¿De qué le recuerda este cuento? ¿Te has sentido como (nombre de un personaje en el cuento)?"

Adapted from: Hickman, P., Pollard-Durodale, S., & Vaughn, S. (2004). Storybook reading: Improving vocabulary and comprehension for English-language learners. "Reading Teacher," 57(8), pp. 720-730.



Extending Professional Learning through Collaboration & Feedback

- Watch full videos during professional learning communities and use the 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

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 to other colleagues
- Teachers plan next steps for refining their practice

Practice



- Use sample completed lesson template
- Practice steps with partners
- Plan for additional chunks of text

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!

References

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Questions and Contact

Questions?

Contact: