



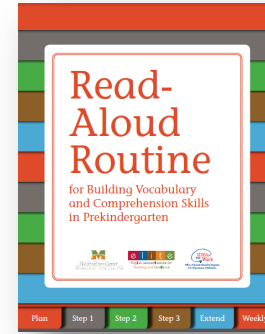
# Building Vocabulary and Comprehension Skills in Prekindergarten Through a Read-Aloud Routine



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](http://www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

# For This Training



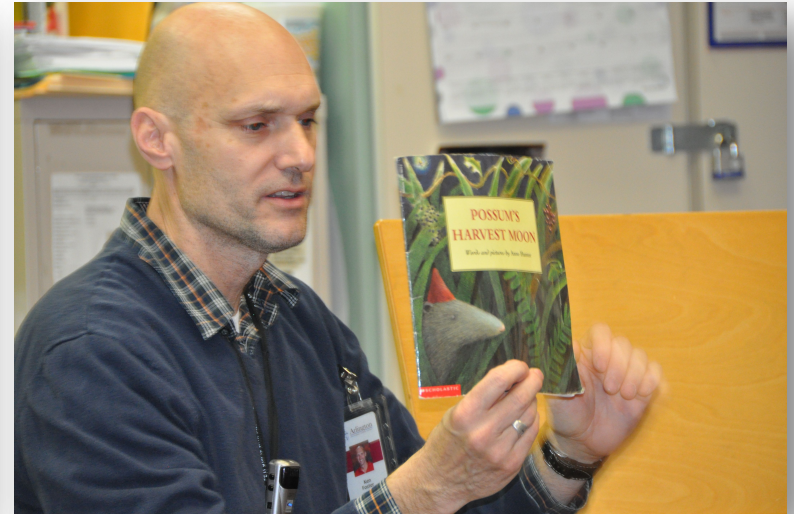
- **Materials**
  - Read-Aloud Routine for Building Vocabulary and Comprehension Skills
  - Read-aloud storybook *The Kissing Hand*
- **Handouts**
  - Handout 1: PreK Guidelines Alignment Chart
  - Handout 2: Observation/Reflection Form
  - Handout 3: Weekly Planning Template, Vocabulary Cards, and Example
  - Hickman et al. article (optional)

# 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

# Reflection

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





# Connecting to Our State Goals

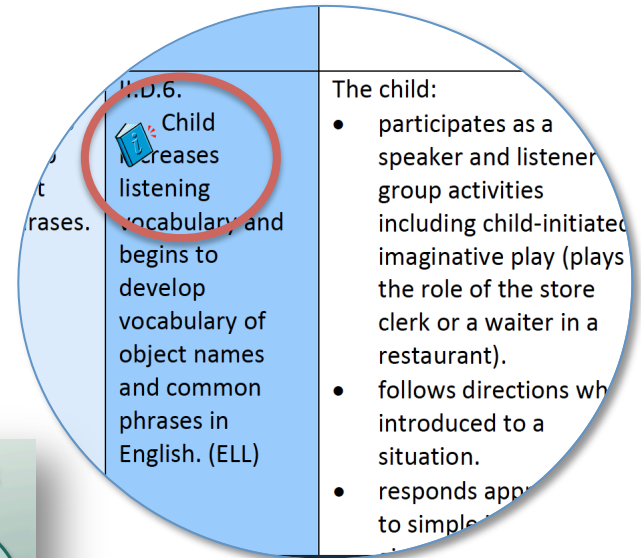
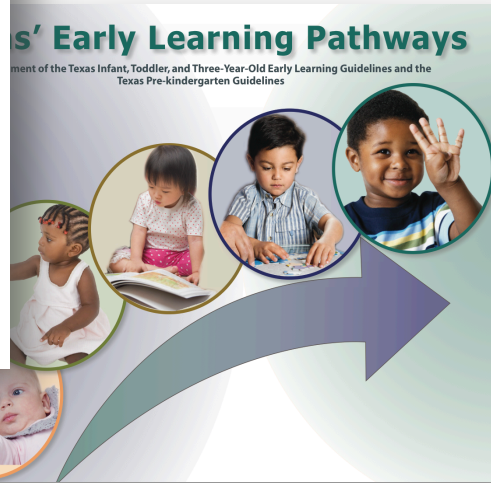
## The Texas Prekindergarten Guidelines

**II. LANGUAGE AND COMMUNICATION DOMAIN**

**A. Listening Comprehension Skills**

*From birth, children begin learning by listening to the world around them. As their exposure increases, so does their understanding. Prekindergarten-age children are able to comprehend with increasing accuracy what they hear in conversations and in stories read aloud. Children demonstrate understanding through their questions, comments, and actions. According to state law, prekindergarten children who are English language learners can be in a classroom environment that is either English as a Second Language instruction or Bilingual. Children who are English language learners arrive at school with listening comprehension skills in their home language. These skills can be used to support the child's development in English. Children who are English language learners listen purposefully to both English-speaking and Spanish-speaking teachers and peers to gather information about both their home language and their new language (English). (LEER MAS, 2001)*

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child responds to situations in ways that demonstrate he understands what has been said.	I.I.A.1 Child shows understanding by responding appropriately.	<p>The child:</p> <ul style="list-style-type: none"> <li>has a multiple-turn conversation with another person, listening in order to extend or connect to an idea expressed by the other person.</li> <li>responds to stories by asking and answering questions.</li> <li>makes comments related to the topic being discussed.</li> <li>responds, before, during, and after stories read to the whole class, as well as responding when read to in a small group.</li> <li>follows a change in the morning activity schedule as described by the teacher.</li> <li>follows verbal directions.</li> <li>listens to audio-taped stories and shows understanding through body language, pointing to the appropriate pictures, or retelling what she heard.</li> </ul>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>engages children daily in conversations related to themes or content where children take multiple turns listening and responding, either orally or physically.</li> <li>provides feedback when conversing with a child to model listening and encourages additional comments from that child.</li> <li>asks children to recall and add details to expand their responses while engaged in group activities, such as read aloud time, show and tell, author's chair.</li> <li>asks children who, what, where, and why questions to engage children in the read aloud experience.</li> <li>provides multicultural, culturally relevant books for children.</li> </ul>



## Guidance for working with ELs

## Texas' Early Learning Pathways

# Introducing the Read-Aloud Routine

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

**The Meadows Center**  
FOR PREVENTING EDUCATIONAL RISK

**elite**  
English Learner Institute for Teaching and Excellence

**IDEA's that Work**  
Office of Special Education Programs  
U.S. Department of Education

Plan Step 1 Step 2 Step 3 Extend Weekly

# 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.

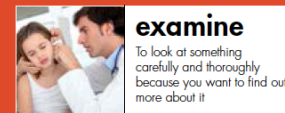
### HELPFUL HINTS ON WORD SELECTION

- 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](http://www.ldoceonline.com)), Merriam-Webster's Learner Dictionary ([www.learnersdictionary.com](http://www.learnersdictionary.com)), and the Word Reference Dictionary ([wordreference.com](http://wordreference.com)).

Sample Books



Sample Vocabulary Card



# Planning for the Read-Aloud (cont.)

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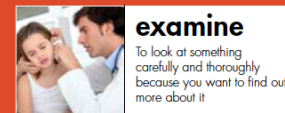
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Sample Books



Sample Vocabulary Card



# Teacher Perspectives: Chunking



# 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



# Step 1: Introduce and Preview (cont.)

3–5 minutes

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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 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.

# Step 1: Video and Reflection 1



# Step 1: Video and Reflection 2



# 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.

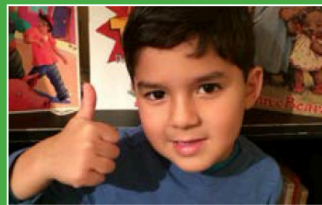
Read the chunk of text **WITHOUT STOPPING**, focusing on intonation and enunciation to provide a good model for students.

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



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

5 minutes

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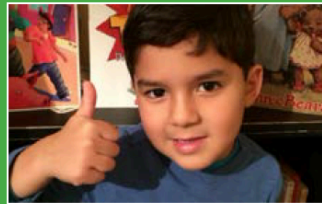
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### Turn and Talk



# Step 2: Video and Reflection 1



# Step 2: Video and Reflection 2





# Teacher Perspectives: Turn and Talk



# Step 2: Video and Reflection 3



# 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. 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**

because \_\_\_\_\_

#### expert

A/An \_\_\_\_\_

is an **expert** at \_\_\_\_\_

### Students Discuss the Story



# Step 3: Reread the Chunk of Text and Close the Lesson (cont.)

5 minutes

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# Step 3: Video and Reflection 1



# Step 3: Video and Reflection 2



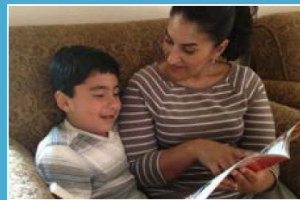
# Extend Language and Comprehension

## Extend Language and Comprehension

### Ideas to Incorporate Throughout the Week

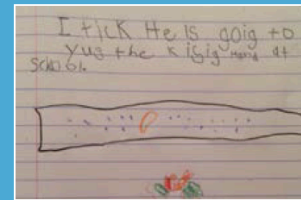
- Have students write and draw in a reader's response journal. Use prompts such as, "What do you think will happen next in the story? Write a prediction in your journal." This activity can also be done as a shared writing with teacher modeling.
- Create thematic play areas and centers for students to 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.meadowscenter.org/library/resource/read-aloud-routine-rutina-de-leer-en-voz-alta](http://www.meadowscenter.org/library/resource/read-aloud-routine-rutina-de-leer-en-voz-alta)

### Using a Reading Journal to Make Predictions



"I think he is going to use the kissing hand at school."

## Outline

is interested in. It an a book your ty.

the story might What do you think

ree or four words ow and talk about example, "The ke a choice."

child will use when ards in the story. s-up," a cheer,

efully to the questions

or the signal when words. After the hild explain what ple, "You're right! tell me what the

sk your child ened. For tory about? What was the sblem solved?"

ections between periences. For

of? Have you ever felt like (character's name)?"



# 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?*

# Extensions in Action



# Read-Aloud Daily Cycle at a Glance



Choose a text and chunk it into shorter pieces.

**Step 1:**  
Introduce a chunk of text and 1 or 2 new vocabulary words.

**Step 2:** Read the text and guide children in talking about the text.

**Step 3:** Reread the text to deepen understanding of new vocabulary words.

# 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

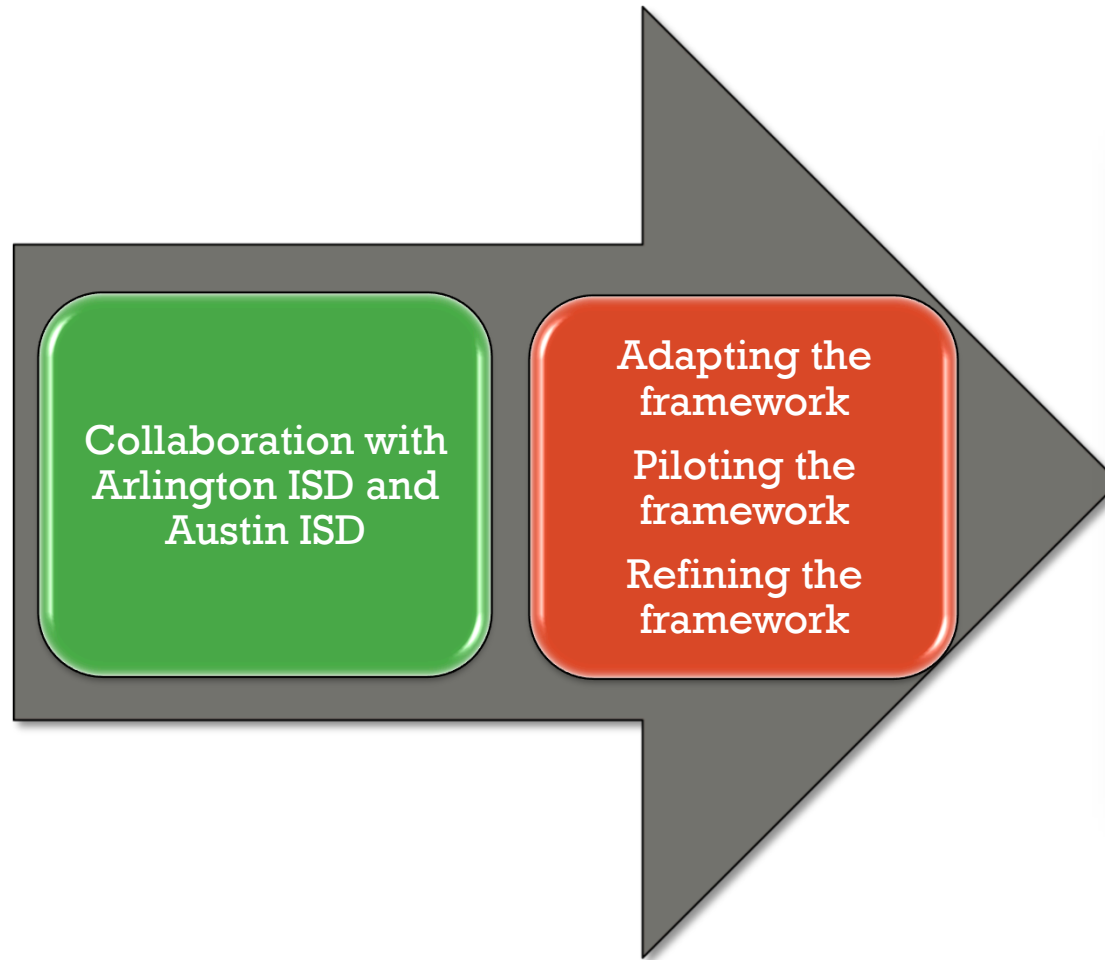
- Choose one or two vocabulary words from the previous days' lessons that were challenging for students or difficult to remember.
- Review the words.
- If time allows, read the entire text to students.
- Lead an activity that reinforces the meaning of the chosen vocabulary words, such as acting out the 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

# Practice

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

# Making the Routine Work in Your Prekindergarten Setting



## Read-Aloud Considerations

The read-aloud framework is designed to be flexible—implementation may vary based on program considerations, language considerations, and students' needs.

### Options for Implementation

- The length of the entire daily read-aloud framework could vary between 5 and 15 minutes, depending on the age of the students and time of year. As students advance, teachers can increase the lesson time per day.
- The components can be broken up throughout the day. For example, vocabulary words can be introduced in one sitting and the rest of the framework in a different sitting on the same day. For maximum benefit, it is important to implement all of the components.
- The components can be condensed into one reading if students do not have the stamina for two readings of the same text.

### Different Prekindergarten Programs

- In a half-day program, the framework may need to be abbreviated due to time constraints. The chunks of text may be shorter, and it may take more days to complete the entire text.
- In a full-day program, there will be ample time to incorporate the entire read-aloud framework. The daily steps can be implemented in many mini-lessons throughout the day or in one sitting.

### Language and Culture

- In a bilingual program where the language of instruction is not English, the framework works well in building first-language vocabulary and comprehension.
- The framework can also be used to build English vocabulary and comprehension when implemented in English during English development time in bilingual programs.
- To increase student engagement, take students' culture, interests, and experiences into consideration when selecting texts.



# 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

# 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

# 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

# Implementation Leadership Perspectives

Making the routine your own:

- Challenges
- Successes



# Teacher Perspectives: Making It Your Own



# 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.

# Teacher Perspectives: Planning



# 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.



# Teacher Perspectives: Successes



# Things to Remember

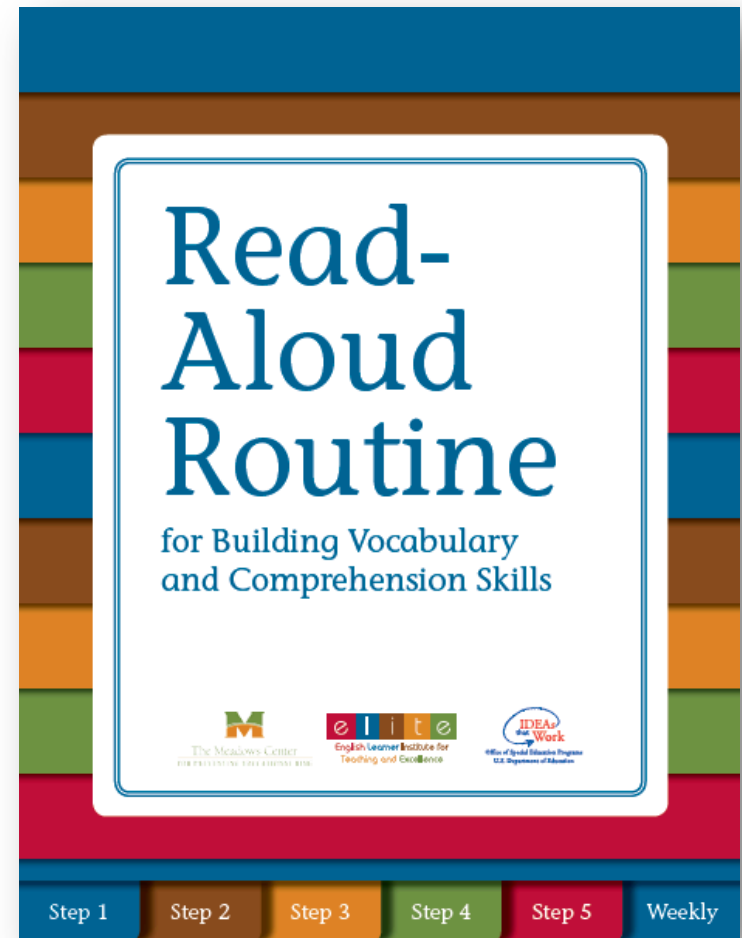
- Routine is flexible.
- Routine can be used in all content areas.
- All vocabulary is good vocabulary.
- Self-reflection can improve practice.
- Collaborate.
- Share ideas and lessons.
- Have fun!

# Teacher Perspectives: Successes



# 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)



# 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.

# Questions and Contact

## Questions?

## Contact: