

***Project ELITE Read-Aloud Routine***

*(adapted from Hickman, Pollard-Durodola, & Vaughn, 2004)*

Routine Practice and Planning Template

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| I. Introduce/Preview the story and pre-teach 3-4 vocabulary words | |
| Selecting vocabulary words to teach:  *Focus on high-utility words that can be used across contexts* | Selected words to teach: |
| Preview story and vocabulary:  *Highlight text features/visuals and activate students’ prior knowledge and experiences; make predictions*  *Introduce and practice selected vocabulary words; present words in written form* | Plan for previewing read-aloud text (questioning; making predictions): |
| Student friendly definitions for vocabulary words:  1.  2.  3.  4.  5. |
| II. Read the passage out loud, focusing on literal and inferential comprehension | |
| After reading, guide students in discussion of the content of the passage.  *Encourage students to use new vocabulary in discussing the text*  *Facilitate students* ***literal comprehension*** *(retelling main events) and students’* ***inferential comprehension*** *(draw conclusions, make predictions based on story details and their own experiences).* | Stems for guided discussion questioning: |
| #1 probe for literal comprehension: |
| #2 probe for literal comprehension: |
| #3 probe for inferential comprehension: |
| III. Reread passage for, drawing attention on to the three vocabulary words | |
| Review, reteach, and extend vocabulary knowledge within the context of the story  *Check for students’ recognition of new vocabulary*  *Ask students to expand on word meanings and to create original sentences.* | Sentence frames for scaffolding students’ extended use of new vocabulary: |
| IV. Extend Comprehension, focusing on deep processing of vocabulary knowledge | |
| Create opportunities for students to generalize use of new vocabulary in relation to their own ideas and experiences | Question stems and frames for higher order thinking about text and new vocabulary (evaluating, analyzing, creating): |
| V. Summarize what was read and any content knowledge that was learned | |
| Summarize story purpose, main events and ideas. | Plan for extended use of new vocabulary throughout the day: |
| Last Day of Read-aloud Cycle: Extend knowledge and use of vocabulary words | |
| Review challenging words and participate in experiential activities using all of the target words |  |