The 15 Minute Read Aloud Routine - Day 1

Time And Teach	Notes
Before the Read Aloud	• Text Selection and Teacher must pre-read: Select books 1 to 3 years **above grade level and have a generous amount of new and interesting vocabulary.**

3 minutes
 	
Pre-Teach Vocabulary
	5 PART VOCABULARY DRILL (1 minute per word)
	1. Select 2 to 3 multi-syllabic words to teach. Words should be essential to comprehending the story and valuable outside of the story. Also make a list of other words you will not teach, but will mention as you read.
	2. Decode/Pronounce the word
	3. Explain and Define the words
	    ■ Introduce the words in a written context: - *After the* **catastrophe** *the residents slowly began to dig out of their homes that were demolished by the earthquake.*
	    ■ Discuss definitions, examples, characteristics, synonyms, and antonyms.
	        ● Definition: A sudden widespread disaster.
	        ● Example: There are many types of catastrophes, floods, tornadoes, and earthquakes.
	        ● Characteristics: A *catastrophe* can cause tremendous damage, many injuries, and loss of life,
	        ● Synonyms: disaster, misfortune, calamity
	4. Connect the Words to Students' Experience
	    ■ When you connect a word to the students' experience by asking these types of questions.
	        ■ Have you been in a catastrophe?
	        ■ Is a bad dinner a catastrophe? Is a flat tire a catastrophe?
	        ■ Please use the word catastrophe in a sentence.
	5. Part 5 happens on Day 2 - Practice the Words

Read Aloud To develop Comprehension 10 minutes
 	
Use this section if your book is a **Literary Text**
If not, skip to the next section
	LITERARY TEXT:
	• Read aloud to students modeling phrasing and intonation.
	• If the book is a narrative, do the following: (Think of the book in four equal parts.)
	  ○ Read the title, the author and a few pages. Ask students to make a few predictions:
	  ○ After the first quarter of the book, stop and discuss the characters, the setting, and the main problems..
	  ○ After the 2nd quarter of book, ask how things look for the character now? What do you think he is up to?
	  ○ After the third quarter, ask how does the main character feel? How do you know he or she feels that way? What do you believe he or she will do next?
	  ○ At the end, ask how did the main character solve his problem? Was the outcome good or bad? What do you think that the main character learned?

Read Aloud To develop Comprehension 10 minutes Use this section if your book is a **INFORMATIONAL Text** If not, use the section above	INFORMATIONAL TEXT: • Before you read, look at the title and a few pages then ask: What do you want to learn? Write down 2 or 3 questions on a chart or white board. Stop three times while reading the book. . • First stopping point. What is this page/section mainly about? How do the text clues and features help you determine what the section is about? • Second stopping point. What is his main point? How does he/she support this main point with examples or details? • Third stopping point. What new information did we learn? Did we answer our questions?

2 minutes
 	
Revisit Vocabulary by Selecting the Word of the Day
	• Write all the words on a LARGE Chart Paper posting it in the room.
	• Select the WORD Of THE DAY from the list. (Post it on door and challenge visitors to use the word in your class)
	• For the next day, students are challenged to use this word as many times as they can. Count how many times the word was used.
	• Practice word usage before you "start the challenge" by selecting one question below.
	  ○ Pose question stems: (Example for the word glimpse. Example: the word *Glimpse*
	    ● Dad asked me if I knew the person on the roller-coaster, but....
	    ● Ask students to use the word in a sentence.

The 15 Minute Read Aloud Routine - Day 2

Time And Teach	Notes
5 Minutes Review the Content and Summarize	● Ask the students to summarize what was read to them yesterday. ● What was the title, the author and the illustrator of the book? ● What kind of book did we read? Was it fiction (narrative) or nonfiction? ● **Narrative**: What happened in the story? What problem did the main character face? How did he solve the problem? What made it difficult for him to solve the problem? ● **Informational**: What was the book mainly about? What new ideas did you learn? Can you tell the class some details about _____.

5 minutes
 	
Review Inferential Comprehension
	Literary Text: Ask the students:
	    ● Identify one or two actions the main character took. Why did he do this?.
	    ● What kind of person is _____ (the main character? What happened in the story that makes you think so?
	Informational Text: Ask the students:
	    ● What did you learn about _____?
	    ● Were we able to answer our questions from yesterday?
	    ● Let;s list some important facts that we learned from the book?

5 minutes
 	
Review Vocabulary
	5. Practice the Words -Use several of these activities to review the vocabulary words.
	    ● *Applause, Applause.*If the word is a character trait (vain, generous) clap if to indicate how much you would like to have this trait (a lot, some, a little). Why would you want this trait or not? Discuss..
	    ● *Have you ever . . .* Describe a time when you might urge someone, banter with someone
	    ● Sentence stems: Write a sentence stem using the vocabulary word and have the students finish it. We knew the tornado was a catastrophe because all _____.
	    ● *Walk to your word*: Write the words for the week on large flash cards and place them around the room. Tell the student to walk and stand under the word the relates in some way to them. Then discuss. Why did you pick that word?