

# **BUILDING LANGUAGE AND LITERACY SKILLS THROUGH INTERACTIVE READ-ALOUDS**



## **LEARNING GUIDE - MODULE 2**

### ***INTENTIONAL INSTRUCTION: THE INTERACTIVE READ-ALoud PROCESS***

# INTENTIONAL INSTRUCTION: THE INTERACTIVE READ-ALOUD PROCESS

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## ACKNOWLEDGEMENTS

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*Building Language and Literacy Skills through Interactive Read-Alouds* is a set of modules for adult learners. Designed for early childhood teachers, caregivers, and families, the three modules can be used for self-study or with a group of adults for professional development. Based on the latest research, the modules provide step-by-step directions, planning templates, implementation tips, learning activities, photographs, videos, and additional resources. The modules align to the *Indiana Birth-Age 5 Literacy Framework* and the *FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age 5*.

The set of modules, *Building Language and Literacy Skills through Interactive Read-Alouds* provides the conceptual foundation for reading aloud to young children and the guidance needed for families and early childhood teachers. The set of modules includes:

- Module 1: *Reading-Aloud to Young Children: An Introduction*
- Module 2: *Intentional Instruction: The Interactive Read-Aloud Process*
- Module 3: *Dialogic Reading: A Systematic Shared Reading Experience*

The *Modules* were developed by RMC Research Corporation of Arlington, Virginia, for the Indiana Department of Education.

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*The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.*

- Becoming a Nation of Readers (1985)  
U.S. Department of Education

Reading aloud to young children is a precious gift of time that has a significant impact on language development and learning. The simple act of sharing a book with a child provides an emotional bond that translates to good memories surrounding reading and conversations about books. There is no cost involved; visit your public library to borrow books to read to your child(ren). Libraries offer hundreds of children's books and the librarian will be happy to help you select the "just right" book. Rather than buying the latest toy that is advertised on television, read aloud to your child (or students) instead. The new toy is soon discarded, but developing a love of reading provides a lifetime of joy. It begins in the first months of life. All that is needed is an engaging book, a quiet place, and a caring adult who takes the time to read aloud to a child.

The three modules of this series, *Building Language and Literacy Skills through Interactive Read-Alouds*, provide guidance to enhance reading aloud to young children. This module, the second in the series, focuses on the importance of providing intentional instruction of robust vocabulary and emergent literacy skills as part of an Interactive Read-Aloud. Access the module power point and use this Learning Guide to deepen your understanding of the content and record your reflections.



## **Learning Activity 1: Reflect & Write**

**DIRECTIONS:** Think about a specific time when you read aloud to your child or your students. Reflect and write about your experience. How did you prepare for the Read-Aloud? What book did you select and why? How did you engage the child(ren)? What language or literacy skills did you teach?



## Learning Activity 2: A Closer Look at the ISTAR-KR Matrix

### Directions:

1. Review an excerpt from the ISTAR-KR Matrix for Core Standards 1, 2, and 3 (see pages 7 to 9). Using a highlighter, mark the emergent language and literacy skills that you might teach as part of an Interactive Read-Aloud. If you are completing this module with a colleague or friend, compare and discuss your responses.
2. Complete the “Review Results” below indicating your findings. You will refer to your comments later.

### Review Results:

1. **Core Standard 1:** Word Recognition, Fluency, and Vocabulary Development

Three skills that I might be able to teach as part of an Interactive Read-Aloud:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

2. **Core Standard 2 & 3:** Reading Informational and Literacy Text

Three skills that I might be able to teach as part of an Interactive Read-Aloud:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

**ISTAR-KR Matrix: English/Language Arts  
OSEP Outcome 1, 2, 3**

Core Standard1: Word Recognition, Fluency and Vocabulary Development						
Demonstrates awareness of sounds						
0	1	2	3	4	5	
No Evidence	Responds to sounds in the environment	Produces a variety of sounds	Produces and blends the sounds of letter patterns into recognizable words	Compares sounds of different words	Distinguishes sounds within words	<b>Do Not Rate this box. Skills below are what is to be learned next.</b>
	<i>Alerts to facial expression changes and locates sounds in the environment (e.g. primary caregiver voice, pet, door bell)</i>	<i>Responds to sounds in the environment</i>	<i>Produces a variety of sounds</i>	<i>Produces and blends the sounds of letter patterns into recognizable words</i>	<i>Compares sounds of different words</i>	<i>Distinguishes sounds within words</i>
	<i>Finds hidden sound directly above and behind</i>	<i>Emulates sounds in the environment</i>	<i>Blends individual sounds into words</i>	<i>Matches sound that begins own name with the sound that begins another word or name</i>	<i>Distinguishes sounds within words</i>	<i>Distinguishes beginning sounds in single-syllable words</i>
		<i>Repeats sounds from familiar song, book</i>	<i>Repeats words from familiar song or book</i>	<i>Identifies words that sound alike</i>	<i>Identifies a new word from a word with a missing sound</i>	<i>Distinguishes middle sounds in single-syllable words</i>
		<i>Produces strings of sounds while looking at a book</i>	<i>Repeats a word from a spoken sentence string</i>	<i>Identifies words that rhyme</i>	<i>Identifies the beginning and ending sounds of a word</i>	<i>Distinguishes ending sounds in single-syllable words</i>
		<i>Acknowledges when sounds are the same or different</i>	<i>Identifies words from a spoken sentence</i>	<i>Produces words that rhyme with oral prompts</i>	<i>Identifies how many sounds are heard</i>	<i>Recognizes different vowel sounds in orally stated single-syllable words</i>
			<i>Identifies differences in letter sounds</i>		<i>Orders sounds heard</i>	<i>Recognizes that vowels' sounds can be represented by different letters</i>
			<i>Blends consonant—vowel-consonant sounds to make words</i>		<i>Identifies changes in three sounds when one sound is added, substituted, omitted, moved or repeated</i>	<i>Creates a list of rhyming words</i>
						<i>States a list of rhyming words</i>
						<i>Changes sounds as letters in words changes</i>
						<i>Blends two to four phonemes into recognizable words</i>
						<i>Generates sounds from letters</i>
						<i>Generates sounds from consonant blend patterns</i>

Core Standard 2 & 3: Reading Informational and Literary Text						
Uses print for pleasure and information						
0	1	2	3	4	5	
No Evidence	Engages with a book	Imitates proper handling of books	Distinguishes print from pictures	Orients to print in books	Chooses reading activities for meaning	Do Not Rate this box. Skills below are what is to be learned next
	<i>Looks at picture with interest</i>	<i>Engages with a book</i>	<i>Imitates proper handling of books</i>	<i>Distinguishes print from pictures</i>	<i>Orients to print in books</i>	<i>Chooses reading activities for meaning</i>
	<i>Explores a book</i>	<i>Opens a book</i>	<i>Tells about pictures on a page using a mix of simple phrases and simple sentences</i>	<i>Follows words from left to right on the printed page</i>	<i>Intentionally selects material to provide information</i>	<i>Identifies the author of a reading selection</i>
	<i>Jointly attends to pictures in books for several minutes</i>	<i>Turns pages from front to back</i>	<i>Points to words in book while telling story</i>	<i>Follows words from top to bottom on the printed page</i>	<i>Requests a book by title</i>	<i>Identifies the illustrator of a reading selection</i>
		<i>Turns one page at a time</i>	<i>Points to letter when asked</i>	<i>Follows printed words as a story is read or caption in video is played</i>	<i>Locates the title of a book</i>	<i>Identifies the table of contents of a reading selection</i>
		<i>Pretends to read a book aloud using jargon and combination of real words</i>	<i>Holds book right-side up based on orientation of pictures</i>	<i>Follows pages that accompany a story or audiotape or CD</i>	<i>Locates the name of the author on a book</i>	<i>Responds to who, what, when, where, why and how questions</i>

		<i>Differentiates the care of a book from the care of a toy</i>		<i>Tells a story while correctly holding a book</i>		<i>Discusses the main idea of what is read</i>
						<i>Uses context to understand word and sentence meanings</i>
						<i>Relates prior knowledge to what is read</i>



Comprehends details, events and main ideas						
0	1	2	3	4	5	
No Evidence	Reacts to a story or event	Identifies details from a story or picture	Talks about characters and settings	Retells familiar stories	Comprehends and responds to stories	Do Not Rate this box. Skills below are what is to be learned next.
	<i>Anticipates actions, sounds, phrases from a predictable game or story</i>	<i>Reacts to a story or event</i>	<i>Identifies details from a story or picture</i>	<i>Talks about characters and settings</i>	<i>Retells familiar stories</i>	<i>Comprehends and responds to stories</i>
	<i>Reacts to new situations based on the memory of a previous event</i>	<i>Names objects from pictures book</i>	<i>Identifies and describes characters in a story</i>	<i>Tells simple stories from picture books</i>	<i>Uses pictures, cues, illustrations to aid in comprehension</i>	<i>Identifies and describes the plot in a story</i>
	<i>Selects a book based on familiarity</i>	<i>Points to actions in pictures</i>	<i>Tells something that a favorite character does in a story</i>	<i>Re-enacts stories</i>	<i>Identifies characters, settings and important events in a story</i>	<i>Confirms predictions about what will happen next in a story</i>
	<i>Listens with interest to stories read aloud</i>	<i>Identifies animals and people in pictures</i>	<i>Imitates parts of stories</i>	<i>Answers simple questions about characters, plot, outcome of story read aloud</i>	<i>Connects the information and events in stories to life experiences</i>	<i>Responds appropriately to questions about text that is read</i>
		<i>Recalls an event while looking at pictures</i>	<i>Describes pictures of places in books</i>	<i>Retells a story's beginning, middle, end of story</i>	<i>Uses vocabulary heard in stories in oral language</i>	
			<i>Talks about actions in pictures of family members, pets, self</i>		<i>Distinguishes fantasy from reality</i>	
			<i>Expresses what might happen after the action in a picture</i>		<i>Uses pictures, cues, illustrations to draw conclusions or make predictions about story content</i>	
			<i>Asks questions and makes comments about story being read</i>			
			<i>Talks about the cover and illustrations prior to story being read</i>			



## Resource 1: Selecting an Appropriate Book for a Dual Purpose

An Interactive Read-Aloud is different from the typical experience of reading aloud to a child or children because an Interactive Read-Aloud has a dual purpose.

Teachers and families always want children to enjoy the experience of listening to books read aloud. Children gain prior knowledge and develop a love of reading when they consistently listen to books read aloud to them in a secure and nurturing environment.

An Interactive Read-Aloud not only wants to encourage this love of reading, but there is an additional purpose: intentional teaching of robust vocabulary and/or emergent literacy skills.

The following booklist provides examples of storybooks and informational books that can be used as the basis for reinforcing and understanding selected story elements and emergent literacy skills.

### Story Elements for Emergent Readers:

#### 1. **Characterization:**

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst  
Owen by Kevin Henkes  
Leo the Late Bloomer by Robert Kraus  
Wemberly Worried by Kevin Henkes  
When Sophie Gets Angry – Really, Really, Really Angry by Molly Bang

#### 2. **Problem/Resolution:**

A Pocket for Corduroy by Don Freeman  
Blueberries for Sal by Robert McCloskey  
Dirty Harry by Gene Zion (and other “Harry” books)  
Doctor DeSoto by William Steig  
The Stray Dog by Marc Simont

#### 3. **Setting:**

Goodnight Moon by Margaret Wise Brown  
One Hot Summer Day by Nina Crews  
The Little House by Virginia Lee Burton  
The Snowy Day by Ezra Jack Keats  
When Winter Comes by Nancy Van Laan

### Emergent Literacy Skills

*Comprehension Strategies for Emergent Readers:*

#### 1. **Prior Knowledge**

Bunny Cakes by Rosemary Wells  
Chameleon, Chameleon by Joy Cowley

It's Spring by Linda Glaser (and her books about the other seasons)  
The Sun is My Favorite Star by Frank Asch  
Two Tiny Mice by Alan Baker

**2. Visualization**

Incredible Ned by Bill Maynard  
Inside Mouse, Outside Mouse by Lindsay Barrett George  
Koala Lou by Mem Fox  
Listen to the Rain by Bill Martin, Jr.  
The Giant Jam Sandwich by John Vernon Lord

**3. Prediction**

Beware of the Bears by Alan MacDonald  
Click, Clack, Moo Cows That Type by Doreen Cronin  
I Wanna Iguana by Karen Kaufman Orloff  
Swimmy by Leo Lionni  
The Carrot Seed by Ruth Krauss

**4. Retelling (summarization)**

Caps For Sale by Esphyr Slobodkina  
If You Give a Mouse a Cookie by Laura Joffe Numeroff (and her other books)  
Is Your Mama a Llama? By Deborah Guarino  
The Very Hungry Caterpillar by Eric Carle (and his other books)  
Moongame by Frank Asch

*Phonemic Awareness*

"I Can't," said the Ant by Polly Cameron  
In the Small, Small Pond by Denise Fleming  
Jesse Bear, What Will You Wear by Nancy Carlstrom  
Pigs Rock! by Melanie Davis Jones  
Read-Aloud Rhymes for the Very Young selected by Jack Prelutsky  
There's a Wocket in my Pocket by Dr. Seuss  
TikkiTikki Tembo by Arlene Mosel  
Over in the Meadow by Paul Galdone

*Alphabet Books:*

Alphabet City by Stephen Johnson  
A Was Once an Apple Pie by Edward Lear  
Chicka Chicka Boom Boom by Bill Martin Jr. & John Archambault  
I Stink! By Kate & Jim McMullen  
On Market Street by Arnold & Anita Lobel  
The Z Was Zapped by Chris van Allsburg



## Activity 3: Observe, Reflect, & Record

### Observation Protocol

**Directions:** As you view the video clip, record your observations, reflections, and suggestions.

#### What Does It Look Like?

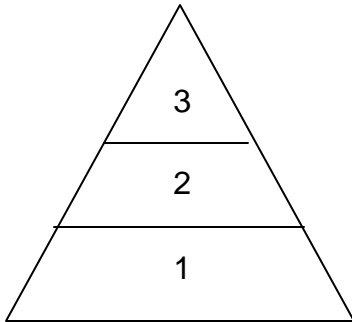
#### An Interactive Read Aloud at Home

#### Reading aloud to an infant (Meet Nathan and Isabel)

1. What is the physical and emotional interaction between the father and the toddler?
2. Describe the book Nathan selected to read to Isabel.
3. What emergent literacy skills and/or vocabulary is Nathan teaching Isabel?
4. How does Nathan engage his daughter in the Interactive Read-Aloud?
5. What is your overall impression of this Read-Aloud session?



### Learning Activity 4: Name That TIER!



**Directions:** Write the number that represents the TIER level (for the typical preschooler) beside each word below. After completing all words, check your answers at the Answer Key.

- |                    |                    |
|--------------------|--------------------|
| 1. _____ hat       | 5. _____ equation  |
| 2. _____ hilarious | 6. _____ kitchen   |
| 3. _____ pencil    | 7. _____ forlorn   |
| 4. _____ oboe      | 8. _____ confident |

### Now YOU Try:

#### Tier One Words:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Tier Two Words:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

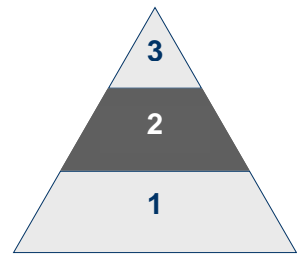
#### Tier Three Words:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

<b>ANSWER KEY:</b>	
1.	Tier 1
2.	Tier 2
3.	Tier 1
4.	Tier 3
5.	Tier 3
6.	Tier 1
7.	Tier 2
8.	Tier 2

**Planning an Interactive Read Aloud:  
Building Oral Vocabulary**

Selecting Tier 2 Words and Preparing Child-Friendly Explanations



Book: \_\_\_\_\_

Selected Tier 2 Words	Child-Friendly Definitions
1.	
2.	
3.	

**Activities to REINFORCE the new words:**

- 1.
- 2.
- 3.



## Resource 2: Getting Started with Think-Alouds

**Teachers should conduct “Think-Alouds” as part of the Read-Aloud process.**

By “Thinking Aloud” a teacher is able to model strategies that good readers use to obtain meaning from text. The teacher makes the **invisible** (the mental process used to comprehend print) . . . **VISIBLE!** (by verbally explaining the internal dialogue a good reader uses to support comprehension).

The teacher demonstrates:

- How to make and check predictions
- How to picture in your mind what is happening in a story (visualization)
- How to reread specific parts of the text to clarify meaning (awareness of a comprehension breakdown – through metacognition)
- How to “read between the lines” to infer meaning from the text
- How to stop reading and summarize what has happened

### “Think Aloud” Prompts:

#### Connect with Prior Knowledge

- *This reminds me of . . .*
- *I remember that something like this happened to me when . . .*

#### Predict/Anticipate

- *I wonder if . . .*
- *I wonder who . . .*
- *I think I know what is coming next . . .*

#### Question/Monitor

- *I wonder what it means when . . .*
- *I don’t understand . . .*
- *I am going to reread this because it doesn’t make sense . . .*

#### Imagine/Infer

- *Even though it isn’t in the picture, I can see that . . .*
- *Mmmmm, I can almost taste the . . .*
- *It doesn’t say this, but I can tell that . . .*

#### Summarize/Conclude

- *The most important thing I have learned so far is . . .*
- *So far I know that . . .*
- *It is interesting to learn that . . .*

#### Evaluate/Apply

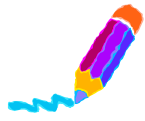
- *I really like how the author . . .*
- *My favorite part is . . .*
- *What I don’t like about this part is . . .*



### Resource 3: Online Resources: Interactive Read-Alouds

- America Reads at Bank Street College of Education. (n.d.). Hints on how to read aloud to a group. Retrieved from <http://www.readingrockets.org/article/60/>
- Briarcliff Manor Public Library. (n.d.). Reading aloud to children. Retrieved from <http://www.briarcliffmanorlibrary.org/readingaloud/tips.html>
- Fisher, D., Flood, J., Lapp, D. & Frey, N. (2004). Interactive read-alouds: Is there a common set of implementation practices? *Reading Teacher*, 58(1) 8-17. Also online at: <http://www.fisherandfrey.com/wp-content/uploads/2010/01/rt-read-alouds.pdf>
- Gold, J. & Gibson, A. (n.d.). Reading aloud to build comprehension. Retrieved from <http://www.readingrockets.org/article/343/>
- Indiana Department of Education (February 2012). Foundations to the Indiana academic standards for young children from birth to age 5. Retrieved from <http://www.doe.in.gov/achievement/curriculum/early-childhood-education>
- Indiana Department of Education. (July 2012). Indiana birth – age five literacy framework. Retrieved from <http://www.doe.in.gov/achievement/curriculum/reading-and-literacy-frameworks>
- Koralek, D. (n.d.). Reading aloud with children of all ages. Retrieved from <http://journal.naeyc.org/btj/200303/readingaloud.pdf>
- Manna, R. (n.d.). The interactive read-aloud (lesson plan). Scholastic. Retrieved from: <http://www.scholastic.com/teachers/lesson-plan/interactive-read-aloud>
- McGee, L. A. & Schickedanz, J. (n.d.). Repeated interactive read-alouds in preschool and kindergarten. *Reading rockets*. Retrieved from <http://www.readingrockets.org/article/16287/>
- Morton, C. J. (n.d.). Catching the bug for reading through interactive read-alouds. *Readwritethink*.. Retrieved from <http://www.readwritethink.org/classroom-resources/lesson-plans/catching-reading-through-interactive-241.html?tab=4#tabs>
- Planner for interactive read-aloud*. (n.d.). Retrieved from [www.sde.ct.gov/sde/lib/sde/.../grade\\_1\\_comprehension\\_lesson.doc](http://www.sde.ct.gov/sde/lib/sde/.../grade_1_comprehension_lesson.doc)
- Read and Rise Website*. (n.d.). Retrieved from <http://www.powersimple.com/ember/nationalurbanleague/readandrise.html>





## Learning Activity 5: Try It Out! (Planning)

**DIRECTIONS:** Now it is your turn to try out some of the ideas presented in this module. Turn back to page 14 of the *Learning Guide*. Use the Planning Template to prepare for a Read-aloud experience that focuses on robust vocabulary.

### Planning an Interactive Read-Aloud: Tips to Remember:

1. Teachers of young children should conduct TWO Interactive Read-Alouds EVERY DAY. One book should be a storybook (narrative) and one book should be an informational book (expository). Always plan to teach new vocabulary words, as well as a new skill or strategy (dual purpose).
2. The books selected should be connected to other lessons or units of study.
3. ALL children should be part of the daily Interactive Read-Aloud lessons.
4. Read books more than once. (See Module 3: Dialogic Reading)
5. Introduce children to a wide range of genre (poetry, folktales, fairytales, etc.)
6. ALWAYS read the book to yourself before reading it aloud to the children.

Once you select an appropriate book, read the book to yourself, and plan for intentional instruction, you are ready to conduct the Read-Aloud. (See Learning Activity 6)



## Learning Activity 6: Try It Out! (Interactive Read-Aloud: Guided Practice)

**DIRECTIONS:** Now that you have planned an Interactive Read-Aloud, you are ready to try it out.

Implementing an Interactive Read-Aloud: Tips to Remember:

1. Schedule a time to read aloud when the children are alert. It is a good idea to have a consistent schedule and routine. An established time promotes anticipation and helps children prepare to listen to the Read-Aloud.
2. A consistent verbal or nonverbal cue signals children that it is time for the Read-Aloud. For example, using a clapping pattern or a fingerplay (see below) helps children prepare to listen:

*Open, shut them  
Open, shut them  
Give your hands a clap.  
Open, shut them  
Open, shut them,  
Lay them in your lap.*

3. Keep the children actively engaged with the Interactive Read-Aloud: ask questions, discuss the illustrations and story elements, and make connections with prior learning.
4. It is important to demonstrate an enthusiasm for reading and an eagerness to learn new words (word consciousness).
5. Enjoy! Enjoy! Enjoy! When reading aloud to children, you are modeling fluent reading and a love for reading.
6. Like any skill, you will become more effective as you plan and practice the Interactive Read-Aloud process.
7. Now, review your plan, try it out, and have fun!



## Learning Activity 7: Try It Out! (Reflection)

**DIRECTIONS:** Reflect on the process you used to prepare and implement the Interactive Read-Aloud. Respond to the prompts and consider how you will refine your practice when conducting Read-Alouds in the future.

1. How did the children respond to the Read-Aloud?
2. How did you engage them with the text?
3. What robust words did you target for intentional instruction?
4. How did you introduce the new vocabulary?
5. Did you teach any skills or strategies? If so, what skills and/or strategies?
6. What WORKED? What did you do that resulted in a positive outcome?
7. What DID NOT WORK? How could you improve this aspect of planning or conducting a Read-Aloud?



## Learning Activity 8: Review, Reflect, & Write

**DIRECTIONS:** Go back to Activity 1 and read your reflection about a specific time when you read aloud to your child or your students. Now that you have completed Module 2, reflect on what you have learned.

1. If you were conducting the Read-Aloud again (Activity 1), how would you refine your practice?
2. What would you do differently?
3. What was successful? Why do you think it was effective?
4. Reflect on the process of planning and implementing Interactive Read-Alouds. Write your thoughts and ideas.

**Comprehension:** understanding what is heard and read.

**Concept of Word:** the ability to match spoken words to written words

**Concepts of Print:** understanding the rules or accepted practices that govern the use of written language and books, including cover, author, reading left to right and top to bottom, punctuation, use of spaces between words, etc.

For additional information, access: <http://www.doe.in.gov/achievement/curriculum/reading-and-literacy-frameworks> (Instruction section – pages 27-28)

**Conceptual Knowledge:** a deep understanding of meaningful content that connects authentic experiences with mental constructs.

**Decoding:** to “sound-out” a word based on the association of letters to sounds; blending the letter sounds together to identify the word.

**Dialogic Reading:** a specific technique for reading books aloud that includes multiple readings of the book, during which the adult uses a systematic approach to encourage children to become the storytellers.

**Emergent (Early) Literacy:** based on the belief that learning to read and write is an ongoing process that begins at birth and develops as children have meaningful interactions with adults and books, including listening to Read-Alouds, conversing about stories, and exploring texts.

**Environmental Print:** refers to the ability to identify words based on the logo (e.g., McDonalds’ golden arches) or a specific font used by a company (e.g. Coke) rather than actually reading the text.

**Expressive Language:** the ability to produce meaningful speech and communicate.

**Fast-Mapping:** an intentional teaching technique that is used during Read-Alouds. The teacher (or reader) provides a brief “kid-friendly” definition immediately after reading a word that may be unfamiliar to the children.

**Fluency:** the ability to speak clearly with fluidity or read aloud quickly, accurately, and with proper expression.

**Genre:** is a category of literature (e.g., nursery rhymes, fairytales, fables, mysteries).

**Informational Book:** a nonfiction text that presents concepts and facts; also called expository text.

**Intentional Instruction:** targets specific content that is taught with precise directions, using a logical sequence of modeling, guided practice, independent practice and application of the new learning.

**Interactive Read-Aloud:** a teaching routine where students are actively engaged in listening and responding to an oral reading of a story or informational book. The teacher has a dual purpose for reading aloud: foster an enjoyment of reading and to intentionally teach language or literacy skills.

**Listening Comprehension:** the ability to understand what is spoken or read aloud.

**Modeling:** an instructional strategy used by teachers to explicitly and systematically demonstrate what they want students to learn (behaviors, skills, and/or competencies)

**Metacognition:** A awareness of one's own thinking and/or comprehension.

**Narrative:** a text that tells a story; a work of fiction.

**Oral Language:** includes both receptive (that which is heard and understood) and expressive (that which is spoken or written to communicate meaning) aspects of language development.

**Phonemic Awareness:** the recognition of individual speech sounds.

**Phonics:** an understanding of the relationship between printed letters and their appropriate sounds.

**Phonological Awareness:** the recognition of the individual sounds within words and the parts or words (syllables, onset-rimes, phonemes).

**Picture Walk:** reviewing a book or telling a story by discussing the illustrations rather than reading the text.

**Prediction:** using what is known or presumed to anticipate the next step or ending.

**Print Awareness:** understanding the purpose of text by combining elements of alphabet knowledge, concepts of print, and early decoding skills.

**Prior Knowledge:** facts, skills, and strategies learned from previous experiences.

**Prompt:** Questions that encourage children to listen to and discuss aspects of a story that is read aloud. Dialogic Reading systematically presents five questions (or prompts): completion; recall; open-ended; what-where-when questions; and distancing prompts

**Read-Aloud:** When an individual, usually an adult, dedicates time to explore, read, and discuss books with a child or a group of children.

**Receptive Language:** The ability to understand what is heard.

**Retelling:** an oral summary of characters and events in a story; often used by a parent or teacher to gauge a child's listening comprehension and ability to use language.

**Rhyme:** a repetition of the ending sound in two or more words.

**Robust Vocabulary:** vocabulary that is typically used by mature, educated individuals; "Tier 2" words.

**Scaffolding:** support that is provided incrementally at a level just above a learner's current skill level that pushes the learner to the next level of understanding and proficiency.

**Sequence:** to place in order from beginning to end.

**Story Elements:** include the plot, setting, characters, and theme. Understanding elements of a story help children comprehend the text.

**Think-Aloud:** an intentional instructional technique that provides a "window" into the mental processing of a fluent reader (usually a teacher or parent). During an Interactive Read-Aloud, the reader stops and "thinks aloud," verbalizing what he/she is thinking to support comprehension of the text.

**Vocabulary:** encompasses all of the words we know and use when listening and speaking, as well as all of the words we know and use in print when reading and writing.

**Word Consciousness** – refers to an awareness of and interest in words and their meanings.

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