| The Components of a Listening and Learning Read-Aloud | | |
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| **Component** | **Description** | **Notes** |
| 1. \_\_\_\_\_\_\_\_\_\_\_\_\_   the Read-Aloud | This component includes a review of prior knowledge, based on what has previously been read to students; an opportunity to make predictions about the story or the information presented in the read-aloud; and a specific purpose for listening, to prepare students for the reading. |  |
| 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_   the Read-Aloud | During this component, the text is read-aloud as a performance (read with expression, using character voices, and variation with tone and volume). Images (identified in the left hand margin) should be displayed as indicated throughout the read-aloud (using the flip book or media disk). “Guided Listening Supports,*”* should be asked to assess student comprehension, provide clarification, and/or draw students’ attention to some element of the image. |  |
| 1. \_\_\_\_\_\_\_\_\_\_\_\_\_   the Read-Aloud | This component includes a discussion guided by comprehension questions and a “word work” activity. Comprehension questions are provided to ensure a logical progression from literal to inferential/evaluative questions. In addition, for each read-aloud, one core vocabulary word is selected for additional, explicit vocabulary instruction using a consistent “word work” process. The academic and domain-specific words for these activities have been selected intentionally based on their usefulness to students and the likelihood that students will encounter these words again in other situations. |  |
| 1. \_\_\_\_\_\_\_\_\_\_   Activities | This activity allows students to demonstrate (and teachers to assess) the knowledge and vocabulary students gain through read-aloud and throughout the unit. |  |