



## REPEATED READ ALOUD: DAY 1

### INTERVENTION SCRIPT



#### Objective:

To increase vocabulary and fluency by teaching words in the context of a story.



#### Materials:

Theme-related or concept (letters, rhyme, alliteration, feelings, etc.) book.

Three pictures of targeted vocabulary words with vocabulary word written in lowercase letters on the front and brief definition on the back. Props may also be used but are not required.



#### Vocabulary Introduction:

Teacher begins each Read Aloud by introducing and defining three new vocabulary words carefully chosen from the story.



#### Book Introduction:

Teacher introduces the book by telling children the title, author, and illustrator, asking children to predict what it will be about, and giving a brief summary.

#### Vocabulary Introduction:

TEACHER: "Let's look at some words that are in our story. First, I'll tell you a word and then we'll all practice saying it."

TEACHER: "First it's my turn. This is a (word). Your turn! Say, (word)." [Point hand toward the children to indicate that it is their turn.]

CHILDREN: (word)

TEACHER: "Yes! This word is (word). (Word) means (short definition). Your turn! Say, (short definition)." [Point hand toward the children to indicate that it is their turn.]

CHILDREN: (short definition)

TEACHER: "That's right! This is a (word) and it means (short definition)." [Repeat these lines for each vocabulary word until all have been taught and practiced. If necessary, remind children that this is a group activity and that responses should be in unison. If some children are not responding, say, "Your turn!" to the children.]

TEACHER: "We are going to find all of these words in our story today."

#### Book Introduction:

TEACHER: "The title of the book is \_\_\_\_\_. An author is a person who writes the words of a book. The author of this book is \_\_\_\_\_. An illustrator is a person who creates the pictures for a book. The illustrator of this book is \_\_\_\_\_."

TEACHER: "What do you think this book might be about? What makes you think that? Who can add on to that? Who has another thought?"

TEACHER: "This book is about \_\_\_\_\_. In the book we will see \_\_\_\_\_. Let's read and find out \_\_\_\_\_." ►



## REPEATED READ ALOUD: DAY 1

### INTERVENTION SCRIPT (CONTINUED)



#### Highlighting Vocabulary:

Teacher highlights targeted vocabulary as it appears in the story using one of the following strategies: point to the picture, use a gesture, use word in a sentence, use a synonym.

#### Highlighting Vocabulary:

TEACHER: “Here’s one of the new words we learned today! This word is (vocabulary word), it means (definition). Another word for (vocabulary word) is (synonym).”



#### Prediction:

Teacher asks children to predict what they think may happen next.

#### Prediction:

TEACHER: “What do you think might happen next? What from the pictures or the words makes you think that?”



#### Summary:

Teacher and children summarize what happened in the story by looking at pages from the beginning, middle, and end of the book.

#### Summary:

TEACHER: “Let’s review what happened in our story today. In the beginning of our book... In the middle... At the end...”



#### Vocabulary Review and Rapid Automatic Naming (RAN):

Teacher reviews vocabulary words and builds fluency through RAN.

#### Vocabulary Review and Rapid Automatic Naming:

TEACHER: “Let’s review the words we learned today. First I’ll say the word and tell you what it means, and then we’ll all say the word together.”

TEACHER: “This word is (word). (Word) means (short definition). Your turn! Say, (word).” [Continue on in this way until all of the words from the day have been reviewed.]

TEACHER: “Now I’m going to say our vocabulary words as fast as I can. Then I want you to name them as fast as you can!” [Flip through vocabulary cards and name them rapidly. Repeat for students.] ►



## REPEATED READ ALOUD: DAY 1

### INTERVENTION SCRIPT (CONTINUED)



#### Think, Pair, Share:

Teacher helps children build comprehension and conversation skills through Think, Pair, Share. Teacher will choose which question to use for Think, Pair, Share based on Child Reflection Guide for Repeated Read Aloud.

#### Think, Pair, Share:

TEACHER: “We are going play a game called Think, Pair, Share. I’ll show you how to do it and then it will be your turn.” [Model with another adult or student. Modeling does not need to be repeated once the children understand how to play.]

TEACHER: “First I’m going to turn to my friend and we’re going to sit knee to knee and eye to eye.”

TEACHER: “Next I’m going to think about the question, which is, ‘When I think of (vocabulary word), I think of \_\_\_\_.’” [Point to brain.]

TEACHER: “Then I will look at my partner and share my answer with them.” [Model sharing answer with partner.]

TEACHER: “Your turn!” [Point to the children and explain the directions again.]

TEACHER: “Our question for today is: When I think of (vocabulary word), I think of \_\_\_\_\_. Ready? Think, pair, share!”

CHILDREN: “When I think of (vocabulary word), I think of \_\_\_\_\_.”

*When it looks as if children are almost finished sharing, teacher counts down using her fingers saying:*

TEACHER: “Three: You’re finishing your sentence.  
Two: You’re turning your bodies back this way.  
One: You’re ready to listen.”

3

YOU’RE FINISHING YOUR SENTENCE.

2

YOU’RE TURNING YOUR BODY BACK THIS WAY.

1

YOU’RE READY TO LISTEN.



## REPEATED READ ALOUD: DAY 2

### INTERVENTION SCRIPT



#### Objective:

To increase vocabulary and fluency by teaching words in the context of a story.



#### Materials:

Theme-related or concept (letters, rhyme, alliteration, feelings, etc.) book.

Three pictures of targeted vocabulary words with vocabulary word written in lowercase letters on the front and brief definition on the back plus three picture cards from Day 1. Props may also be used but are not required.



#### Vocabulary Introduction:

Teacher begins Read Aloud by reviewing words from Day 1 and introducing and defining three new vocabulary words carefully chosen from the story.



#### Book Introduction:

Teacher reviews the title, author, and illustrator, and asks children to recall what the book is about.

#### Vocabulary Introduction:

TEACHER: "Yesterday we learned three new words from our story. Let's look at those again."

TEACHER: "This word is (word). (Word) means (short definition). Your turn! Say, (word)." [Continue on in this way until all words from Day 1 have been reviewed.]

TEACHER: "Today we're going to learn three new words that are important to our story. First I'll tell you the word and then we'll all practice saying it."

TEACHER: "First it's my turn. This is a (word). Your turn! Say, (word)." [Point hand toward the children to indicate that it is their turn.]

CHILDREN: (word)

TEACHER: "Yes! This word is (word). (Word) means (short definition). Your turn! Say, (short definition)." [Point hand toward the children to indicate that it is their turn.]

CHILDREN: (short definition)

TEACHER: "That's right! This is a (word) and it means (short definition)." [Repeat these lines for each vocabulary word until all have been taught and practiced. If necessary, remind children that this is a group activity and that responses should be in unison. If some children are not responding, say, "Your turn!" to the children.]

TEACHER: "We are going to find all of these words in our story today."

#### Book Introduction:

TEACHER: "Remember, the title of the book is \_\_\_\_\_. An author is a person who writes the words of a book. The author of this book is \_\_\_\_\_. An illustrator is a person who creates the pictures for a book. The illustrator of this book is \_\_\_\_\_."

TEACHER: "What do you remember about this book? Who can add on to that?" ►



## REPEATED READ ALOUD: DAY 2

### INTERVENTION SCRIPT (CONTINUED)



#### Highlighting Vocabulary:

Teacher highlights targeted vocabulary as it appears in the story using one of the following strategies: point to the picture, use a gesture, use word in a sentence, use a synonym.



#### Problems and Feelings:

Teacher asks children questions related to the problems that occur in the book and the feelings that the characters may have.



#### Summary:

Teacher and children summarize what happened in the story by looking at pages from the beginning, middle, and end of the book.



#### Vocabulary Review and Rapid Automatic Naming (RAN):

Teacher reviews vocabulary words from Days 1 and 2 and builds fluency through RAN.

#### Highlighting Vocabulary:

TEACHER: “Here’s one of the new words we learned today! Remember that this is the word (vocabulary word), which means (definition).” [Use word in a sentence.]

#### Problems and Feelings:

TEACHER: “(Character) has a problem in our book. What is (character’s) problem? Have you ever had that problem?”

TEACHER: “When (list something that happens), how do you think (character) feels? How do you know that? How would you feel if you had that problem?”

#### Summary:

TEACHER: “Let’s review what happened in our story today. In the beginning of our book... In the middle... At the end...”

#### Vocabulary Review and Rapid Automatic Naming:

TEACHER: “Let’s review the words we learned yesterday and today. First I’ll say the word and tell you what it means, and then we’ll all say the word together.”

TEACHER: “This word is (word). (Word) means (short definition). Your turn! Say, (word).” [Continue on in this way until all of the words from Days 1 and 2 have been reviewed.]

TEACHER: “Now I’m going to say our vocabulary words as fast as I can. Then I want you to name them as fast as you can!” [Flip through vocabulary cards and name them rapidly. Repeat for students.] ►



## REPEATED READ ALOUD: DAY 2

### INTERVENTION SCRIPT (CONTINUED)



#### Think, Pair, Share:

Teacher

helps children build comprehension and conversation skills through Think, Pair, Share. Teacher will choose which question to use for Think, Pair, Share based on Child Reflection Guide for Repeated Read Aloud.

#### Think, Pair, Share:

TEACHER: "We are going play a game called Think, Pair, Share. I'll show you how to do it and then it will be your turn." [Model with another adult or student. Modeling does not need to be repeated once the children understand how to play.]

TEACHER: "First I'm going to turn to my friend and we're going to sit knee to knee and eye to eye."

TEACHER: "Next I'm going to think about the question, which is, 'When I think of (vocabulary word), I think of \_\_\_\_.'" [Point to brain.]

TEACHER: "Then I will look at my partner and share my answer with them." [Model sharing answer with partner.]

TEACHER: "Your turn!" [Point to the children and explain the directions again.]

TEACHER: "Our question for today is: When I think of (vocabulary word), I think of \_\_\_\_\_. Ready? Think, pair, share!"

CHILDREN: "When I think of (vocabulary word), I think of \_\_\_\_\_."

*When it looks as if children are almost finished sharing, teacher counts down using her fingers saying:*

TEACHER: "Three: You're finishing your sentence.  
Two: You're turning your bodies back this way.  
One: You're ready to listen."

3

YOU'RE FINISHING YOUR SENTENCE.

2

YOU'RE TURNING YOUR BODY BACK THIS WAY.

1

YOU'RE READY TO LISTEN.



## REPEATED READ ALOUD: DAY 3 & 4

### INTERVENTION SCRIPT



#### Objective:

To increase vocabulary and fluency by teaching words in the context of a story.



#### Materials:

Theme related or concept (letters, rhyme, alliteration, feelings, etc.) book.

Three pictures of targeted vocabulary words with vocabulary word written in lowercase letters on the front and brief definition on the back plus picture cards from Days 1 and 2. Props may also be used but are not required.



#### Vocabulary Introduction:

Teacher begins Read Aloud by reviewing words from Days 1 and 2 and introducing and defining three new vocabulary words carefully chosen from the story.

#### Vocabulary Introduction:

TEACHER: “We have learned lots of new words from our story so far. Let’s look at those again.”

TEACHER: “This word is (word). (Word) means (short definition). Your turn! Say, (word).” [Continue on in this way until all words from Days 1 and 2 have been reviewed.]

TEACHER: “Today we’re going to learn three new words that are important to our story. First I’ll tell you the word and then we’ll all practice saying it.”

TEACHER: “First it’s my turn. This is a (word). Your turn! Say, (word).” [Point hand toward the children to indicate that it is their turn.]

CHILDREN: (word)

TEACHER: “Yes! This word is (word). (Word) means (short definition). Your turn! Say, (short definition).” [Point hand toward the children to indicate that it is their turn.]

CHILDREN: (short definition)

TEACHER: “That’s right! This is a (word) and it means (short definition).” [Repeat these lines for each vocabulary word until all have been taught and practiced. If necessary, remind children that this is a group activity and that responses should be in unison. If some children are not responding, say, “Your turn!” to the children.]

TEACHER: “We are going to find all of these words in our story today.” ►



## REPEATED READ ALOUD: DAY 3 & 4

### INTERVENTION SCRIPT (CONTINUED)



#### Book Introduction:

Teacher asks children to recall the title, author, and illustrator, and what the book is about. Teacher introduces a concept about print and highlights this concept throughout the book. Concepts about print can include: front/back of book, left to right orientation, where to start reading, punctuation, spaces, etc.

#### Book Introduction:

TEACHER: “Who can tell us the title of the book? The author? The illustrator?”

TEACHER: “What do you remember about this book? Who can add on to that?”

TEACHER: “When we read we always read from left to right. Watch while I read the title of our book from left to right. I will use my finger to help me read from left to right as I read our book today.”



#### Highlighting Vocabulary:

Teacher highlights targeted vocabulary as it appears in the story using one of the following strategies: point to the picture, use a gesture, use word in a sentence, use a synonym.

#### Highlighting Vocabulary:

TEACHER: “Here’s one of the new words we learned today! Remember that this is the word (vocabulary word), which means (definition).” [Use a gesture to model the meaning of the word.]



#### Real-life Connections:

Teacher encourages children to make real-life connections to the book.

#### Real-life Connections:

TEACHER: “In our story \_\_\_\_\_. Tell me about a time when you \_\_\_\_\_. Who has another example?”



#### Summary:

Teacher and children summarize what happened in the story by looking at pages from the beginning, middle, and end of the book.

#### Summary:

TEACHER: “Who can tell us what happened in the beginning of the story? The middle? The end?”



#### Literacy Skill Focus:

Teacher chooses a literacy skill to focus on using examples from or connections to the story. Skills may include: rhyming, alliteration, letter names, letter sounds.

#### Literacy Skills Focus (Example):

TEACHER: “Our story today had a lot of rhyming words in it. Remember, rhyming words are words that sound the same at the end. Let’s look through our book and find the words that rhyme, they sound the same at the end.” ►



## REPEATED READ ALOUD: DAY 3 & 4

### INTERVENTION SCRIPT (CONTINUED)



#### Vocabulary Review and Rapid Automatic Naming (RAN):

Teacher reviews vocabulary words from Days 1-4 and builds fluency through RAN.



#### Think, Pair, Share:

Teacher helps children build comprehension and conversation skills through Think, Pair, Share. Teacher will choose which question to use for Think, Pair, Share based on Child Reflection Guide for Repeated Read Aloud.

#### Vocabulary Review and Rapid Automatic Naming:

TEACHER: "Let's review the words we have learned so far. First I'll say the word and tell you what it means, and then we'll all say the word together."

TEACHER: "This word is (word). (Word) means (short definition). Your turn! Say, (word)." Continue on in this way until all of the words from Days 1-4 have been reviewed.

TEACHER: "Now I'm going to say our vocabulary words as fast as I can. Then I want you to name them as fast as you can!" [Flip through vocabulary cards and name them rapidly. Repeat for students.]

#### Think, Pair, Share:

TEACHER: "We are going play our Think, Pair, Share game."

TEACHER: "Our question for today is: When I think of (vocabulary word), I think of \_\_\_\_\_. Ready? Think, pair, share!"

CHILDREN: "When I think of (vocabulary word), I think of \_\_\_\_\_." When it looks as if children are almost finished sharing, teacher counts down using her fingers saying:

TEACHER: "Three: You're finishing your sentence.  
Two: You're turning your bodies back this way.  
One: You're ready to listen."

3

YOU'RE FINISHING YOUR SENTENCE.

2

YOU'RE TURNING YOUR BODY BACK THIS WAY.

1

YOU'RE READY TO LISTEN.



## REPEATED READ ALOUD: DAY 5

### INTERVENTION SCRIPT



#### Objective:

To increase vocabulary and fluency by teaching words in the context of a story.



#### Materials:

Theme related or concept (letters, rhyme, alliteration, feelings, etc.) book.

Three pictures of targeted vocabulary words with vocabulary word written in lowercase letters on the front and brief definition on the back plus picture cards from Days 1-4. Props may also be used but are not required.



#### Vocabulary Introduction:

Teacher begins Read Aloud by reviewing words from Days 1-4 and introducing and defining three new vocabulary words carefully chosen from the story.



#### Book Introduction:

Teacher asks children to recall the title, author, and illustrator, and what the problem is in the book.

#### Vocabulary Introduction:

TEACHER: "We have learned lots of new words from our story so far. Let's look at those again."

TEACHER: "This word is (word). (Word) means (short definition). Your turn! Say, (word)." [Continue on in this way until all words from Days 1-4 have been reviewed.]

TEACHER: "Today we're going to learn three new words that are important to our story. First I'll tell you the word and then we'll all practice saying it."

TEACHER: "First it's my turn. This is a (word). Your turn! Say, (word)." [Point hand toward the children to indicate that it is their turn.]

CHILDREN: (word)

TEACHER: "Yes! This word is (word). (Word) means (short definition). Your turn! Say, (short definition)." [Point hand toward the children to indicate that it is their turn.]

CHILDREN: (short definition)

TEACHER: "That's right! This is a (word) and it means (short definition)." [Repeat these lines for each vocabulary word until all have been taught and practiced. If necessary, remind children that this is a group activity and that responses should be in unison. If some children are not responding, say, "Your turn!" to the children.]

TEACHER: "We are going to find all of these words in our story today."

#### Book Introduction:

TEACHER: "Who can tell us the title of the book? The author? The illustrator? What does the author do? The illustrator?"

TEACHER: "Who remembers what the problem is in our book? Who can add on to that?" ▶



## REPEATED READ ALOUD: DAY 5

### INTERVENTION SCRIPT (CONTINUED)



#### Highlighting Vocabulary:

Teacher highlights targeted vocabulary as it appears in the story using one of the following strategies: point to the picture, use a gesture, use word in a sentence, use a synonym.



#### Chiming In:

Teacher encourages children to chime in during book reading by saying part of a sentence and then stopping, allowing the children to finish it.



#### Summary:

Teacher and children summarize what happened in the story by looking at pages from the beginning, middle, and end of the book.



#### Vocabulary Review and Rapid Automatic Naming (RAN):

Teacher reviews vocabulary words from Days 1-5 and builds fluency through RAN.

#### Highlighting Vocabulary:

TEACHER: "Here's one of the new words we learned today! Remember that this is the word (vocabulary word), which means (definition). Here in our book is a picture of this word." [Point to the picture.]

#### Summary:

TEACHER: "Who can tell us what happened in the beginning of the story? The middle? The end?"

#### Vocabulary Review and Rapid Automatic Naming:

TEACHER: "Let's review the words we have learned so far. First I'll say the word and tell you what it means, and then we'll all say the word together."

TEACHER: "This word is (word). (Word) means (short definition). Your turn! Say, (word)." Continue on in this way until all of the words from Days 1-5 have been reviewed.

TEACHER: "Now I'm going to say our vocabulary words as fast as I can. Then I want you to name them as fast as you can!" [Flip through vocabulary cards and name them rapidly. Repeat for students.] ►



## REPEATED READ ALOUD: DAY 5

### INTERVENTION SCRIPT (CONTINUED)



#### Think, Pair, Share:

Teacher helps children build comprehension and conversation skills through Think, Pair, Share. Teacher will choose which question to use for Think, Pair, Share based on Child Reflection Guide for Repeated Read Aloud.



#### Active Engagement:

Teacher helps children celebrate and review their learning by engaging in an activity such as: acting out the story, drawing pictures of the story, making puppets of the characters, writing their own books, journaling about it, etc.

#### Think, Pair, Share:

TEACHER: "We are going play our Think, Pair, Share game."

TEACHER: "Our question for today is: When I think of (vocabulary word), I think of \_\_\_\_\_. Ready? Think, pair, share!"

CHILDREN: "When I think of (vocabulary word), I think of \_\_\_\_\_." When it looks as if children are almost finished sharing, teacher counts down using her fingers saying:

TEACHER: "Three: You're finishing your sentence.  
Two: You're turning your bodies back this way.  
One: You're ready to listen."

3

YOU'RE FINISHING YOUR SENTENCE.

2

YOU'RE TURNING YOUR BODY BACK THIS WAY.

1

YOU'RE READY TO LISTEN.