## Instructional Routine for Teaching Vocabulary Within Read Alouds

**Procedures:** Use to enhance Read Alouds within and outside of Comprehensive Reading Program

| Step 1 | Provide background knowledge needed to enhance understanding of the story. | Example: *The Range Eternal* by Louise Erdrich  
**Background Needed:** Turtle Mountains, North and South Dakota, history of the open range |
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| Step 2 | Carefully select and preteach 2-3 unknown, critical vocabulary words that students are likely to encounter in the future as well as key concepts from the story. | **Critical Unknown Vocabulary/Key Concepts:**  
- range (double meaning)  
- eternal |
| Step 3 | Read story aloud while fast mapping other unknown, critical vocabulary by substituting a succinct, student-friendly synonym or brief phrase for the unknown word. | **Words for Fast Mapping:**  
grateful, prickled, loped, kindling, slough, gleaming, |
| Step 4 | Check for understanding.  
- Think, Pair, Share  
- Choral Responses  
- Signaling | Check for understanding of key concepts of the story both during and after the read aloud. |