



Building Vocabulary and Comprehension Skills in Prekindergarten Through a Read-Aloud Routine



Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.
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Handouts



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Prekindergarten Guidelines Alignment Chart

End of Prekindergarten Year Outcomes	Examples of Child Behaviors The child:	Examples of Instructional Strategies The teacher:	Read-Aloud Activities/Steps During read-aloud, the teacher:
II. Language and communication domain, D. Vocabulary Skills			
II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.	<ul style="list-style-type: none"> Explains his favorite part of a fiction/non-fiction book that was read Uses the new words introduced by the teacher while engaging in theme- or content-related activities and play Uses the new words while engaging in child-initiated play 	<ul style="list-style-type: none"> Provides ways for children to interact with and use new vocabulary words in meaningful contexts using real objects or pictures 	<ul style="list-style-type: none"> Uses nonlinguistic representations and contextualized examples to pre-teach new vocabulary, STEP 1 Teacher encourages and scaffolds use of new vocabulary words throughout the day, in multiple contexts, Extension Activities
II.D.3 Child demonstrates understanding in variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.	<ul style="list-style-type: none"> Demonstrates understanding of new words by using them appropriately Demonstrates understanding of new concepts by using simpler words to explain concepts 	<ul style="list-style-type: none"> Uses and explains new words daily when speaking with children Discusses new word meanings before, during, and after book reading, making connections to what children already know Creates opportunities for children to experience new words in multiple ways across multiple experiences 	<ul style="list-style-type: none"> Uses nonlinguistic representations, gestures, contextualized examples to pre-teach new vocabulary, STEP 1 Discusses new word meanings before, during, and after book reading, making connections to what children already know, STEP 1, 2, & 3; Extension Activities Teacher encourages and scaffolds use of new vocabulary words throughout the day, in multiple contexts, Extension Activities

End of Prekindergarten Year Outcomes	Examples of Child Behaviors The child:	Examples of Instructional Strategies The teacher:	Read-Aloud Activities/Steps During read-aloud, the teacher:
II.D.4. Child uses a large speaking vocabulary, adding several new words daily	<ul style="list-style-type: none"> Adds a relevant idea to a previous comment by another person Uses new words in retelling/ acting out a story read by the teacher 	<ul style="list-style-type: none"> Provides feedback to encourage, clarify, and evaluate children's responses Encourages children's verbal input during book reading, including having children respond to questions or relate the book to their own experiences. 	<ul style="list-style-type: none"> Models turn-and-talk behaviors for children before pair activities, STEP 2 & 3 Encourages, clarifies, and evaluates children's responses during discussion and turn-and-talk activities, STEP 2 & 3 Extends language and comprehension by connecting new vocabulary and story events to students' own experiences, STEP 2, 3, & Extension Activities
		II. Language and communication domain, E. Sentences and Structure Skills	

End of Prekindergarten Year Outcomes	Examples of Child Behaviors The child:	Examples of Instructional Strategies The teacher:	Read-Aloud Activities/Steps During read-aloud, the teacher:
II.E.7. Child uses single words and simple phrases to communicate meaning in social situations (ELL).	<ul style="list-style-type: none"> Identifies by name a few familiar objects Speaks in isolated words, depending heavily on gestures to express meaning 	<ul style="list-style-type: none"> Begins all lessons by pre-teaching the vocabulary and lesson objective (in English and the home language, when possible) Focuses on the language function that the child will need to use to carry out the lesson Focuses on meaningful activities, including choral reading and singing 	<ul style="list-style-type: none"> Uses nonlinguistic representations and contextualized examples to pre-teach new vocabulary (using home language when possible), STEP 1 Uses prosody, gestures, and pictures when reading a story aloud, STEP 2 & 3 Differentiates speaking activities based on students' comfort and proficiency in English (e.g., accepts responses in children's first language; provides sentence stems accordingly; understands that some students will be anxious about speaking in front of whole class), All steps
II.E.8. Child attempts to use new vocabulary and grammar in speech (ELL).	<ul style="list-style-type: none"> Comprehends and follows simple routine instructions for classroom activities that depend on gestures and other contextual clues 	<ul style="list-style-type: none"> Groups children of similar proficiency level in groups of two or three to facilitate instructional conversations Groups ELLs with native speakers so ELLs can hear English spoken regularly 	<ul style="list-style-type: none"> Strategically pairs/groups children during interactive activities, STEPS 2 & 3. Uses repetitive, comprehensible language daily when implementing and transitioning between each step of the Read-Aloud Routine, ALL STEPS

End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies	Read-Aloud Activities/Steps
The child: The teacher:		During read-aloud, the teacher:	

II. Language and communication domain, A. Listening Comprehension Skills

II.A.3.	<p>Follows a set of routines for activities and can make sense of what's happening</p> <p>Turns to a partner and repeats instructions; think, turn, talk</p> <p>Child shows understanding of the new language being spoken by English-speaking teachers and peers (ELL).</p>	<p>Provides scaffolds for using strategies, skills, and concepts</p> <p>Adjusts own use of English to make concepts comprehensible</p> <p>Always gives children think time before asking for a response</p> <p>Uses the child's home language as base to support the development of English oral language use</p> <p>Allows children to respond in home language</p>	<p>Uses repetitive, comprehensible language daily when implementing and transitioning between each step of the Read-Aloud Routine, ALL STEPS</p> <p>Uses nonlinguistic representations and contextualized examples to pre-teach new vocabulary (using home language when possible), STEP 1</p> <p>Uses prosody, gestures, and pictures when reading story aloud, STEP 2 & 3</p>

III. Emergent Literacy–Reading Domain, A. Motivation to Read Skills

III.A.1.	<p>Makes predictions about the content of the story or text</p> <p>Engages in acting out a read-aloud during circle time or small group instruction</p> <p>Child engages in pre-reading and reading-related activities.</p>	<p>Reads books with storylines and characters that are easy for the child to understand, remember, and reenact</p> <p>Includes both fiction and nonfiction books in read-aloud selections</p> <p>Reenacts a favorite story with puppets, props, or felt board characters</p>	<p>When selecting books for read-alouds, the teacher considers the following criteria:</p> <p>The story concepts are age-appropriate.</p> <p>The story is relevant to students' background and experiences.</p> <p>Books include a variety of genres/types (fiction and nonfiction).</p> <p>Before read-aloud, the teacher scaffolds students in making predictions, STEP 1</p>
			<p>During read-aloud, the teacher modifies "re-telling" activities to include re-enactments, props, puppets, etc., STEP 2</p>

End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies	Read-Aloud Activities/Steps
The child:	The teacher:	During read-aloud, the teacher:	
III. Emergent Literacy—Reading Domain, D. Comprehension of Text Read Aloud Skills			
III.D.1. Child retells or reenacts a story after it is read aloud.	Retells and sequences the main events of a story Connects personal experiences to an event in a story Creates original or alternate endings for stories Tells what might happen next if the story continued	Provides story cards to assist children in sequencing and retelling of stories Extends the story into centers for children to continue the story line, characters, or concepts in other ways Reads texts that are culturally relevant to children on a regular basis	Scaffolds students in making predictions before story, STEP 1, and after, STEP 3 Engages in retelling and/or reenacting activities. Uses props as appropriate, STEP 2; Extension Activities Extends language and comprehension through discussion activities that encourage students to connect story to personal experiences, STEP 3; Extension Activities Selects books that are culturally relevant on a regular basis
	III.D.3. Child asks and answers appropriate questions about the book.	Makes comments about the characters or actions within the story Asks questions about the story or information in the text Actively participates while being read to by predicting what might happen next in the story Discusses other ways a story might end, or what would happen if characters were different	Engages child in thinking about the story by stopping at strategic points in a story and having child predict what might happen next Helps child create new endings to stories using props, puppets, and/or dictation Has child participate in creating class-made books with alternate endings Encourages and scaffolds use of new vocabulary words throughout the day, in multiple contexts, Extension Activities

Observation/Reflection Form

Before Reading

Step 1: Teacher introduces/previews the story and 1–2 new vocabulary words:

- Shows and reads the front and back covers of the text
- Previews the text, activating and building students' background/prior knowledge
- Engages students in making predictions about the text and in brief discussions about concepts related to the text
- Introduces 1–2 words that students do not already know
- Has students say and repeat target vocabulary and provides student-friendly definitions
- Displays words in written form, along with a nonlinguistic representation

OBSERVATIONS:

During Reading

Step 2: Teacher reads a chunk of text and then guides students in discussion, focusing on retelling to build comprehension:

- Immediately prior to reading, sets explicit instructional goals (e.g., tells children to listen for vocabulary and give a “thumbs up” when they hear the words or poses a question for students to answer after reading)
- Reads passage aloud without stopping, emphasizing ideas and events through prosody
- Encourages students’ use of new vocabulary during guided discussion
- Asks children questions (e.g., retell) to build comprehension and provides model sentences or sentence stems, if necessary
- Gives students the opportunity to turn and talk during discussion

OBSERVATIONS:

Step 3: Teacher rereads chunk of text, drawing attention to the new vocabulary:

- Reviews words and meanings with students
- Checks for students’ recognition of new vocabulary (e.g., thumbs up or other gesture)
- Stops at vocabulary words and asks children to repeat a word they recognize and provide an explanation
- Guides/scaffolds children in creating their own original sentences using vocabulary words encountered in the text
- Creates a summary statement with students, using the vocabulary words
- Gives students the opportunity to turn and talk during the vocabulary activities while connecting to their own experiences
- Summarizes what was read, including the main events and ideas, and reviews new vocabulary words

OBSERVATIONS:

After Reading: Extend Language and Comprehension

Teacher extends comprehension, focusing on deep processing of vocabulary knowledge. List observed activities. (Activities vary.)

OBSERVATIONS:

Read-Aloud Routine Weekly Planning Example

Book Title: Corduroy by Don Freeman

Contributed By:

District:

1st Chunk

Pages 1 to 9

Vocabulary Words and Student-Friendly Definitions:

Sigh(ed)—When you make a long sound with your breath because you are tired, a little angry, or upset
Wonder(ed)—Thinking about something because you want to know more about it

Previewing Activity:

Have you ever seen a stuffed animal in a store that you really wanted, but you couldn't buy because your parents said "no"? How did you feel? Turn to your partner and tell him or her about it. What if that stuffed animal felt sad too because he wanted to go home with you?

Previewing Activity:

2nd Chunk
 Pages to
Vocabulary Words and Student-Friendly Definitions:

Questions to Guide Discussion and Retell:

Why was Corduroy sad? What did he decide to do when he found out he was missing a button? What do you predict will happen?

Questions to Guide Discussion and Retell:

Sentence Frames for Scaffolding Children's Use of Vocabulary:

When I think about stuffed animals, I wonder _____.

My mom sighed when _____.

Sentence Frames for Scaffolding Children's Use of Vocabulary:

When I think about stuffed animals, I wonder _____.

3rd Chunk	<p>Pages _____ to _____ Vocabulary Words and Student-Friendly Definitions:</p> <p>Previewing Activity:</p> <p>Questions to Guide Discussion and Retell:</p>	<p>Pages _____ to _____ Vocabulary Words and Student-Friendly Definitions:</p> <p>Previewing Activity:</p> <p>Questions to Guide Discussion and Retell:</p> <p>Sentence Frames for Scaffolding Children's Use of Vocabulary:</p>

sigh



wonder



When you make a long sound with your breath because you are tired, a little angry, or upset

Thinking about something because you want to know more about it

Read-Aloud Routine Weekly Planning Example

Book Title:	Contributed By:	Age/Grade:	District:
<p>1st Chunk Pages ____ to ____ Vocabulary Words and Student-Friendly Definitions:  e l i t e English Learner Institute for Teaching and Excellence</p> <p>2nd Chunk Pages ____ to ____ Vocabulary Words and Student-Friendly Definitions:  IDEAS the Work Office of Special Education Programs U.S. Department of Education</p> <p>Previewing Activity:  M The Meadows Center FOR PREVENTING EDUCATIONAL RISK</p> <p>Questions to Guide Discussion and Retell:  Texas EDUCATION AGENCY</p> <p>Sentence Frames for Scaffolding Children's Use of Vocabulary:  UT THE UNIVERSITY OF TEXAS SYSTEM</p>	<p>Previewing Activity:  Texas EDUCATION AGENCY</p> <p>Questions to Guide Discussion and Retell:  UT THE UNIVERSITY OF TEXAS SYSTEM</p>	<p>Questions to Guide Discussion and Retell:  Texas EDUCATION AGENCY</p> <p>Sentence Frames for Scaffolding Children's Use of Vocabulary:  UT THE UNIVERSITY OF TEXAS SYSTEM</p>	<p>Questions to Guide Discussion and Retell:  Texas EDUCATION AGENCY</p> <p>Sentence Frames for Scaffolding Children's Use of Vocabulary:  UT THE UNIVERSITY OF TEXAS SYSTEM</p>

3rd Chunk Pages ____ to ____ Vocabulary Words and Student-Friendly Definitions: Previewing Activity:	4th Chunk Pages ____ to ____ Vocabulary Words and Student-Friendly Definitions: Previewing Activity: Questions to Guide Discussion and Retell:	Questions to Guide Discussion and Retell: Sentence Frames for Scaffolding Children's Use of Vocabulary:
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