



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



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# Handouts



## 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:
<b>II. Language and communication domain, D. Vocabulary Skills</b>			
<p><b>II.D.1.</b> Child uses a wide variety of words to label and describe people, places, things, and actions.</p>	<p>Explains his favorite part of a fiction/non-fiction book that was read</p> <p>Uses the new words introduced by the teacher while engaging in theme- or content-related activities and play</p> <p>Uses the new words while engaging in child-initiated play</p>	<p>Provides ways for children to interact with and use new vocabulary words in meaningful contexts using real objects or pictures</p>	<p>Uses nonlinguistic representations and contextualized examples to pre-teach new vocabulary, STEP 1</p> <p>Teacher encourages and scaffolds use of new vocabulary words throughout the day, in multiple contexts, Extension Activities</p>
<p><b>II.D.3</b> 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.</p>	<p>Demonstrates understanding of new words by using them appropriately</p> <p>Demonstrates understanding of new concepts by using simpler words to explain concepts</p>	<p>Uses and explains new words daily when speaking with children</p> <p>Discusses new word meanings before, during, and after book reading, making connections to what children already know</p> <p>Creates opportunities for children to experience new words in multiple ways across multiple experiences</p>	<p>Uses nonlinguistic representations, gestures, contextualized examples to pre-teach new vocabulary, STEP 1</p> <p>Discusses new word meanings before, during, and after book reading, making connections to what children already know, STEP 1, 2, &amp; 3; Extension Activities</p> <p>Teacher encourages and scaffolds use of new vocabulary words throughout the day, in multiple contexts, Extension Activities</p>

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:
<p><b>II.D.4.</b> Child uses a large speaking vocabulary, adding several new words daily</p>	<p>Adds a relevant idea to a previous comment by another person Uses new words in retelling/acting out a story read by the teacher</p>	<p>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.</p>	<p>Models turn-and-talk behaviors for children before pair activities, STEP 2 &amp; 3 Encourages, clarifies, and evaluates children's responses during discussion and turn-and-talk activities, STEP 2 &amp; 3 Extends language and comprehension by connecting new vocabulary and story events to students' own experiences, STEP 2, 3, &amp; Extension Activities</p>
<p><b>II. Language and communication domain, E. Sentences and Structure Skills</b></p>			
<p><b>II.E.6.</b> Child engages in various forms of nonverbal communication with those who do not speak her home language (ELL).</p>	<p>Responds to greetings with simple words, gestures, and other nonverbal behavior Uses gestures to communicate basic needs</p>	<p>Understands that ELLs, depending on their comfort and proficiency level in English, may pass through a "silent" stage, which should not be seen as a reflection of the child's abilities or willingness to participate Provides a non-invasive environment Creates multiple opportunities for children to use English in both ESL and Bilingual classroom settings</p>	<p>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 Uses nonlinguistic representations and contextualized examples to pre-teach new vocabulary, STEP 1 Encourages and scaffolds use of new vocabulary words throughout the day in multiple contexts, Extension Activities</p>

<p><b>End of Prekindergarten Year Outcomes</b></p>	<p><b>Examples of Child Behaviors</b> The child:</p>	<p><b>Examples of Instructional Strategies</b> The teacher:</p>	<p><b>Read-Aloud Activities/Steps</b> During read-aloud, the teacher:</p>
<p><b>II.E.7.</b> Child uses single words and simple phrases to communicate meaning in social situations (ELL).</p>	<p>Identifies by name a few familiar objects Speaks in isolated words, depending heavily on gestures to express meaning</p>	<p>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</p>	<p>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 &amp; 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</p>
<p><b>II.E.8.</b> Child attempts to use new vocabulary and grammar in speech (ELL).</p>	<p>Comprehends and follows simple routine instructions for classroom activities that depend on gestures and other contextual clues</p>	<p>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</p>	<p>Strategically pairs/groups children during interactive activities, STEPS 2 &amp; 3. Uses repetitive, comprehensible language daily when implementing and transitioning between each step of the Read-Aloud Routine, ALL STEPS</p>

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:
<p><b>II. Language and communication domain, A. Listening Comprehension Skills</b></p> <p><b>II.A.3.</b> Child shows understanding of the new language being spoken by English-speaking teachers and peers (ELL).</p>			
<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>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 &amp; 3</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><b>During read-aloud, the teacher modifies "re-telling" activities to include re-enactments, props, puppets, etc., STEP 2</b></p>
<p><b>III. Emergent Literacy-Reading Domain, A. Motivation to Read Skills</b></p> <p><b>III.A.1.</b> Child engages in pre-reading and reading-related activities.</p>			
<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>Reenacts a favorite story with puppets, props, or felt board characters</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>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><b>During read-aloud, the teacher modifies "re-telling" activities to include re-enactments, props, puppets, etc., STEP 2</b></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><b>During read-aloud, the teacher modifies "re-telling" activities to include re-enactments, props, puppets, etc., STEP 2</b></p>



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:
<b>III. Emergent Literacy–Reading Domain, D. Comprehension of Text Read Aloud Skills</b>			
<p><b>III.D.1.</b> Child retells or reenacts a story after it is read aloud.</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p><b>III.D.3.</b> Child asks and answers appropriate questions about the book.</p>	<p>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</p>	<p>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</p>	<p>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 3 Extends language and comprehension through activities that encourage students to connect story to personal experiences, STEP 3, plus Extension Activities Encourages and scaffolds use of new vocabulary words throughout the day, in multiple contexts, Extension Activities</p>

## 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: The Kissing Hand by Audrey Penn      Contributed By: \_\_\_\_\_      Age/Grade: \_\_\_\_\_      District: \_\_\_\_\_

<p><b>1st Chunk</b></p> <p>Pages <u>1</u> to <u>8</u></p> <p><b>Vocabulary Words and Student-Friendly Definitions:</b></p> <p><u>Edge</u>—The outer part of something; where something begins or ends  <u>Interested</u>—Giving a lot of attention to something because you want to find out more about it or enjoy it</p> <p><b>Previewing Activity:</b></p> <p>Do you remember the first day you came to [preschool/this class/a new school]? How did you feel? Turn to your partner and tell him or her about it.</p> <p><b>Questions to Guide Discussion and Retell:</b></p> <p>What did Chester not want to do? Why?          What do you think the “kissing hand” is?</p> <p><b>Sentence Frames for Scaffolding Children’s Use of Vocabulary:</b></p> <p>It is scary to stand on the <u>edge</u> of a/the _____.</p> <p>I am <u>interested</u> when _____.</p>	<p><b>2nd Chunk</b></p> <p>Pages _____ to _____</p> <p><b>Vocabulary Words and Student-Friendly Definitions:</b></p> <p>_____</p> <p><b>Previewing Activity:</b></p> <p>_____</p> <p><b>Questions to Guide Discussion and Retell:</b></p> <p>_____</p> <p><b>Sentence Frames for Scaffolding Children’s Use of Vocabulary:</b></p> <p>_____</p>
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<p><b>4th Chunk</b> 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>	<p><b>3rd Chunk</b> 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>
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# edge



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# interested



The outer part  
of something;  
where something begins  
or ends

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Giving a lot of attention  
to something because you  
want to find out more  
about it or you enjoy it

# Read-Aloud Routine Weekly Planning Example

Book Title: \_\_\_\_\_ Age/Grade: \_\_\_\_\_ District: \_\_\_\_\_  
Contributed By: \_\_\_\_\_

## 1st Chunk

Pages \_\_\_\_\_ to \_\_\_\_\_

Vocabulary Words and Student-Friendly Definitions:

Previewing Activity:

Questions to Guide Discussion and Retell:

Sentence Frames for Scaffolding Children's Use of Vocabulary:

## 2nd Chunk

Pages \_\_\_\_\_ to \_\_\_\_\_

Vocabulary Words and Student-Friendly Definitions:

Previewing Activity:

Questions to Guide Discussion and Retell:

Sentence Frames for Scaffolding Children's Use of Vocabulary:



<p><b>4th Chunk</b> 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>	<p><b>3rd Chunk</b> 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>
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