

Preteaching

Research Basis: Decades of research have confirmed the important role that vocabulary plays in reading comprehension and in children's overall academic success (Hiebert & Kamil 2005). The primary consideration for preteaching vocabulary should be which words need to be clarified for students, so that those words do not get in the way of comprehension (Beck, McKeown & Kucan, 2008).

Preteaching Routine 1

Preteach Vocabulary

Preteach vocabulary to children who need extra support in learning new words.

- 1. Form Groups** Group children who you feel need extra support for the upcoming vocabulary lesson. Follow the next steps for each word to be pretaught.
- 2. Focus on the Target Word** Write the word and show a picture or representation of it.
- 3. Pronounce the Word** Say the word and have children repeat it after you.
- 4. Teach the Meaning** Give the definition of the word, and then elaborate on the meaning using different words and giving additional examples. For example, for the word *sky*, you might point to the sky and say: *The sky is above us. I see the sky when I look out the window and when I am outside. When the sky is dark and cloudy, it might rain.*
- 5. Make Connections** Discuss with children when they might use the word. For example, they might talk about being glad when the sky is bright and sunny.
- 6. Write and Remember** Have children draw a representation for each word on a separate page in their journals. Then have them label their pictures with the key word.



Research Basis: Although much of the research into the efficacy of preteaching has centered around the preteaching of vocabulary and mathematical concepts, more and more work is being done on the preteaching of concepts critical to the comprehension of both expository and narrative texts. Evidence indicates that the direct instruction of background knowledge needed to navigate targeted texts significantly improves students' comprehension of the text (Dole, Valencia, Greer, & Winthrop, 1991; Graves Cooke, & Laberge, 1983; McKeown, Beck, Sinatra, & Loxterman, 1992; Stevens, 1982).

Preteaching Routine 2

Preteach Concepts

Purpose: Guide children who need extra support in learning concepts by preteaching target concepts.

- 1. Form Groups** Group children based on their demonstrated need for support of the upcoming concept.
- 2. Focus on the Target Concept** Identify the target concept. For example, children may need support for a particular skill or strategy such as asking questions or sequence, or a broader category such as genre or story structure.
- 3. Determine Children's Familiarity with the Target Concept** After introducing the target concept, have children tell what they already know or understand about the concept. For example: *We are going to talk about asking questions. Why do you ask questions? What kinds of questions do you ask?* Allow time for children to explain how they use question-asking to find out what they want to know.
- 4. Connect to the Upcoming Lesson** Tell children how they will use the concept in the upcoming lesson. For example: *We are going to learn how to ask questions to find out the meanings of unknown words. We can ask very particular questions to help us do that.*
- 5. Introduce Lesson-Specific Information** Discuss with students the ways in which the concept will be used in the upcoming lesson. For example: *When we see an unfamiliar word, we can ask ourselves if there are any words in the same sentence that might help us understand the word.*
- 6. Practice** Have children practice and discuss the concepts using texts other than the lesson text. For example, read a passage from a story, choose a word, and have children practice asking questions that will help them look for clues to its meaning.