
Abstract. This study evaluated the effects of integrating science and social studies vocabulary instruction into shared book reading with low-income preschool children. Twenty-one preschool teachers and 148 children from their classrooms were randomly assigned at the class level to either the Words of Oral Reading and Language Development (WORLD) intervention or a practice-as-usual condition. Children were screened and selected to approximate three vocabulary levels (15th, 30th, and 50th). WORLD teachers implemented the intervention in small groups of 5 to 6 students, 5 days per week, 20 minutes per session, for 18 weeks. Findings from multilevel models indicated statistically and practically significant effects of the WORLD intervention on standardized measures of receptive vocabulary (δT = 0.93) and on researcher-developed measures of expressive (δT = 1.01) and receptive vocabulary (δT = 1.41). The WORLD intervention had an overall main effect, regardless of entry-level vocabulary, a finding that speaks to its potential applicability in preschool classrooms.