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Using Dialogic Discussion to Boost Vocabulary

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Using Dialogic Discussion to Boost Vocabulary

Abstract

Workshop presentation on reading aloud to young children given at the 2014 [Iowa Association for the Education of Young Children](#) Conference in Altoona, Iowa.

Keywords

reading aloud, dialogic discussions, Iowa Association for the Education of Young Children

Disciplines

Education | Educational Methods | Reading and Language



Using Dialogic Discussion to Boost Vocabulary

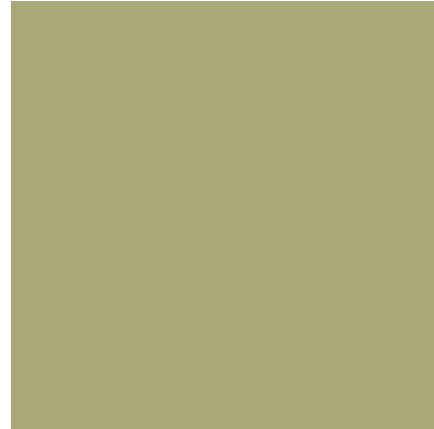
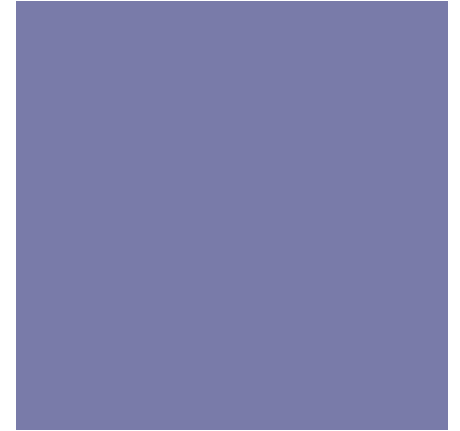
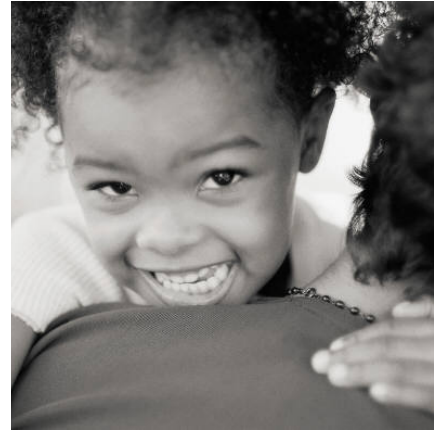
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90 minute Presentation

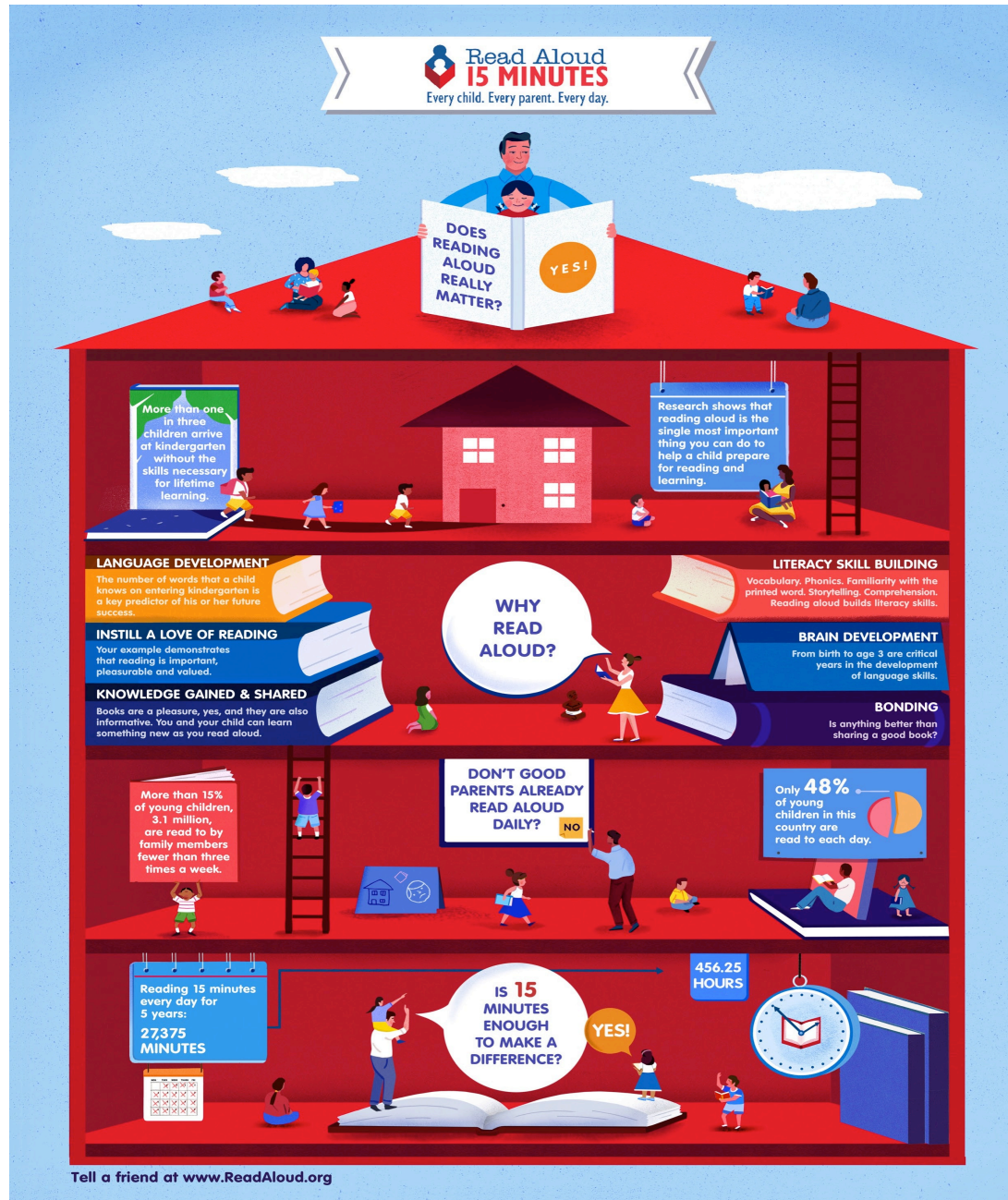


Vocabulary Development



**WORD
Power!**

During the Early
Childhood Years



■ The Importance of Reading Aloud!!





What do we know about Vocab Development?

- Preschool vocabulary is an accurate predictor of later school reading ability (National Institute of Child Health and Human Development, 2000; Tabors, Snow, & Dickinson, 2001).
- Many children are starting kindergarten without the skills necessary to make them successful in school (Landry, 2005).
- More children are spending time in child care settings, and it is highly important that this time involves quality teacher interactions and instructional practices that foster learning and vocabulary acquisition (Pianta, Mashburn, Downer, Hamre, & Justice, 2008).



Constructivist Theory of Language Development

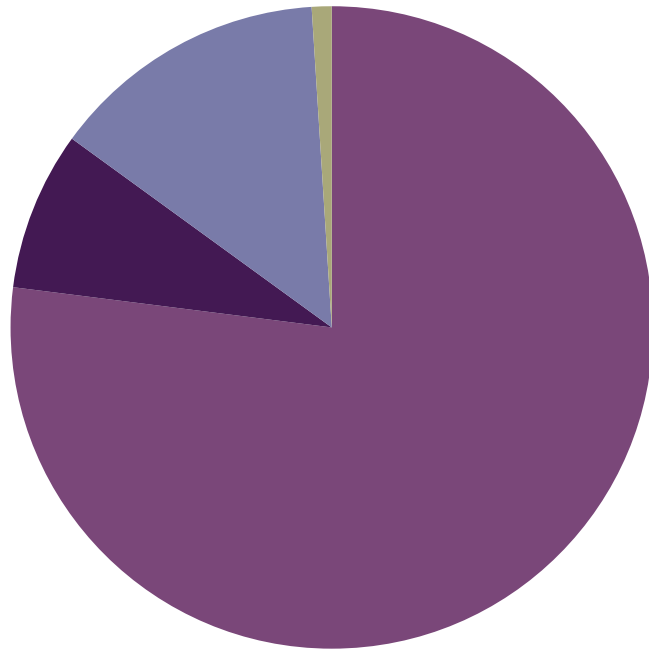
- Piaget believed children learn as they interact with their environment, learning through sensory experiences. Speech begins in a very egocentric way.
- Vygotsky emphasized the social nature of language development. He described how adults scaffold the learning of children by expanding on their ideas as they interact.
- Language development is a SOCIAL and ACTIVE process. It develops over TIME. Children learn by practicing
- (Bredekamp, 2011)



Quality Environments Support Language Acquisition

- Preschool-aged children need language-rich experiences so they have a strong foundation preparing them to learn to read and write when they attend school (Morrow & Tracey, 2007).
- The increased accountability for learning in the primary grades has pushed schools to consider how prepared students are as they enter school.
- The primary focus of preschool programs is to help children develop linguistically, cognitively, creatively, emotionally, socially, and physically. It is important that the early childhood standards reflect the development level of young children and allow for individual and cultural adaptations. (National Association for the Education of Young Children, 2009).

Teacher Read Alouds by Genre (Yopp & Yopp, 2006)



- Narrative
- Informational
- Other
- Mixed



+ Current Read Aloud Practices
(Pre K – Grade 3)



Vocabulary is IMPORTANT!!



- According to Hirsch (2003), vocabulary is a key element of oral language comprehension and it provides a firm foundation for later comprehension in reading and knowledge in content areas.
- Vocabulary size influences the development of other reading skills such as sound identification, rhymes, and decoding skills (Roskos, et al., 2008).
- The size of a child's vocabulary and the rate of growth of that vocabulary influences early literacy skill development and links to a child's later ability to write and read in school.



Word Knowledge and World Knowledge

Students need to build their word knowledge and their world knowledge in order to be successful readers (Duke & Bennett-Armistead, 2003).

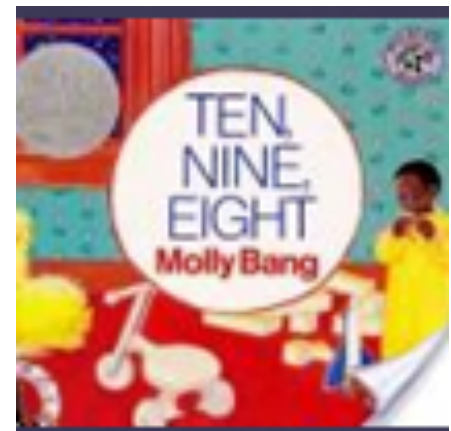
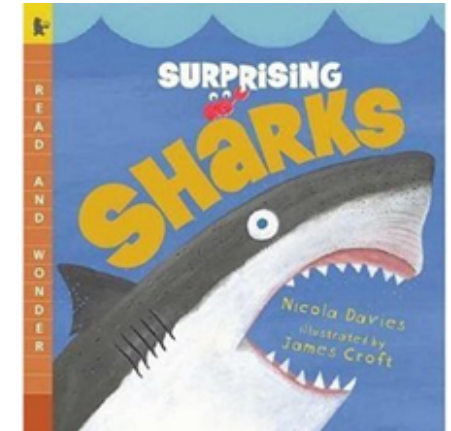
When a child lacks vocabulary to understand content, their comprehension will be lower (Sanacore & Palumbo, 2009).





Using Nonfiction supports the Development of 21st Century Skills

Open-ended questions encourage students to connect what they see with what they already know, linking past and present knowledge. They develop problem solving skills and are able to make predictions, observe results and record data. (Bosse, Jacobs, & Anderson-Topete, 2013; Froschauer, 2013)



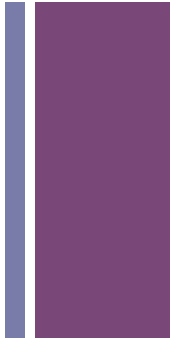


Reading Aloud and Discussion



- Oral language skills and vocabulary knowledge increases when teachers read aloud to students and engage in interactive discussions with students (Wells, 1986).
- A shared book experience, dialogic reading, encourages listeners to be active participants as the teacher read aloud is happening.
- Dialogic reading is based on three broad principles: children need to participate, teachers should provide feedback to children, and the teacher should scaffold the shared reading to the children's linguistic abilities (Hargrave & Senechal, 2000).

+ Dialogic Discussions



- Provide opportunities for children to develop their oral language skills as the teacher prompts children to participate, expands on their ideas and evaluates their understanding in order to scaffold the discussion to higher levels of thinking.
- Use prompts to complete a phrase about the book, recall questions during and after reading, ask open-ended questions (emphasizing why, who, what, when, which and how), and ask questions explaining or expanding on key vocabulary terms (Hargrave & Senechal, 2000).
- Encourage students to make connections between the new content and their own lives.



Benefits of Using Different Genres for Reading Aloud



Using Fiction

- Content they can relate to; they develop empathy for characters.
- Connections with the world, other texts, and their own lives.
- Lessons that teach the difference between right and wrong.
- (Galda, Cullinan, and Sipe, 2010)

Using Nonfiction

- A variety of text structures and features.
- Specialized vocabulary and concepts that build background knowledge.
- Different purposes for reading and writing.
- Content they are interested in... which will motivate them to read!
- (Yopp & Yopp, 2000)

How Do You Choose + Literature to Use in Your Classroom?

Discuss with the people sitting
near you. Please be prepared to
share! 😊



Dialogic Discussions: A + Strategy to Promote Interactive Reading and Discussion

Video: [Dialogic Discussion Video](#)



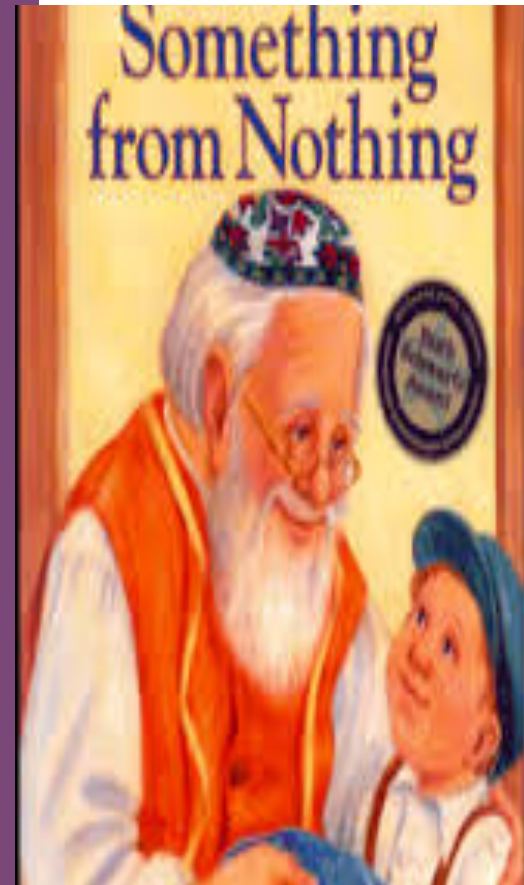
Think about the book reading experience in the video.

Think.

Pair.

Share.

1. What went well?
2. How were the children responding?
3. How does this differ from other read aloud times?
4. Are there necessary prerequisites for dialogic reading?
5. Was this strategy effective? How do you know?





Steps to Plan a Dialogic Discussion



1. Choose DAP literature. Consider a balanced approach including many genres.
2. Using the literature, identify 3-7 vocabulary words to teach.
 - Tier One: Words that may be new, but students can understand through context. Most students know these words.
 - **Tier Two: Multiple Meaning Words. Words that are used frequently. Excellent Words for Direct Instruction.**
 - Tier Three: Challenging words that may be rare/specific in use. Directly teach these as necessary.
3. Using the planning sheet, develop open-ended questions.



Teacher Thinking During Dialogic Discussions



- **P** What **PROMPTS** will help students use language?
- **E** Immediately **EVALUATE** student responses so you can. . . .
- **E** When I **EXPAND** on student responses, they hear more words!!
- **R** How can I get the student to **REPEAT** the expanded or elaborated response?



Planning a Dialogic Discussion: CROWD



- C: Completion Prompts (Teacher pauses during reading so children can supply missing words.)
- R: Recall Questions (The teacher plans questions that help listeners recall details or story sequence of events.)
- O: Open-ended Questions (The teacher plans questions that require more than a one word answer.)
- W: Wh- questions (Teacher develops questions focusing on target vocabulary, author's choice.)
- D: Distancing Questions (The teacher prepares questions that help students make connections to their own lives and experiences.)



■ Dialogic Reading Planning Form
Text _____ Date _____ Ways _____
to extend/promote conversation as the book is read:

■ Prompt

■ Evaluate

■ Expand

■ Repeat

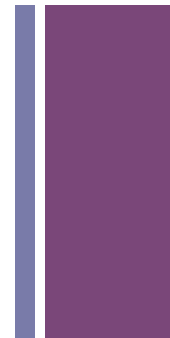
■ Completion Prompts

■ Recall Questions

■ Open-Ended Questions

■ Wh-Questions

■ Distancing Questions (making connections)

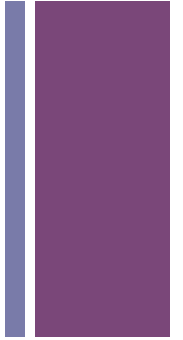




Time for You to Try

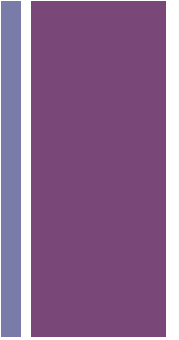


Process for Planning a Dialogic Discussion



- Choose a Book.
- Pre-read and Plan
 - Identify Key Vocabulary
 - Use CROWD to plan open-ended discussion
- Gather a Small group of Children
- Read with purposeful INTERACTION!
 - Use PEER Prompts
 - Expand Vocabulary
 - ENJOY!!

+ Questions, Comments, Suggestions?



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