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Informational Texts and Vocabulary for Young Children

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Informational Texts and Vocabulary for Young Children

Abstract

Informational texts are encouraged in the primary grade classroom. Why are they important? How can they be used effectively?

Keywords


children, vocabulary, reading, language

Disciplines

Educational Methods

Comments

Presented at the annual Iowa Reading Association Conference in Ames, Iowa, on June 28-29, 2016.



INFORMATIONAL TEXTS AND VOCABULARY FOR YOUNG CHILDREN

Iowa Reading Association Conference, Ames, IA

June 29, 2016

Vocabulary Development in Young Children

- Socio-linguistic Theory
 - Social Context
 - Learn by Using
- Power of Connections
- Background Knowledge
- Importance of Talk
- Contextualized vs. Decontextualized Language



Talk Differences between Narrative and Expository Book Readings

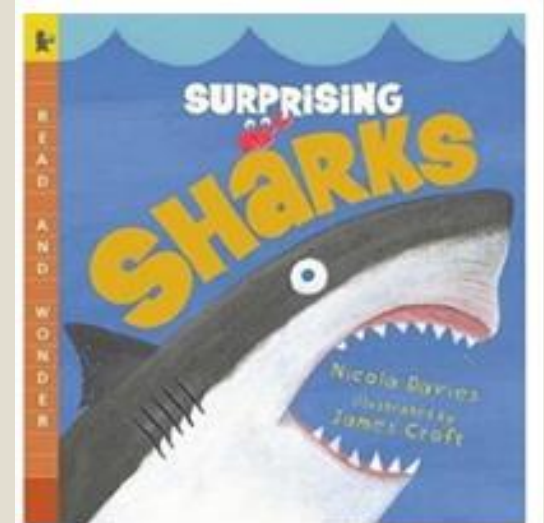
1. 98% of the words of Narrative Texts were read compared to 89% of the words of Expository Texts.
2. Longer interactions when Expository Texts are used.
3. Higher instance of target vocabulary were used.
4. Adults tend to offer more feedback during expository reading. This results in positive interactions.
5. The conversations that occur with expository texts tend to be of a higher level including more diversity in vocabulary and longer sentences.

Why are Informational Texts Important?

- Provide opportunities for talk using more DECONTEXTUALIZED language.
- Wires the brain to understand different text structures.
- Expected by Common Core State Standards
- Helps prepare students for future learning. . . Avoiding the “Fourth Grade Slump”.

- Opportunities for Open-ended questions
- Make Connections
- Activate Background Knowledge
- Problem solving skills
- Make predictions, observe results and record data.
- (Bosse, Jacobs, & Anderson-Topete, 2013; Froschauer, 2013)

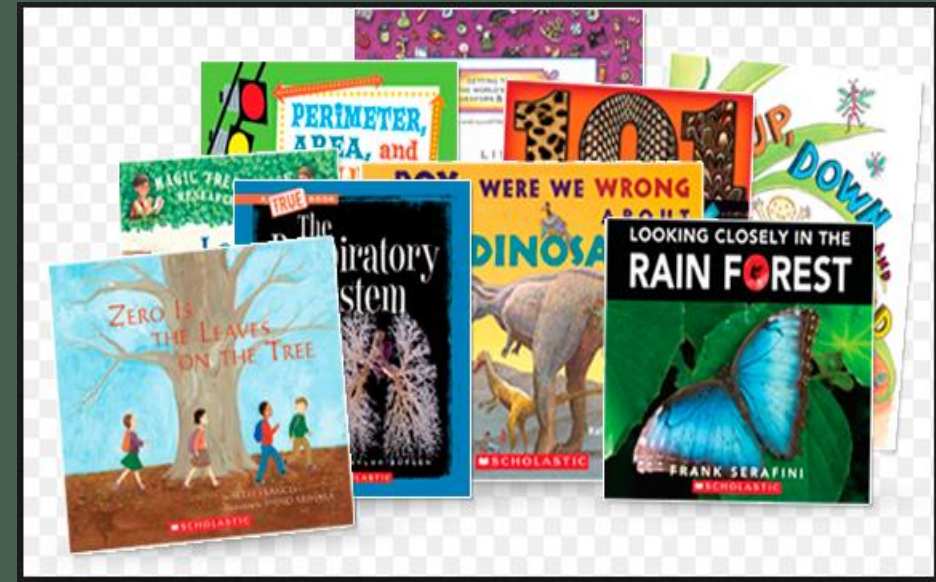
Benefits of Informational Texts



Choosing Informational Texts

CONSIDER:

- Accuracy
- Organization and Layout
- Cohesion of Ideas
- Specialized Vocabulary
- Reader Interest
- Connection to Content



Using Informational Texts

- Read Aloud and Dialogic Reading
- Literature Circles
- Graphic Organizers
- Illustrations
- Word / Phrase Sort



Read Aloud and Dialogic Reading

- Provides opportunities to use & develop oral language skills.
 - Encourages students to make connections between the new content and their own lives.
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. Choose PEER or CROWD.

Dialogic Planning Form: Choose PEER or CROWD

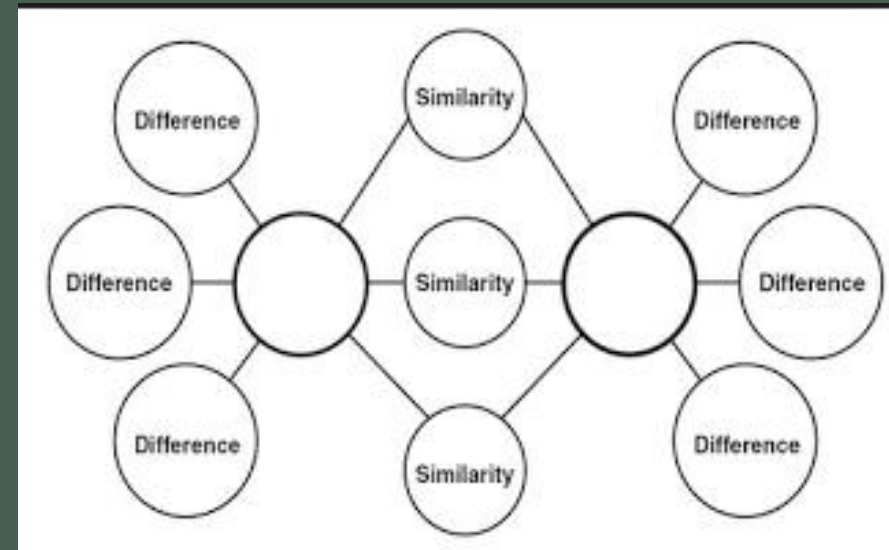
- P Plan PROMPTS to promote dialogue
- E EVALUATE students' contributions and use scaffolding to boost vocabulary
- E EXPAND students' answers
- R REPEAT students' statements so all can hear.
- C: Completion Prompts (Teacher pauses during reading so children can supply missing words.)
- R: Recall Questions (Questions that help listeners recall details or story sequence of events.)
- O: Open-ended Questions (Questions that require more than a one word answer.)
- W: Wh- questions (Questions focusing on target vocabulary, author's choice.)
- D: Distancing Questions (Questions that help students make connections to their own lives and experiences.)

Literature Circles with Informational Texts

- Form Groups: Ability grouped or mixed group, depending on your purpose.
- Assign Roles: Traditional Roles or Reciprocal Teaching Roles
 - Word Smith, Summarizer, Discussion Director, Illustrator, Connector
 - Predictor, Clarifier, Questioner, Summarizer
- Model and teach Literature Circle Procedures
- Differentiate by reading level and interest by giving different materials to different group members.
- Monitor Discussions
- Report what was learned to the class. (Oral, written, or visual report).

Graphic Organizers

- Word Web (Partial Completion to Guide Reading)
- Double Bubble to Compare / Contrast
- Use Graphic Organizers to write a summary.



Word or Phrase Sort

- Write key words or phrases on individual cards. You might want to put headings on a different color paper.
- Use the cards to activate background knowledge before reading. This works well with pairs of students. Ask students to arrange the cards in a way that makes sense.
- Assign reading (individually or with a partner).
- Revisit the word sort and make necessary changes. You may share with another group and ask students to explain their thinking.
- Use the word sort to write a summary of the reading.
- These are great to use as a review. You can also ask you high achieving students to create word sorts.



QUESTIONS?
WHAT WORKS FOR
YOU?

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