

Interactive Read Aloud/Dialogic Reading

Wisconsin State Standards

Language

- Vocabulary Acquisition and Use

Grade Level

K-5

Purpose

Use with students to support vocabulary development through listening

When to Use

During Reading

Grouping

Whole Group
Small Group
Partners
Individuals

ABOUT THE INSTRUCTIONAL PRACTICE

INTERACTIVE READ ALOUD/DIALOGIC READING involves a shared book reading experience. Oral reading constitutes a significant source of vocabulary acquisition. Students learn words more readily through interactive read aloud/dialogic reading when a particular word occurs more frequently within the text, when there are illustrations that depict the word, and when the word is accompanied with context.

IMPLEMENTATION OF THE INSTRUCTIONAL PRACTICE

- Select a text that is worthy of being read aloud and that is higher than students' independent reading level.
- Engage students in an interactive read aloud in whole group, small groups, partners, or as individuals by reading aloud with a think aloud.
- Interactive journals and/or interactive word walls can be used with interactive read alouds.

MEASURING PROGRESS

- Teacher observation
- Conferencing
- Interactive journals

RESEARCH

Brabham, E.G., & Lynch-Brown, C. (2002). Effects of teachers' reading-aloud styles on vocabulary acquisition and comprehension of students in the early elementary grades. *Journal of Educational Psychology*, 94 (3), 465-473.

Warwick, E. B. (1989). Vocabulary acquisition from listening to stories. *Reading Research Quarterly*, Vol. 24, No. 2, 174-187.