

Interactive Read Aloud/Dialogic Reading

Wisconsin State Standards

Reading:
Foundational Skills
– Print Concepts

Grade Level
K-5

Purpose

Use with students to support development of print concepts: explicitly engage in activities aimed at improving oral language and concepts of print

When to Use
During Reading

Grouping
Whole Group
Small Group
Individuals

ABOUT THE INSTRUCTIONAL PRACTICE

INTERACTIVE READ ALOUD/DIALOGIC READING involves a shared book reading experience between an adult and a child. This practice improves children’s oral language development and early literacy development, including their concepts of print. Interactive read aloud/dialogic reading involves several different prompting activities, including (a) sentence/line completion, (b) recall, (c) open ended prompts, (d) wh- questions, and (e) distancing (making connections outside of the book). These activities take place during the reading of a book and as the child gains familiarity with the book, the adult gradually takes on more of a listening role and provides higher level prompts to facilitate meaning making and text connections.

IMPLEMENTATION OF THE INSTRUCTIONAL PRACTICE

- Select a book that has clear and varied illustrations but minimal text.
- Preview the book and select the vocabulary that will be the focus of the lesson.
- Group students in the desired manner. This practice can be done with large groups, small groups, or individual students.
- As you read the book, engage in the following prompting strategies:
 1. Completion: Prompt the child to fill in blank at the end of a sentence or line in the story.
 2. Recall: Ask questions about a book the child has read on similar topic/content.
 3. Open-ended: Encourage the child to describe what is happening in a picture.
 4. Wh-: Ask “wh-” questions about the pictures in the book.
 5. Distancing: Relate the pictures and words to the child’s own experiences outside the story.
- As you prompt the child, evaluate his/her response and elaborate on it to promote language development (e.g., Child: “Boat.” Teacher: “That’s right. That’s a big boat.”).
- As the child becomes familiar with the book, gradually shift the reading over to the child and ask higher level prompts. Also draw attention to the parts of the book as you read.
- Share the book approximately 3-6 times before moving onto a new book.

MEASURING PROGRESS

- Teacher observation
- Conferencing
- Informal questioning assessment

RESEARCH

- Flanigan, K. (2006). “Daddy, where did the words go?” How teachers can help emergent readers develop a concept of word in text. *Reading Improvement*, 43(1), 37-49.
- Flynn, K. S. (2011). Developing children’s oral language skills through dialogic reading: Guidelines for implementation. *TEACHING Exceptional Children*, 44(2), 8-16.
- U. S. Department of Education (2006). Dialogic reading. *What Works Clearinghouse*. Institute of Education Sciences.

Interactive Read Aloud/Dialogic Reading Prompts

Use the following prompts as you engage in an interactive read aloud/dialogic reading with students:

Dialogic Reading Prompts	
Level 1	<ol style="list-style-type: none"> 1. Ask “wh-” questions (e.g., What is this? What do you call that?). 2. Follow answers with questions (e.g., What do you use that for?). 3. Have students repeat new words. 4. Help students as needed. 5. Talk about what interests your students. 6. Praise and encourage students.
Level 2	<ol style="list-style-type: none"> 1. Ask open ended questions (e.g., Tell me more. Tell me about this picture.). 2. Follow answers with expansions by adding 1 or 2 words to a student’s answer (e.g., Child: “Car.” Teacher: “That is a car. What do we do with cars?”). 3. Have students repeat expansions. 4. Help students as needed. 5. Let students choose topics to talk about. 6. Praise and encourage students.
Level 3	<ol style="list-style-type: none"> 1. Ask questions related to the story plot (e.g., Why was he happy? Where are they?). 2. Start distancing questions that relate to the child’s personal experiences and remote events. (e.g., Have you been grocery shopping like that before? Have you had a pet before?). 3. Help students as needed. 4. Praise and encourage students.

Table adapted from: Flynn, K. S. (2011). Figure 1: Dialogic reading bookmarks (p. 10). In *Developing children’s oral language skills through dialogic reading: Guidelines for implementation. TEACHING Exceptional Children, 44(2), 8-16.*

Examples of Expansions during Interactive Read Aloud/Dialogic Reading

Expansion Examples to use During Prompting (based on illustrations in the story)	<p><i>Child:</i> Dog. <i>Teacher:</i> The dog is at the park.</p> <p><i>Child:</i> It running. <i>Teacher:</i> Good, the cat is running across the street.</p> <p><i>Child:</i> He on that. <i>Teacher:</i> That’s right, he is on the bench.</p> <p><i>Child:</i> Car. <i>Teacher:</i> That’s a red car.</p> <p><i>Child:</i> I sawed it. <i>Teacher:</i> You saw the plane.</p> <p><i>Child:</i> Plane up there. <i>Teacher:</i> The plane is flying.</p>
--	---

Table adapted from: Flynn, K. S. (2011). Figure 2: Examples of expansions (p. 11). In *Developing children’s oral language skills through dialogic reading: Guidelines for implementation. TEACHING Exceptional Children, 44(2), 8-16.*