

Exhibit 8. Differentiated Dialogic Reading

Exhibit 8 displays a differentiated dialogic reading lesson. Dialogic reading is a research-based interactive reading technique that encourages teachers to ask students with questions and engage them in discussions while reading. Scaffolded dialogic reading provides additional support for English learners (ELs) who need it through glossed vocabulary, word banks, and supplementary (right there) questions as well as guiding questions. It also provides opportunities for partner as well as whole-group discussion. ELs who are more proficient in English might be asked fewer supplementary questions and given sentence starters rather than sentence frames or only the questions themselves without word banks.

In this example, students read a short segment of text and work together to answer a guiding and supplementary questions. Following the excerpt, are notes for teachers, instructions for teachers, instructions for students, and a student worksheet.

Scaffolded Dialogic Reading

When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another.

This activity supports ELs in reading an excerpt from The Secret Garden (Burnett, 1911).²

Notes for Teachers

- The following lesson includes a guiding question and supplementary questions. The supplementary questions have been added to help ELs answer the guiding question.
- The activity can be used before the general education lesson to prepare ELs for answering the guiding questions.
- While the supplementary questions remain the same, the student materials can be easily adjusted for ELs at different levels of proficiency. As modeled in this example, ELs with lower levels of proficiency might be provided with sentence frames and word banks to help them answer the supplementary questions. For ELs with intermediate levels of proficiency, teachers might consider using sentence starters rather than frames. ELs with more advanced levels of proficiency are unlikely to need frames, sentence starters, or a word bank.
- A glossary should be provided for the underlined words. Make every effort to provide comprehensible definitions.

Instructions for Teachers

- Pose the guiding question.
- Read the passage aloud once, glossing underlined vocabulary as you read. Students follow along in their text.
- Have students work in pairs or individually to answer the supplementary questions.
- Review answers to the supplementary questions with students.
- Have students work in pairs to answer the guiding question.
- Discuss the answer to the guiding question with the class.
- Have students write the answer to the guiding question.

Instructions for Students

- Listen and follow along as your teacher reads the text and the guiding question. Your teacher will define words in context as she or he reads.
- Work with a partner to answer the supplementary questions. Use your glossaries to find definitions for the underlined words that you don't know. Use the word bank and sentence frames to complete your answers to the questions.
- Your teacher will review the answers with the class.
- You will then discuss the guiding question(s) with your teacher and the class.
- After the discussion, write your answer to the guiding question.

² Burnett, F. H. (1911). *The secret garden*. New York, NY: Frederick A. Stokes.

STUDENT WORKSHEET

Guiding Question: How does the narrator describe Mary?

When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another.

Glossary

disagreeable-looking—not good looking

everybody—all the people

expression—look on one's face

ill—sick

manor—large house

sour—unhappy

thin—skinny

true—correct

Supplementary Questions

1. **What did people say about Mary?**

People said she was the most _____ child ever seen.

2. **What word does the narrator use to describe Mary's expression? What does it mean?**

The narrator says that Mary had a _____ expression. It means that she looked _____.

3. **What word does the narrator use to describe Mary's face, body, and hair? What else does the narrator say about her hair and face?**

The narrator says that Mary's face, body, and hair were _____.
Her hair and face were _____.

4. **What word describes Mary's expression?**

The word _____ describes Mary's expression.

5. **Why was Mary's face yellow?**

The text says that her face was yellow because she had been _____
in India and had always been _____ in one way or another.

Word Bank

born thin disagreeable-looking unhappy yellow ill sour

Guiding Question: How does the narrator describe Mary? (Use your own words.)
