A large, thick black L-shaped graphic is positioned on the left and bottom edges of the slide, framing the central text.

# DIALOGIC READING

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# Welcome and Introductions

# Learning Objectives

After completing the training and accompanying activities, learners will be able to:

- Describe effective dialogic reading practices use with young children in early care and education settings.
- Use a decision-making process to help integrate various sources of evidence and determine whether dialogic reading will be beneficial for enhancing the language and literacy skills of young children in a particular context.

# Group Norms

- Establish group norms

# Step One: Dilemma

- [Teacher's viewpoint video](#)
- Follow up activity (Activity 1)

# Step Two: Question

- Create a focused question that is answerable through research. PICO identifies the most essential information needed for this question. PICO requires that you identify the following information to develop the answerable question:
  - *P – Person (characteristics of the children who will receive the intervention)*
  - *I – Interventions being considered*
  - *C – Comparison to other interventions (if there is research that compares two or more interventions)*
  - *O – Outcomes desired*
- Use PICO to identify the important information from the dilemma about how to engage students in storybook reading and address learning needs.
- Activity 2

# Step 3: Evidence

- In Step 3 you will step back from the dilemma to consider key sources of evidence about dialogic reading:
  - **A. Research** – *Best available research available on dialogic reading is summarized.*
  - **B. Definition** – *Dialogic reading practices are defined and further explained with examples and activities.*
  - **C. Policies** – *Federal legislation and professional guidelines related to promoting early language and literacy development are presented.*
  - **D. Experience-based knowledge** – *Practitioners and families share their insights and suggestions on the importance of dialogic reading practices.*

# Research

- Activity 3
- Handout: Research Summary
- [Dr. Lonigan Video](#)

# Definition

- Dialogic reading is a specific type of interactive reading that relies on a set of strategies called PEER (**P**rompt- **E**valuate-**E**xpand-**R**epeat) designed to create a conversation with children and help them take an active role in storytelling.
- In this section, you will first learn how to select a book to read with young children. Then, you will learn how to plan and use specific practices to effectively engage young children in dialogic reading.
- Language Expansion and Extension

# Selecting Books

- Before engaging in dialogic reading with young children, it is important to carefully select and prepare the book so that you can maximize the benefits of the storybook reading. Sometimes books may be preselected as part of a particular curriculum, so you may not have a choice. Books should be appropriate for the children's age level, in terms of length, language, basic concepts, and emotional content. The books also should be appealing to young children. Teachers should select books with simple narrative plots, numerous illustrations, and limited words per page. Predictable, repetitive books help children learn the language so that they can eventually read books on their own.
- Handout: Book Selection
- Activity 4

# Planning for Dialogic Reading

- After selecting a book, it is important to plan for dialogic reading by creating **prompts** (the **P** in PEER), to help children participate during storybook reading and by preparing the book that you will read ahead of time.
- Creating prompts for dialogic reading involves going through the book and developing a set of strategies that correspond to specific parts of the book. These prompts are written on sticky notes and attached to the pages in which you plan to use them. The sticky notes serve as reminders to use the prompts you've created at various points throughout storybook reading.
- You can use CROWD to create the specific prompts. CROWD stands for **C**ompletion, **R**ecall, **O**pen-ended, **W**h- questions, **D**istancing—a specific set of prompts used during dialogic reading.
- Handout CROWD
- Activity 5
  - [Dr Lonigan CROWD video](#)
  - [Preparing a book video](#)
  - [Demonstration of CROWD](#)

# Determining how to use the Prompts

- Every time you use a CROWD prompt, follow a specific sequence used within dialogic reading.
- This specific sequence is called PEER and it stands for **P**rompt, **E**valuation, **E**xpansion, and **R**epetition.
  - *First, the reader uses a prompt, such as a question or statement, to initially engage the children (“What’s that?”).*
  - *Second, the reader evaluates the children’s responses to the prompt (“That’s right. It’s a firetruck.”).*
  - *Third, the reader expands the children’s responses by introducing new vocabulary, adding new details or information (“It’s a big, red firetruck.”), or asking an [open-ended question](#) (“Tell me what else you notice about the firetruck.”).*
  - *Last, the reader repeats the prompt to provide another opportunity for the children to use the language or information learned through the expansions (“What’s this again?”).*
  - *Until you become comfortable using the PEER sequence, you may want to write these steps down as a reminder during dialogic reading.*
- Handout PEER

# Conducting Dialogic Reading

- You can think of dialogic reading as having three main components, introducing the book, reading the book, and closing the book.
- **Introducing the book:** The parent or teacher should read the title of the book, name the author, and use questions to build interest (e.g., “What do you think this book is about?”). Watch the Intro [Video](#) to see how a teacher introduces a book to children in her class. Now using Activity 6, watch it again and use the Handout: DR Observation Form to evaluate the book introduction practices you observe in the video clip.
- **Reading the book:** During dialogic reading, the parent or teacher should encourage participation from the children, moving the discussion along and incorporating CROWD prompts using the PEER sequence throughout. Watch the Reading [Video](#) to observe a teacher reading a book to the children in her class. Now using Activity 6, watch it again and use Handout: DR Observation Form to evaluate the dialogic reading practices you observe in the video clip.
- **Closing the book:** It is important not to end the story abruptly. Try to maintain children’s interest by asking questions that help children make connections between the book and their everyday lives. Watch the Closing [Video](#) to observe a teacher closing the book. Now using Activity 6, watch it again and use Handout: DR Observation Form to evaluate the book closure practices you observe in the video clip.
- Using Activity 6, lastly watch the [Video](#) to see an entire storybook reading activity (introducing the book, reading the book, and closing the book) using dialogic reading.

# Policies

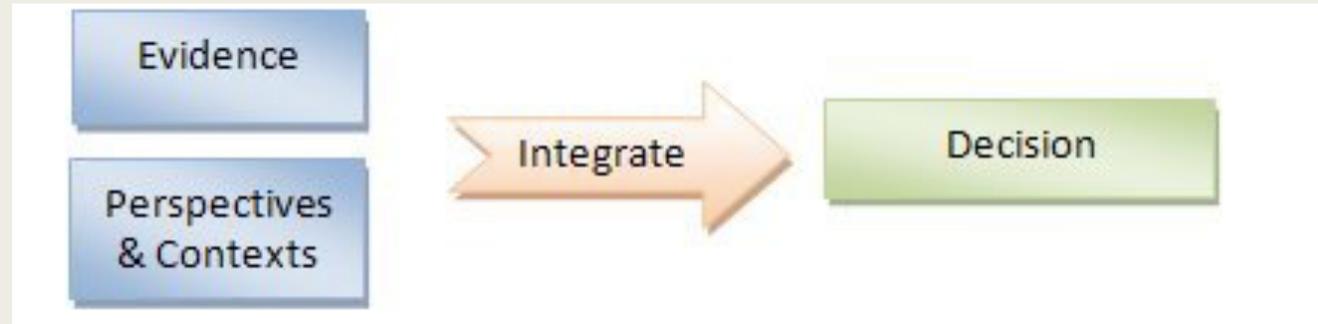
- In addition to the best available research, you can turn to policies such as federal legislation, regulations, professional guidelines, position statements, or program and personnel standards to answer questions about dialogic reading practices. A [policy](#) serves as the foundation for a course of action to be taken at the federal, state, or local level.
  - *As there is no formal legislation on dialogic reading, this training information draws on a joint position statement developed by the National Association for the Education of Young Children ([NAEYC](#)) and the International Reading Association (IRA), and draws upon the Head Start Performance Standards.*
- The joint position statement developed by NAEYC and IRA consists of recommendations and principles for teaching practices and public policy related to early literacy development. For more information, read the full report: [Learning to Read and Write: Developmentally Appropriate Practices for Young Children](#).
- The Head Start Performance Standards include a standard on education and early childhood development Subpart C (45CFR 1302.31), which requires that agencies “Include developmentally appropriate learning experiences in language, literacy, etc.”.
- Activity 7

# Step 4: Decision

- In Step 4 you will integrate sources of evidence, with unique perspectives to make an informed decision about the dilemma presented in [Step 1](#). Making an informed decision requires that you:
  - Consider the unique perspectives and contexts in the dilemma,
  - Integrate the perspectives and contexts with all of the evidence you reviewed in Step 3 to make a decision, and
  - Plan for implementation.

# Integrate Evidence

- To decide whether and how Tenisha should use dialogic reading practices with her children, you will need to integrate general sources of evidence with the different perspectives and unique contexts in this dilemma.
- Complete Activity 8 to summarize and integrate these sources of evidence and to make a recommendation.



# Plans for Implementation

- Once a decision has been reached about using dialogic reading practices and in which context, you will need to think about how Tenisha might implement these practices. The plan for implementation requires that you:
  - *1. Review the process for implementing dialogic reading.*
  - *2. Identify the process and practices of implementing dialogic reading.*
- Complete Activity 9
- Group work on implementation plan for 2019-2020 school year

# Step 5: Evaluation

- In Step 5 you will consider ways to evaluate the plan for engaging children in dialogic reading that resulted from the decision-making process. The following information can help you think about what methods you can use, sources of information you will need to gather, and people who should be involved in the evaluation:
  - *A. What is meant by assessment and evaluation*
  - *B. The purpose of evaluation*
  - *C. Gathering and using assessment information*
- Handout: DR Observation Form
- Handout: Read Aloud Performance Feedback Tool
- [Observation video](#)

# Summary/Wrap Up

- In **Step 1** you read about a practice dilemma related to Tenisha.
- In **Step 2** you turned this practice dilemma into an answerable question, with a focus on finding out whether using dialogic reading would be effective in engaging children during a read aloud and help to develop language and literacy skills.
- In **Step 3** you considered key sources of knowledge about dialogic reading, including the best available research evidence, [policy](#) recommendations, and experience-based knowledge.
- In **Step 4** you integrated these sources of evidence with Tenisha's perspective to make an informed practice decision, and created a plan for implementing your decision.
- Finally, in **Step 5** you considered ways to evaluate the plan for using dialogic reading to engage children during storybook reading and to help develop language and literacy skills.

# What Works Clearing House

- [Interactive Reading video](#)

# Questions?

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