Dialogic Reading

What is dialogic reading?

In dialogic reading, the adult helps the child, or a small group of children, become the teller(s) of the story.

The adult becomes:

- the listener
- the questioner
- the audience for the child

No one can learn to play the piano just by listening to someone else play.
  Likewise, no one can learn to read just by listening to someone else read.
     Children learn most from books when they are actively involved.

Why dialogic reading?

- Oral language supports emergent literacy
- Children become more engaged with the book
- Adults can determine if content is understood
- Research indicates effectiveness

Choosing a good book for dialogic reading

- Rich illustrations that carry the story
- Interesting characters, appealing to the child
- Situations that require thinking or problem-solving
- Interesting words – chance to expand vocabulary
- Word play or rhymes, so you can draw attention to the sounds of words
- Big enough print so you can point to words from time to time

P.E.E.R.

The fundamental reading technique in dialogic reading is the PEER sequence. This is a short interaction between a child and the adult. The adult:

- **P**rompts the child to say something about the book
- **E**valuates the child's response
- **E**xpands the child's response by re-phrasing and adding information to it
- **R**epeats the prompts to find out if the child has learned from the expansion

How to prompt children

There are five types of prompts that are used in dialogic reading to begin PEER sequences. You can remember these prompts with the word CROWD.

- **C**ompletion prompts

  Leave a blank at the end of a sentence and get the child to fill it in. These are typically used in books with rhyme or books with repetitive phrases. This builds phonemic awareness (hearing the sound of words) as well as expands vocabulary.

- **R**ecall prompts

  These are questions about what happened in a book a child has already read. Recall prompts help children in understanding a story and in recalling events. Recall prompts are used not only at the end of a book, but also at the beginnings when a child has been read that book before.

- **O**pen-ended prompts

  These prompts focus on the pictures in books. They work best for books that have rich, detailed illustrations. For example, you might say, "Tell me what's happening in this picture." Open-ended prompts help children increase their expressive fluency and notice details.

- **W**h-prompts

  These prompts usually begin with what, where, when, why, and how questions. Like open-ended prompts, wh- prompts focus on the pictures in books. For example, you might say, "What's the name of this?" while pointing to an object in the book. Wh- questions teach children new vocabulary and prompt thinking about the story.

- **D**istancing prompts

  These ask children to relate pictures or words in the book they are reading to their own lives. Distancing prompts help children form a bridge between books and the real world. They help with verbal fluency, conversation, and narrative skills. For example, while looking at a book with a picture of animals on a farm, you might say, "Remember when we went to the animal park? Which of these animals did we see there?"

Use your "parent heart" and "teacher sense"

Distancing prompts and recall prompts are more difficult for children than completion, open-ended, and wh- prompts. Frequent use of distancing and recall prompts might best be limited to four- and five-year-olds. Parents know their own children best. *We always are looking for a balance between success and challenge.*

Dialogic reading is children and adults having a conversation about a book. Be relaxed about straying from the content of the book to interesting events in the child's life.

Children will enjoy dialogic reading <u>more</u> than traditional reading as long as you…

- mix up prompts with straight reading
- vary what you do from reading to reading
- follow the children's interest

Keep it light. Don't push children with more prompts than they can handle happily. *Keep it fun.*