Dialogic Reading as a Tier 1 Intervention in a PreK RTI Model

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Welcome from Chapel Hill, NC
Module 6: Dialogic Reading Practices

Learn about the purpose, use and potential benefits of dialogic reading practices when working with young children.

Available in Spanish
# DIALOGIC READING AS A TIER ONE INTERVENTION IN A PRE-K RTI MODEL

<table>
<thead>
<tr>
<th>Webinar #1</th>
<th>Overview of Dialogic Reading</th>
<th>January 14th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webinar #2</td>
<td>Implementing Dialogic Reading in Your Classroom</td>
<td>January 21st</td>
</tr>
<tr>
<td>Webinar #3</td>
<td>Dialogic Reading—Following Up</td>
<td>January 28th</td>
</tr>
</tbody>
</table>
Who are You the Participants in Today’s Webinar?
Goals for Today

- Understand what Dialogic Reading is
- Understand What Makes Dialogic Reading Different from Other Types of Reading
- Identify the Research Basis for Dialogic Reading
- Learn the Key Features of Dialogic Reading
- Understand Why Dialogic Reading is a Foundational RTI Tier 1 Intervention Strategy
Walking Into Any Pre-K Classroom – Hope to See Daily Reading
The Benefits of Reading to Young Children are Many
Secret to School Success
The Basics of How to Read a Book
More Logical Thinking Skills
Rich Vocabulary Equals Advantage
Enhanced Language Skills
"The Early Catastrophe: The 30 Million Word Gap by Age 3"

Hart and Risley, 1995, 2003

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<th>At age 3, children in</th>
<th>Heard an average of</th>
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<tbody>
<tr>
<td>Professional families</td>
<td>2,153 words per hour</td>
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<td>Working class families</td>
<td>1,251 words per hour</td>
</tr>
<tr>
<td>Welfare Families</td>
<td>616 words per hour</td>
</tr>
</tbody>
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The Early Catastrophe: The 30 Million Word Gap by Age 3

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<th>At age 3, children in</th>
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<tr>
<td>Professional families</td>
<td>1,116 words</td>
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<tr>
<td>Working class families</td>
<td>749 words</td>
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<tr>
<td>Welfare Families</td>
<td>525 words</td>
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What Makes Dialogic Reading Different

- Reading picture books with young children is a great way to teach vocabulary and help children develop language and literacy skills.

- But did you know that **how you read** to children is **as important** as **how often** you read to them?

- Dialogic Reading is a method that helps young children become involved in the story.

- Research has proven that **dialogic reading encourages language development substantially more than traditional story book reading.** (Whitehurst, 1992).
Boosting Communication Skills
What You Often See in PreK Classrooms is Teacher Reading and Children Listening
What you Want to See for Dialogic Reading is Children Participating in the Story
Important for Children to be Engaged in a Conversation with You Around the Book
Christopher J. Lonigan, Ph.D.
Florida State
Benefits of Dialogic Reading
Fun for Both you the Adult Reading and the Children and Easy to Learn How to Do Dialogic Reading
Dialogic Reading

**Dialogic reading**

- Is a specific type of interactive reading
- Designed to *create a conversation* with children around the book. That is, you are in a dialogue with children around a book
- Designed for children to take an active role in storytelling
- Relies on a set of strategies called PEER (Prompt-Evaluate-Expand-Repeat)  
  (Whitehurst, 1992)
## Dialogic Reading Strategies
(What Works Clearinghouse, 2007)

<table>
<thead>
<tr>
<th>PEER</th>
<th>CROWD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prompts the child to say something</strong></td>
<td><strong>Completion prompts</strong></td>
</tr>
<tr>
<td><strong>Evaluates the response</strong></td>
<td><strong>Recall prompts</strong></td>
</tr>
<tr>
<td><strong>Expands the child’s response</strong></td>
<td><strong>Open-ended prompts</strong></td>
</tr>
<tr>
<td><strong>Repeats the prompt</strong></td>
<td><strong>Wh-prompts</strong></td>
</tr>
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<td></td>
<td><strong>Distancing prompts</strong></td>
</tr>
</tbody>
</table>
Dialogic Reading Strategies

PEER
- Prompt
- Evaluation
- Expansion
- Repetition

CROWD
- Completion
- Recall
- Open-Ended
- Wh-questions
- Distancing

Use CROWD’s to prompt

Whitehurst & Lonigan, 1998
Completion  - after reading a few pages leave out the word hungry - And the caterpillar was still ____________? When child responds hungry Teacher - Yes, wow that caterpillar was extremely hungry. It is eating so much!

Recall  - What did the caterpillar eat through on Monday? Child responds apple – Adult, yes the caterpillar ate a hole through a big, red, juicy apple

Open Ended – If you were a caterpillar and very hungry what is your favorite food that you would want to eat?

Who/What/Why – What did the caterpillar do when it hatched out of the egg? Yes, it began to eat so much

Distancing – Connects book to life of the children. Remember when we saw the caterpillar on the playground? Did you think it might be searching for food? Have you ever seen a butterfly? If you could change into something what would you choose?
More Dialogic Reading Strategies

- **Before reading** ...introduce the title, author and illustrator of the book and ask a question to create interest in the book.

- **During reading** ...use CROWD prompts & PEER sequence of Prompt, Evaluate, Expand, Repeat.

- **After reading** ...ask questions to help children recall the story & make connections to their lives.
Demonstrate with Book

I will read the “The Very Hungry Caterpillar” by Eric Carle to you to demonstrate how to have this conversation around a book with children.

Notice the different kinds of prompts that I use. The prompts on yellow sticky notes –

C - Completion – leave out part of the sentence

R – Recall – remember back to parts of the story

O – Open-ended – just what it is called – allows children to talk

W – Who, What, Where, Why and When

D – Distancing – Connects the story to the children’s lives

Will also demonstrate how teachers use PEER and EXPAND on children’s responses
THE VERY HUNGRY CATERPILLAR

by Eric Carle
These first prompts are a conversation around the pictures

Teacher – Can you see the tiny white egg?
Child – Yes.

Teacher – Wh - And what is the egg on?
Child – Leaf

Teacher Expansion – Yes, a dark green leaf.
Additional Prompts Related to the Pictures

Teacher – And what is this? As she points at the moon.

Child – Moon

Teacher Expansion – Yes, the moon. And what shape is the moon as she traces the shape.

Child – Circle

Teacher – Yes the shape is a circle. When the moon is in a circle shape we call that round. Everyone say that with me – The round moon

Children Repeat – The round moon

Teacher – Wh - And what color is the round moon?

Child - White

Teacher expansion – Yes, the round white moon is shining on the tiny white egg that lays on the dark green leaf.
**WH** – What popped out of the tiny white egg?

Child – Caterpillar!

Or C – Leaving out the word caterpillar for the children to respond to

Teacher Expansion – Yes, a tiny, very hungry caterpillar. Can everyone say that after me?

Child – I see the sun smiling on the caterpillar. Teacher expansion, Yes, I see the orange sun smiling on the caterpillar too.

**Wh** - What do you think the caterpillar will do now?

Teacher listens for predictions.

Child – He is going to look for food.

Teacher- O - And why do you think that?

Child – When you are hungry you want food.

Teacher – That is a good reason. Then let’s keep reading and find out.
Teacher – Looks like you were right. He did start to look for food.

Teacher - Let’s see what he eats first.
On Monday he ate through one apple. But he was

**WH** - What is the caterpillar eating?

Child responds – Apple
Teacher expansion – Yes, an apple. Followed by a
**Wh**? – Can you tell me what color the apple is?
Teacher might need to scaffold for child or child responds, “Red”
Teacher - Yes, he is eating a red apple. Can you repeat that after me?
Yes, it looks like a yummy crisp red apple
Teacher – Thumbs up if you like yummy, crisp red apples?
On Tuesday he ate through two pears.
But he was still hungry!

C – But he was still

WH - What is the caterpillar eating now?
Child – Pears
1, 2 Green Pears
C - But he was still __________

Wh - What is the caterpillar eating now?
Child responds Plums
Teacher expansion –
Wh What color are the plums or moves to Yes,
3 purple plums
On Thursday he ate through four strawberries...

C - But he was still __________
On Friday he ate through five oranges. But he was still hungry!

C - But he was still __________

Recall Prompt - Let’s go back - Who can remember what the caterpillar ate
On Monday he ate through one apple.
But he was still hungry!

Teacher flips back through the pages to prompt the children if needed or to look at the pictures and confirm the responses as the children talk. And the teacher continues to expand on their responses if needed. For example, if child simply says “Apple”. Teacher - Yes, the caterpillar ate through a big red apple
On Wednesday he ate through three plums, but he was still hungry.
On Thursday he ate through four strawberries...
O – If you ate all that food at one time how do you think you would feel?

Child – Sick

Tummy ache

Teacher

Guess what? That is exactly what happened. That night the caterpillar had a stomachache. You could also choose a Distancing question here Can you tell me a time when you got sick from eating too much? Or Which of these foods is one of your favorite foods to eat?
- How do you think the caterpillar feels now after he ate a nice green leaf?

The next day was Sunday again. The caterpillar ate through one nice green leaf, and after that he felt much better.

- The caterpillar has eaten so much! Do you think he is still a tiny, hungry caterpillar? What might have happened to him? Wait to listen to predictions.
Now he wasn’t hungry any more—and he wasn’t a little caterpillar any more. He was a big, fat caterpillar.
He built a small house, called a cocoon around himself. He stayed inside for more than 2 weeks. Then he nibbled a small hole in the cocoon, pushed his way out and...

**Wh** – What do you think will happen when he pushes himself out of the cocoon?

**Vocabulary building opportunity**

The caterpillars house is called a **cocoon**. Can you repeat that after me?

Cocoon

**OR** You want to provide accurate information to children and substitute the word chrysalis for cocoon. Sorry Eric Carle. I know the world of edTPA exists in NY as it does in NC. And it is important that children get accurate information.

**Vocabulary building opportunity**

Caterpillars that turn into butterflies build a house that is called a **chrysalis**. Can you repeat that after me?

Chrysalis
He was a beautiful butterfly.
D – When we saw the caterpillars on the playground did you imagine they might turn into a beautiful butterfly?

O – If you could turn into something different what would you be? Oh my all of you have something to say. Let’s turn to who is sitting next to you and tell them what you would want to turn into.
Distancing Questions
Turn and Talk Good Strategy to Use
Gives Additional Opportunities to Communicate and Share Ideas
Your Job During Turn and Talk

- Get **out of your seat** and go around **and listen in on conversations**

- Have a signal to get children to turn back with attention – Example, “1, 2, 3 eyes and ears back on me.” Children respond, “1, 2 eyes and ears back on you.”

- Have a few children share so they get the opportunity to talk again and good strategy to allow them to share what their classmate said
Let Children Know if They Can Call Out or Need to Raise their Hand
Primary Goal for You as a PreK Teacher
- Enhance Language and Literacy Skills

Reading to children does this around multiple content areas

Additionally, if children are in a conversation with you added benefit of

- Increasing language skills

Also builds Social-Emotional and Self-Regulation Skills

- Social interactions

- Turn taking
Evidence-Based Practice is......

Identifying specific research-based practices that have been validated through a rigorous review process based on the best available research evidence with family & professional wisdom & values.

Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005

Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006
Effectiveness of Dialogic Reading with Preschoolers- *Dialogic Reading* was found to have positive effects on oral language.

Dialogic reading was found to have potentially positive effects on communication and language competencies for children with disabilities.
“Dialogic reading works.

Children who have been read to dialogically are substantially ahead of children who have been read to traditionally on tests of language development.

Children can jump ahead by several months in just a few weeks of dialogic reading.”

Gover J. (Russ) Whitehurst
Research on Dialogic Read Aloud

“We have found these effects with hundreds of children in areas as geographically different as New York, Tennessee, and Mexico, in settings as varied as homes, preschools, and daycare centers, and with children from economic backgrounds ranging from poverty to affluence.”

Gover J. (Russ) Whitehurst
National Early Literacy Panel

“Numerous studies have shown that dialogic strategies are successful across a wide range of languages, including English, Spanish, Portuguese, Hmong, Korean, and Cantonese as well as with children with disabilities. In fact, dialogic reading strategies promote children’s abilities in their first and second languages.”

Citation - Find information at this website: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/DLL%20Resources/UsingMariposaM.htm
Foundational Tier 1 Practice

Research to Support that Dialogic Reading Enhances ALL children’s language and vocabulary skills
Book Selection

- High Interest
- Colorful illustrations
- Not too much text, but text that allows for conversation with the children
- Opportunities to ask all types of CROWD questions
- Opportunity to have a CONVERSTION around the book
Other Eric Carle Books

- Why might Brown Bear, Brown Bear or Polar Bear Polar Bear not be good choices for Dialogic Read Aloud?

- But why would the Very Busy Spider be another good choice?
llama, llama mad at mama
by
Anna Dewdney

- Think of the opportunities to talk with this book
- Distancing? – Has your mama ever asked you to go with her and you had to stop playing?
- How did you feel?
- Opportunity to talk about emotions
- Vocabulary building
- Rhyming
Yucky music, great big feet.
Ladies smelling way too sweet.
Look at knees and stand in line.

Llama Llama starts to whine.
Cheezee Puffs and Oatie Crunch. What would llama like for lunch? Llama Llama doesn’t know. Llama Llama wants to go.
First the shopping, then a treat. Mama Llama gets the seat.

Llama dreaming in the car—

Wake up! Wake up! Here we are!
Planning

- **Introduction** – Read the title, author and illustrator

- **Give children purpose** for reading the book – Capture their interest

- Use Handout to Plan your CROWD prompts During the Reading – Make sure you have a minimum of 2 types of each CROWD prompt

- Put ?’s on small sticky notes on the page where ? will be asked

- Be thinking of how you will Expand on children’s responses as you read

- Don’t simply end the book – Have children retell the story – Have a Distancing Question to relate the book to their lives
<table>
<thead>
<tr>
<th>Title:</th>
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</table>
| Author:  
| Illustrator: |

How will you capture attention of children when you **Introduce** the book?

Create at least 2 prompts for each category for your book that you can use to prompt and build upon children's language during dialogic reading. Include the page number that corresponds to the appropriate opportunity to use each prompt. Below uses example using the book the Very Hungry Caterpillar by Eric Carle.

- **Completion**- The reader creates an incomplete sentence to prompt the children to come up with the appropriate response (i.e. fill-in-the-blank). (Ex: On Tuesday, the caterpillar ate through two pears, but he was still ___?

  - [ ]

- **Recall**- The reader asks a question designed to help children remember key elements of the story. (Ex: Name some of the foods that the caterpillar ate when he was so hungry.)

  - [ ]

- **Open-ended**- The reader asks a question or makes a statement that requires children to describe part of the story in their own words beyond just a "yes" or "no" response. (Ex: The caterpillar has eaten so much food, how do you think he feels now?)

  - [ ]

- **Wh-questions**- The reader asks a question about the story that begins with what, where, who, or why. (Ex: What do you think hungry means? What do you do when you are very hungry?)

  - [ ]

- **Distancing**- The reader helps children make connections between events that happen in the story to those that occur in their own lives. (Ex: Tell me about a time when you ate too much and got a stomachache. When you get hungry what do you like to eat? Tell me about a time when you saw tiny caterpillars. Tell me about a time you saw a beautiful butterfly.)

  - [ ]

How will you keep the attention of children when you **CLOSE** the book?
Dialogic Booklist

- *Aunt Flossie’s Hats* by Elizabeth Fitzgerald Howard & James Ransome
- *Clean Your Room, Harvey Moon!* by Pat Cummings
- *Finders Keepers for Franklin* by Paulette Bourgeois
- *Firehouse Dog* by Amy Hutchings
- *Hello Ocean* by Pam Muñoz Ryan
- *If You Give a Moose a Muffin* by Laura Joffe Numeroff & Felicia Bond
- *Love You Forever* by Robert N. Munsch & Shelia McGraw
- *Officer Buckle and Gloria* by Peggy Rathmann

Citation:
http://www.flvpkonline.org/teachertoolkit/PDFFiles/s4/6DRBooklist.pdf
Questions?
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Next Thursday

- Handout to plan for a Dialogic Reading
- If you would like to give it a try this week please do
- Next week for sure come to the webinar with a book selected and your handout completed
- Opportunity to ask questions as we review the practice again and expand on how to individualize for children in your classroom

Following Thursday

- How other adults in the child’s life can do Dialogic Reading
- Ideas on how to share this information with Families
Thank you!