

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

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 January 14, 2016



CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge

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

Webinar #1	Overview of Dialogic Reading	January 14th
Webinar #2	Implementing Dialogic Reading in Your Classroom	January 21 st
Webinar #3	Dialogic Reading—Following Up	January 28th

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

At age 3, children in	Heard an average of
Professional families	2,153 words per hour
Working class families	1,251 words per hour
Welfare Families	616 words per hour

The Early Catastrophe: The 30 Million Word Gap by Age 3

Hart and Risley, 1995, 2003

At age 3, children in	Observed cumulative vocabulary
Professional families	1,116 words
Working class families	749 words
Welfare Families	525 words

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)

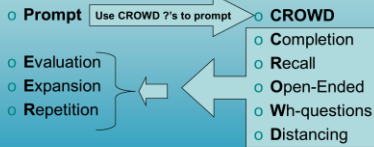
(Whitehurst, 1992)

Dialogic Reading Strategies (What Works Clearinghouse, 2007)

PEER	CROWD
Prompts the child to say something	<u>C</u> ompletion prompts
<u>E</u> valuates the response	<u>R</u> ecall prompts
<u>E</u> xpands the child's response	<u>O</u> pen-ended prompts
<u>R</u> epeats the prompt	<u>W</u> h-prompts
	<u>D</u> istancing prompts

Dialogic Reading Strategies

PEER



Whitehurst & Lonigan, 1998

CROWD Examples from Demonstration Book

- **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

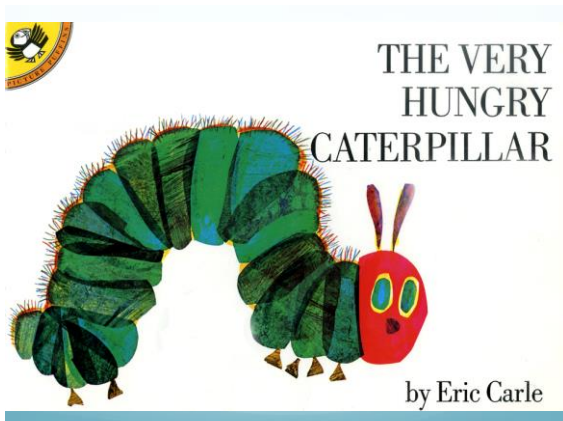
Demonstrate with Book

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



In the light of the egg lay on

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 Pictures
Teacher – And what is this? As points at the moon.
Child – Moon
Teacher Expansion – Yes, 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 it that round. Everyone that with me – The round moon
Children Repeat – 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?

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 to 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.

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

Teacher – Looks like you were right. He did start to look for food.
Teacher - Let's see what he eats first.

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?

WH - What is the caterpillar eating?

On Monday he ate through one apple.
 But he was still hungry.

On Tuesday he ate through two pears.
 But he was still hungry!

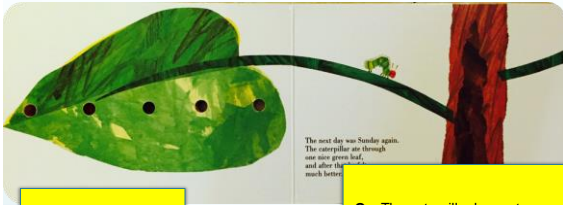
WH - What is the caterpillar eating now?
Child – Pears
Teacher Expansion – Work on Bringing in Math skills - Yes, pears, How many pears? Let's count together.
 1, 2 Green Pears

C – But he was still _____

On Wednesday he ate through three plums.
 but he was still hungry.

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

C - But he was still _____



O – How do you think the caterpillar feels now after he ate a nice green leaf?

O – 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 anymore. He was a big, fat caterpillar.

C – 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 caterpillar's 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

RTI Model



Evidence-Based Practice is.....

identifying research-practices that have been validated through rigorous review

A decision-making process that integrates the best available research evidence with family & professional wisdom & values

Byusse & Wesley, 2006; Buysse, Wesley, Smider, & Wilson, 2006; Buysse, Smider, & Wilson, 2006; Thompson, & Harris, 2005

Doing What Works Clearing House

- **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

Further Research on Dialogic Reading

"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://edlkc.ohs.acf.hhs.gov/hslc/ta-system/cultural-linguistic/Dual%20Language%20Learners/DLL_%20Resources/UsingMariposaM.htm

Foundational Tier 1 Practice

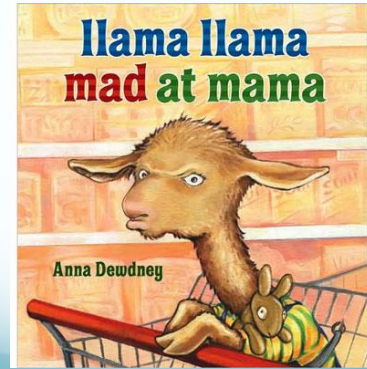
Research to Support that Dialogic Reading Enhances ALL children's language and vocabulary skills

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

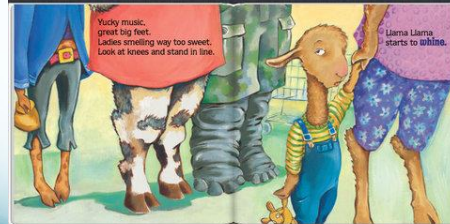
- Why might Brown Bear, Brown Bear or Polar Bear Polar Bear not be good choices for Dialogic Read Aloud?
- But why would the Very Busy Spider be another good choice?



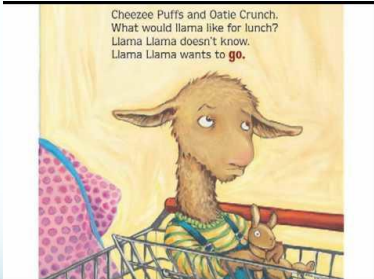
Llama, Llama mad at mama by Anna Dewdney

- 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

Llama, Llama Mad at Mama by Anna Dewdney



Cheeze Puffs and Oatie Crunch.
What would llama like for lunch?
Llama Llama doesn't know.
Llama Llama wants to **go**.



Story and Photos Young Children Can Identify With

