

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

Sharon Palsha, Ph.D.
Clinical Associate Professor
University of North Carolina at Chapel Hill
January 14, 2016

A photograph of a white, domed gazebo with columns, surrounded by red azaleas and a brick building in the background. The gazebo is the central focus, with a black trash can inside. The foreground is filled with vibrant red azalea flowers. In the background, a large brick building with a chimney is visible under a clear blue sky.

Welcome from
Chapel Hill, NC



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 (**P**rompt-**E**valuate-**E**xpand-**R**epeat)

(Whitehurst, 1992)

Dialogic Reading Strategies (What Works Clearinghouse, 2007)

PEER	CROWD
<u>P</u> rompts 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

- **Prompt**

Use CROWD ?'s to prompt

- **Evaluation**

- **Expansion**

- **Repetition**

- **CROWD**

- **Completion**

- **Recall**

- **Open-Ended**

- **Wh-questions**

- **Distancing**

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

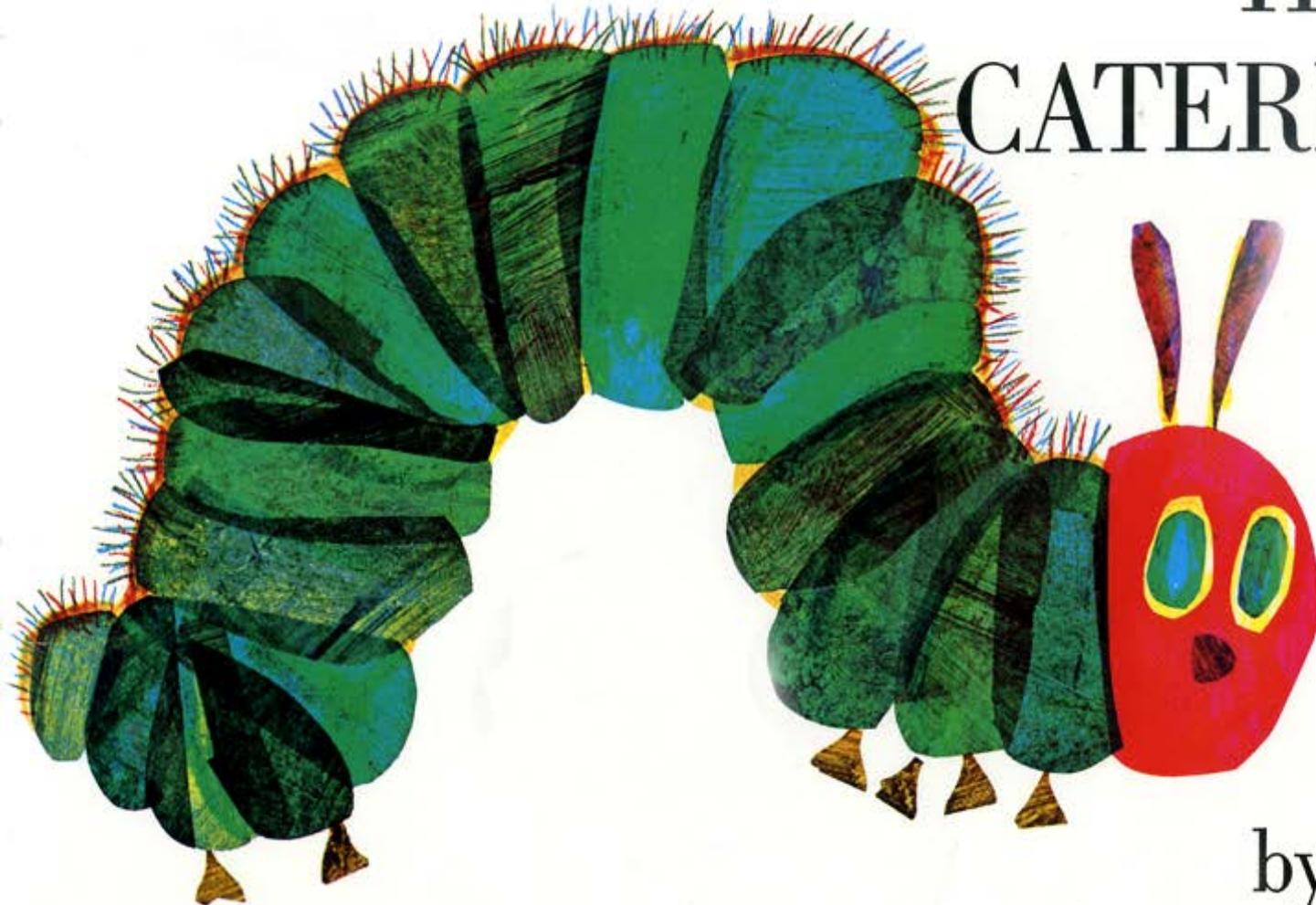
W –Who, What, Where, Why and When

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

Will also demonstrate how teachers use PEER and **EXPAND** on children’s responses



THE VERY HUNGRY CATERPILLAR



by Eric Carle



In the light of the
egg lay on a

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.



Child – Circle

Teacher – Yes the shape is

a circle. When the m

in a circle shape we

that round. Everyone

that with me – The r

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**

**Additional Prompts Related to
Pictures**

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

Child – Moon

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

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?

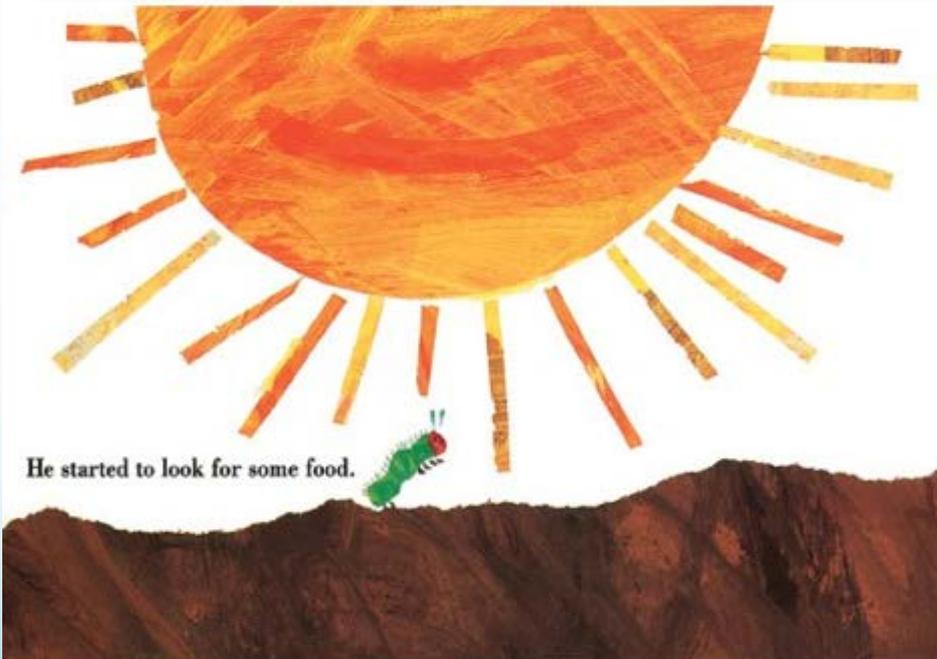
Child – When you are hungry you want food.

Teacher – That is a good reason. Then let's keep reading and find out.

ning t
ut of t
hungry

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 still
hungry.

On Monday he ate
through one apple.

But he was

WH - What is the
caterpillar eating?

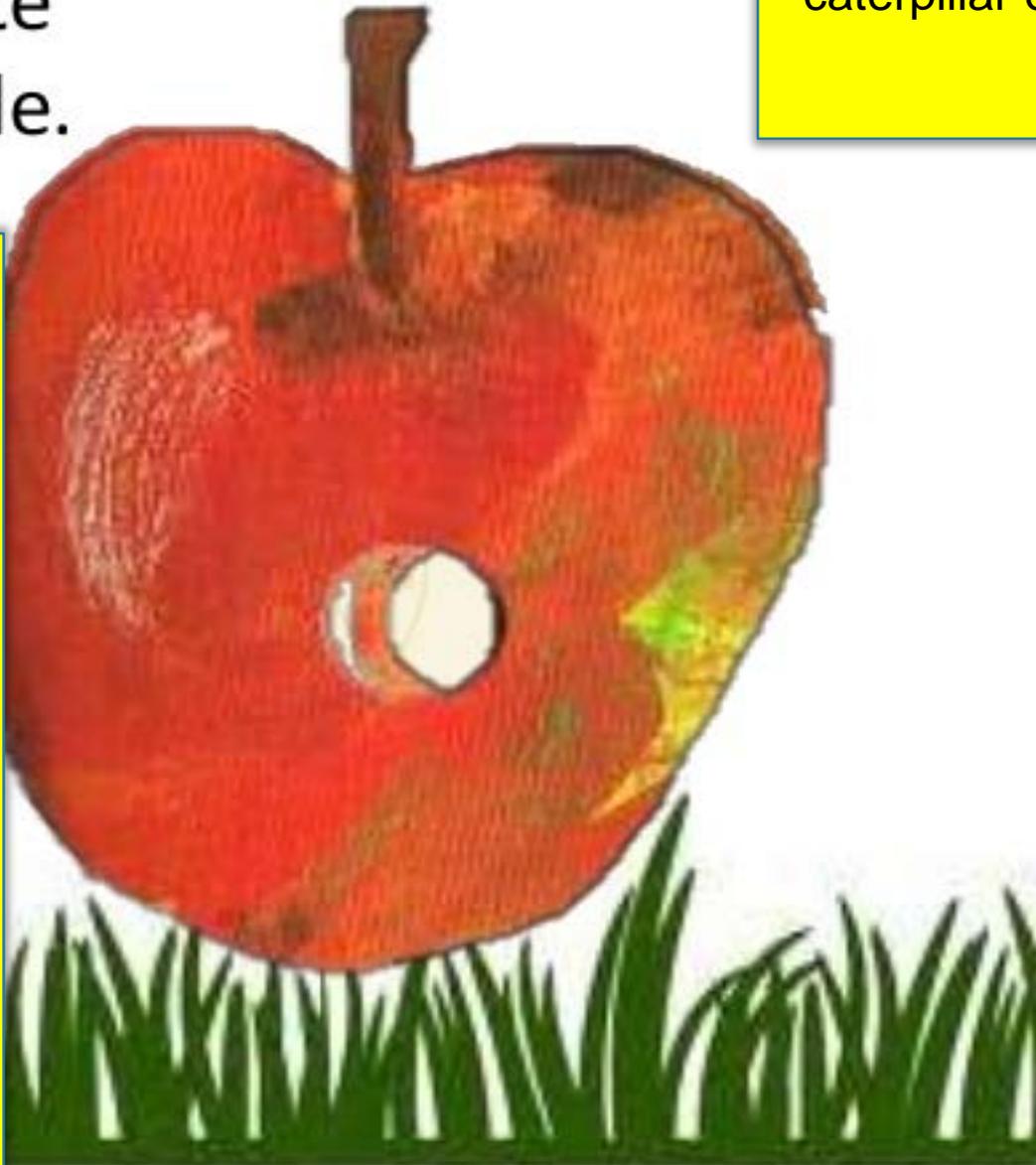
Child responds – Apple
Teacher expansion – Yes,
an apple. Followed by a
Wh? – Can you tell me what
color the apple is?

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

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



On Thursday he ate through
four **strawberries...**

C - But he was
still _____

On Friday he ate
through five oranges.

But he was
still hungry!

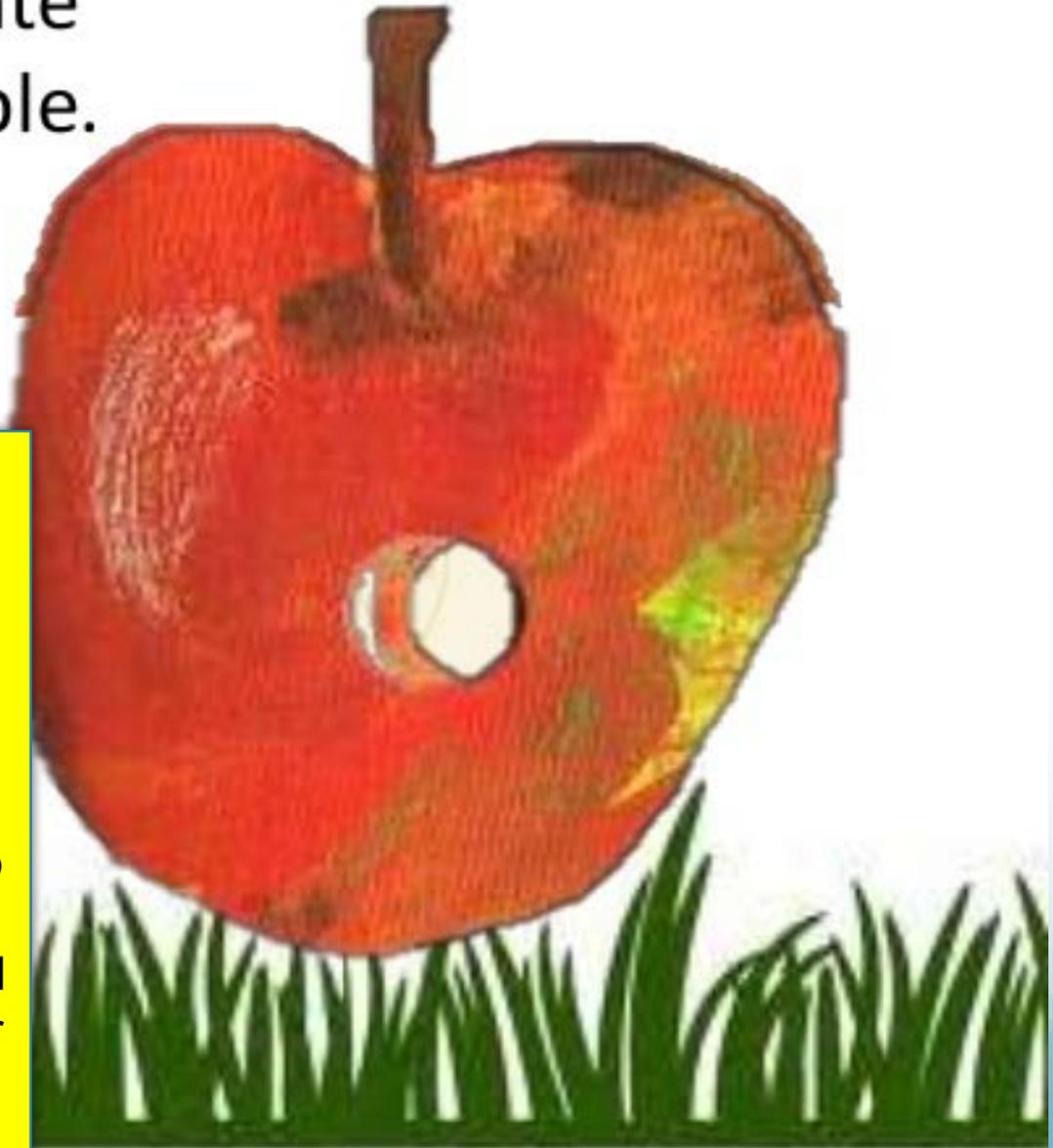
C - But he was
still _____



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...**

On Saturday
he ate through
one piece of
chocolate cake, one ice-cream cone, one pickle, one slice of Swiss cheese, one slice of salami,



one lollipop, one piece of cherry pie, one sausage, one cupcake, and one slice of watermelon.

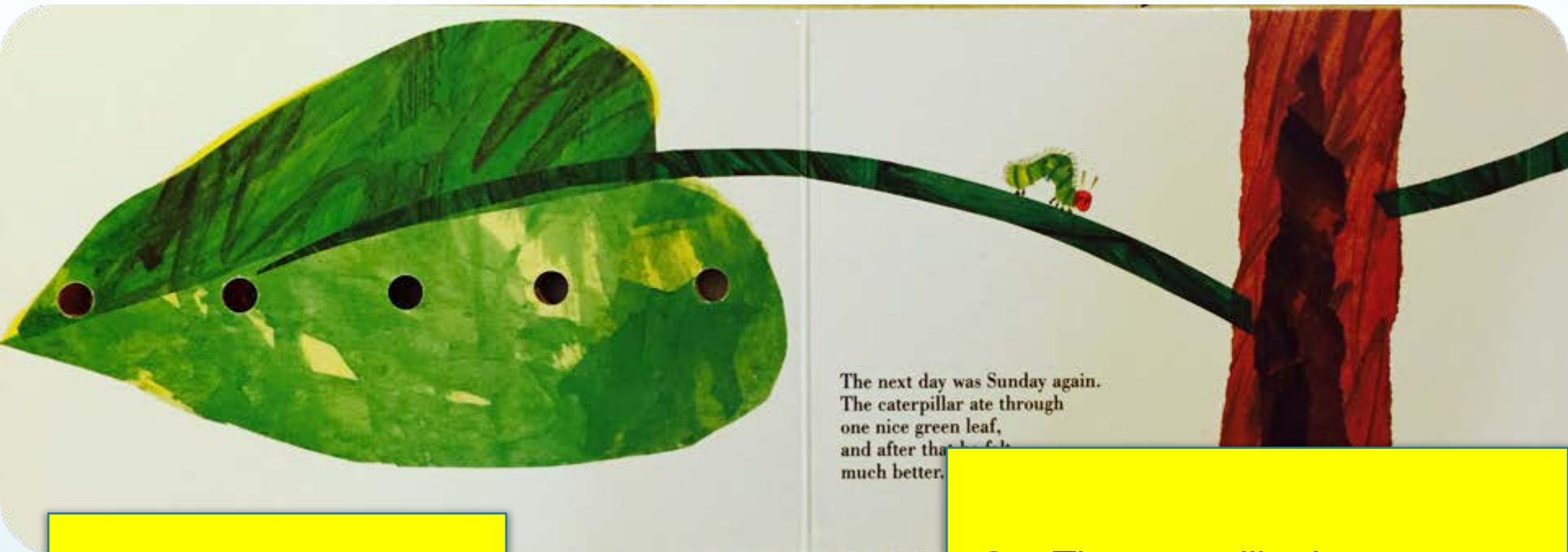


machache!

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?**



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

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

○ – 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
more. He was a big, fat caterpillar

C – He was a big, fat

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

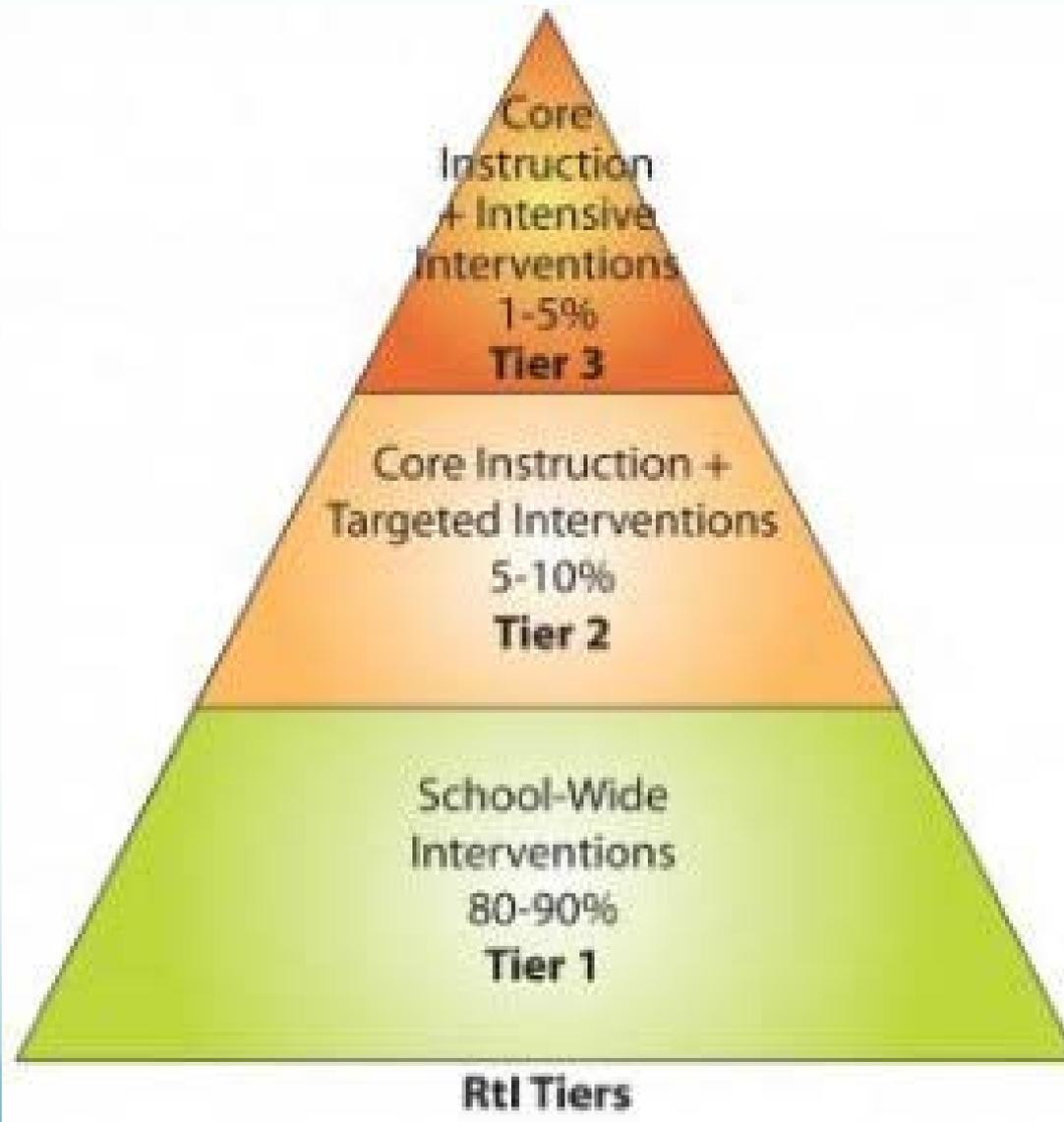
Increasing language skills

Also builds Social-Emotional and Self-Regulation Skills

Social interactions

Turn taking

RTI Model



Evidence-Based Practice is.....

identifying a decision-specific research-based practices that integrates the best available research evidence with family & professional wisdom & values

making process

that integrates the best available research evidence with family & professional wisdom & values

been validated through a rigorous review process

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://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

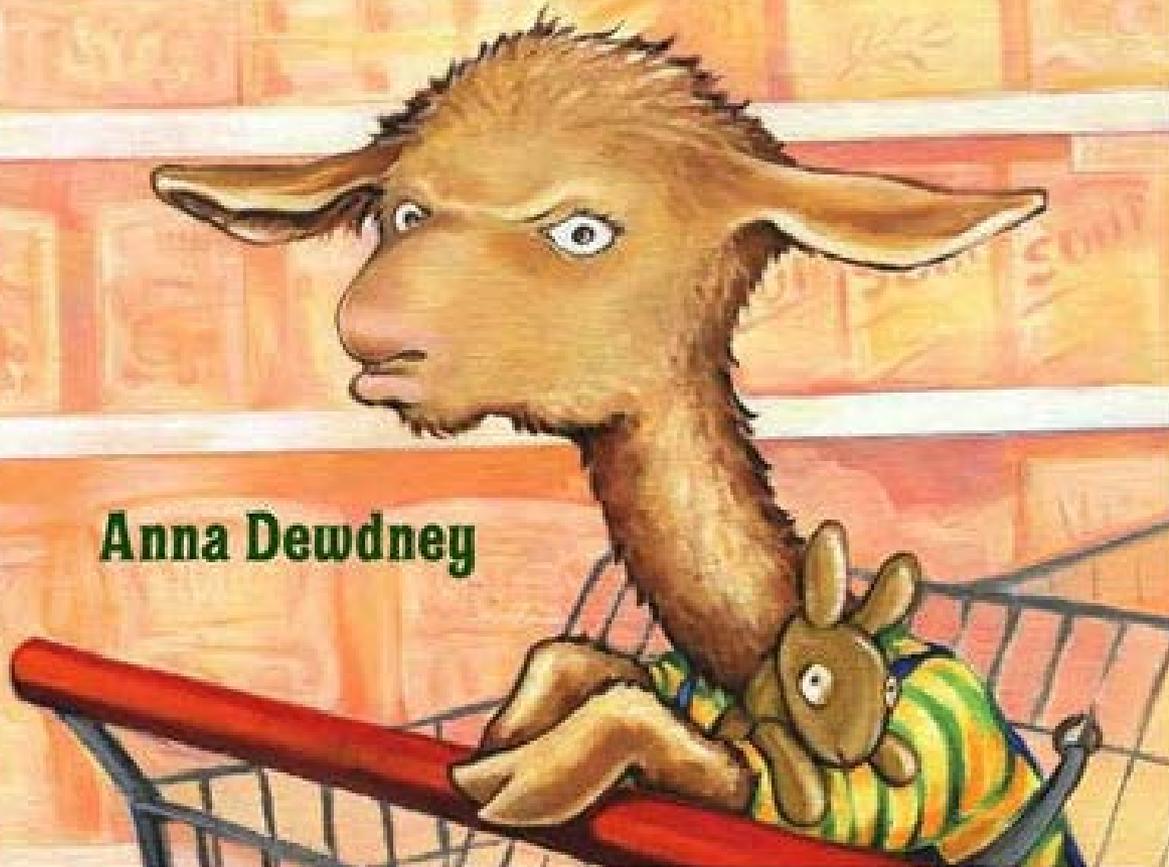
- High Interest
- Colorful illustrations
- Not too much text, but text that allows for conversation with the children
- Opportunities to **ask all types of CROWD questions**
- **Opportunity to have a CONVERSTION around the book**

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

Anna Dewdney



Ilama, Ilama mad at mama

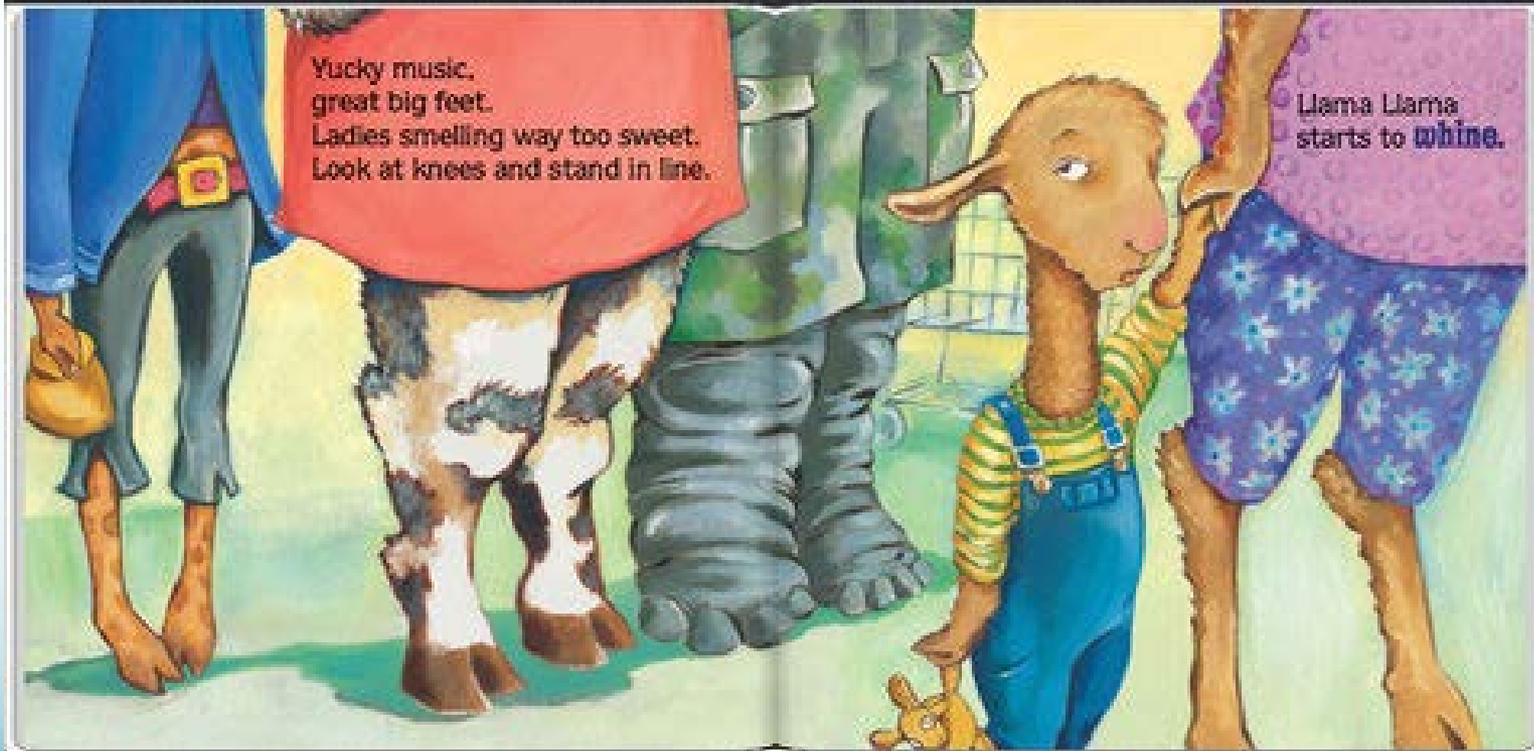
by

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



Cheezee 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



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



CROWD Strategy Planning Sheet



Title:	
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?

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

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

