



## Pearson Family Book Nights

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### Introducing and Using the Dialogic Reading Method

Family Book Night provides a unique opportunity to introduce adult family members to the concepts and tools used in dialogic reading, a proven and effective method of encouraging young readers. In case you are unfamiliar with the method, an overview with examples follows. Also provided are tips for presenting the method to family members through a brief presentation and discussion on Family Book Night.

#### What Is Dialogic Reading?

Simply put, dialogic reading is taking turns in a conversation about a book, or reading and talking about it. Talking about books is important for small children. Researchers have learned that when children are regularly engaged in repeating, correcting, and expanding their use of language around a book, they improve their language and literacy skills. Because having a conversation about a book often naturally begins with questions, Grover J. Whitehurst (current director of the Institute of Education Sciences) developed a way to ask questions during reading. Asking and responding to questions forms the basis of dialogic reading.

#### The PEER Sequence

The word *PEER* stands for the way you ask questions and respond to a child. *PEER* stands for prompt, evaluate, expand, and repeat. You can use the *PEER* sequence for almost anything you read with a child. The chart shows steps, sample questions, and responses.

##### The PEER Sequence

Step	How do you do it?	How does it help?
<b>P = Prompt</b> the child Example: <i>Adult: What is this?</i> <i>Child: A cat.</i>	<ul style="list-style-type: none"><li>Ask the child a question or invite the child to talk about something on the page.</li><li>You can prompt the child to name an object on the page or talk about something in the story.</li></ul>	<ul style="list-style-type: none"><li>Focuses attention.</li><li>Engages the child in the story.</li><li>Helps the child understand the plot.</li><li>Builds vocabulary.</li></ul>
<b>E = Evaluate</b> what the child says	<ul style="list-style-type: none"><li>Think about what the child says. Is the answer correct? What information can you add?</li></ul>	
<b>E = Expand</b> on what the child says Example: <i>Adult: Yes, it's a big orange cat. Can you say that?</i>	<ul style="list-style-type: none"><li>Add a few words to the child's response.</li><li>In some cases, gently provide the correct response.</li></ul>	<ul style="list-style-type: none"><li>Encourages the child to say just a little more than he or she would naturally.</li><li>Builds vocabulary.</li></ul>
<b>R = Repeat</b> Example: <i>Child: A big orange cat.</i>	<ul style="list-style-type: none"><li>Ask the child to repeat the expanded or correct response.</li></ul>	<ul style="list-style-type: none"><li>Encourages the child to use language.</li></ul>

## Different Kinds of Prompts

As you know, the kinds of questions you typically ask a very young child (2 to 3 years old) are different from the questions you can ask an older child (4 to 5 years old). Dialogic reading techniques will help build a younger child's verbal language skills and vocabulary. Older children can recall events in a story and can make connections between what they see in a book and their own lives. The letters in the word *CROWD* stand for the kinds of questions (or prompts) developed for dialogic reading. *CROWD* stands for *completion*, *recall*, *open-ended*, *wh-prompts*, and *distancing*. Recall and distancing questions are only for four- to five-year-olds. The chart shows sample prompts.



### The CROWD Sequence

Kind of Prompt	How do you do it?	How does it help?
<b>C = Completion</b> <i>Example:</i> Let's finish this page together. Over the meadows, in a hole in a tree, Lived a mother bluebird and her little birdies _____.	<ul style="list-style-type: none"> <li>Ask the child to complete a word or phrase. Completion questions are often used in books that rhyme.</li> <li>Ask the child to supply a repeated refrain, such as, "Not by the hair of my chinny, chin, chin."</li> </ul>	<ul style="list-style-type: none"> <li>Encourages the child to listen to and use language</li> </ul>
<b>R = Recall</b> <i>Example:</i> What happens after the wolf climbs onto the third little pig's roof?	<ul style="list-style-type: none"> <li>Ask the child about what happens in the story.</li> <li>Ask the child what the characters do.</li> </ul>	<ul style="list-style-type: none"> <li>Builds a sense of story.</li> <li>Helps the child to recall details.</li> </ul>
<b>O = Open-ended</b> <i>Example:</i> Tell me what is going on in this picture.	<ul style="list-style-type: none"> <li>Ask the child to tell you what is happening in the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Provides an opportunity for the child to use language.</li> </ul>
<b>W = Wh- prompts</b> <i>Example:</i> What's this called? What does the pig use it for?	<ul style="list-style-type: none"> <li>Point to something in the picture and ask the child to name the object or action.</li> </ul>	<ul style="list-style-type: none"> <li>Builds vocabulary.</li> </ul>
<b>D = Distancing</b> <i>Example:</i> Have you ever made a cake? What did it look like?	<ul style="list-style-type: none"> <li>Ask questions that relate something in the story to the child's life.</li> </ul>	<ul style="list-style-type: none"> <li>Helps the child make connections between books and life.</li> <li>Provides an opportunity for the child to use language.</li> </ul>





## Dialogic Reading Presentation

While Family Book Night is a lot of fun for the participants, there is also valuable information to share with family members about their children's development. It is recommended to share this information either during the book assembly stage or immediately after, in small to medium-size groups. At the end of the event, participants will receive the handout entitled "Read Together: Simple tips for reading with your child," which covers the basics of dialogic reading. Below are a few talking points to use in your presentation and discussion of family reading, to expand on what they will be given.

### **Discuss the importance of reading and literacy for young people, by:**

- Explaining that children are much more likely to succeed in learning when their families actively support them;
- Talking about how helping to develop reading skills is the most important thing adults can do to help their children; and
- Sharing the concept that how well children learn to read affects their success in school and does much to shape how well they do throughout their lives.

### **Give an overview of dialogic reading by:**

- Explaining that reading aloud helps children to learn new words, learn more about the world, learn about written language, and see the connection between words that are spoken and words that are written;
- Discussing how dialogic reading works, highlighting the PEER sequence;
- Presenting examples of the prompt process; and
- Demonstrating (if appropriate) the method with a child volunteer, using the child's new ABC book.

Make sure to answer any questions family members may have.