



Promoting Dialogic Reading

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Supporting Literacy Engagement and SEL

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What does this quote mean?

“How we read to preschoolers (children) is as important as how frequently we read to them.” (Whitehurst, 2002)



Dialogic Reading-Why is it important?

What is dialogic reading?

- According to the U.S. Department of Education (2010), “Dialogic reading is an interactive shared reading practice designed to enhance young children’s language and literacy skills.”

Why is it important?

- There is a link between poor oral vocabulary and poor behavior (Duff & Tomblin, 2018; Fujili, et al., 2001; Kaiser,et al., 2000; Caulfield, et al., 1989)
- Dialogic reading supports the development of language/ vocabulary and can be used to teach/model appropriate behaviors.

What is the connection between poor language skills and poor behavior?

One thought is pragmatic language. Pragmatic language is the the ability to communicate appropriately both verbally and non verbally with others.

Some examples of pragmatic language skills:

- Turn taking
- Asking questions
- Maintaining the conversation
- Relevant contributions
- Adjusting language (situation/peers)
- Body language/eye contact



Dialogic Reading and Literacy

Through the dialogue that occurs in dialogic reading, emergent literacy skills are developed. Some emergent literacy skills are:

- New vocabulary
- Verbal fluency
- Narrative skills
- Story components
- Phonological awareness
- Print awareness
- Comprehension



Swanson et al., 2011 study concluded that the extended dialogue/questioning between children and adults involving picture storybooks can improve the children's literacy outcomes.

Dialogic Reading and SEL

Researchers have found that Dialogic Reading (DR) supports literacy development (Daunic, et al., 2013; Doyle & Bramwell, 2006) and with the appropriate book using DR techniques, social and emotional learning takes place (Fettig, et al., 2016).

These stories model problem solving and interactions that help the child to relate to the characters on an emotional level (Doyle & Bramwell, 2006). Children relating at the emotional level helps children develop pro-social skills involving attention, learning, decision-making, and memory (Fivush, 1998).



Educators and Parents use Dialogic Reading

Two acronyms are used to show educators and parents how to use dialogic reading with children.

P.E.E.R. is used as a strategy or technique to stimulate deep response from the child.

Prompt the child to talk about the book.

Evaluate what the child says.

Expand on what the child says.

Repeat the prompt.

**Recently added to P.E.E.R. (+P.A.)

Praise and Apply what the child says.

Educators and Parents use Dialogic Reading

Under the category of P.E.E.R., C.R.O.W.D, the other acronym, is used to help with what type of questions to use when prompting of responses from the child.

Completion

Recall

Open-ended

"Wh" - Who, What, When, Where, Why?

Distancing

**Recently added to C.R.O.W.D (-H.S.)

Home

School

Let's try one...

Using the story *The Snowy Day* by Ezra Jack Keats, let's walk through the DR process (PEER) and develop some questions (CROWD-HS).

https://jamboard.google.com/d/1S_d9mJkWCuKqk4zjzhXaDoUIYZld8dELCh_P_IzHa9g/edit?usp=sharing

Links to Social Emotional Learning Books

The Center for Social and Emotional Foundations for Early Learning

<http://csefel.vanderbilt.edu/documents/booklist.pdf>

30 Books for Social Emotional Learning

<https://thisreadingmama.com/social-emotional-learning-books/>

22 Books for Social Emotional Learning

<https://betterkids.education/blog/22-children-books-that-support-social-emotional-learning>

50 Books for Social Emotional Learning

<https://www.weareteachers.com/15-must-have-picture-books-for-teaching-social-emotional-skills/>

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