

The Dialogic Reading Method from *Read Together, Talk Together*

The **PEER Sequence** is a short conversation between the child and the adult. This approach to sharing a book is used after you have read a book through at least once. It can be used while reading almost every page of a book. The goal is simple: to let the child become the storyteller of the book. Then the adult reads less over time. Listen to the child talk; follow what is being shared by the child.

PEER Sequence:

Prompt the child to say something about the book or page.

- Ask the child a question about something on the page
- Have the child name an object on the page or talk about something in the story. This gets them engaged in the story and helps build their vocabulary.

Evaluate the child's response.

- Is their answer correct? This will help you figure out what information you can add.

Expand the child's response by rephrasing or adding a little more information to it.

- Expand on what the child said. This will help to build their vocabulary.
- If the child gave an incorrect answer, help him with the correct answer.

Repeat the child's response to make sure that the child has learned something from it.

- Have the child repeat your expansion. This, too, will help their vocabulary.



CROWD: There are 5 types of prompts to use to begin the **PEER Sequence**.

Completion – Have your child complete a common word or phrase in the story. This provides children with information about the structure of language that is critical to later reading. This prompt is typically used in books with rhyming or repetitive phrases.

- Have the child complete a common word or phrase in the story. This will encourage them to listen for their part.

Recall – Ask your child questions about what happened in a book they have already read. For example, ask them about what happened in the story or ask them questions about what happened on the page that's just been read. Recall questions can also be asked at the end of a book to summarize the action or main point or at the beginning if the story has been previously read. This will help your child to remember what happened in the story. (This is a good memory challenge.) *Best used with children ages 4 and 5.*

- For example, you might say, "Can you tell me what happened to the caterpillar in this story?"
- Recall prompts can be used at the end and the beginning of a book a child has read before.
- This technique works well for nearly every kind of book, except alphabet books.
- Recall prompts help children to understand a story's plot and to describe sequences of events.

Open-ended – Have your child talk about what is happening in the pictures in the books you read together. Open-ended prompts help children increase their expressive language. This will help them develop their vocabulary and narrative skills.

- For example, while looking at a familiar page, you might say, "Tell me what is happening in this picture."
- Works best with pictures that have rich detailed instructions.

Wh- questions – Have your child answer who, what, where, when, why, and how questions about the story and its pictures. Such prompts teach children new vocabulary by repeating words in the book. (Best used with children ages 4 and 5).

- For example, you might say, "What's the name of this?" while pointing to an object in a book

Distancing – Ask children to relate the pictures or words to their own experiences. Such prompts help children form a bridge between books and the real world. Distancing questions help children with their vocabulary, conversational skills and narrative skills (Best used with children ages 4 and 5).

- For example, while looking at a book with a picture of animals on a farm, you might say something like, “Remember when we went to the farm last week. Which of these animals did we see there?”

The best books to use with this method are those that have rich, detailed pictures and are interesting to your child. Always follow your child’s interest when choosing and sharing books.

Source: Dr. Gover J. Whitehurst, Professor of Psychology and Pediatrics, SUNY, Stony Brook