

Guidelines for Dialogic Reading in Small Groups

Level I. Dialogic Reading Session (First Reading of Book)

- The ultimate goal of Level I is to encourage children to talk during story time to increase their language skills.
- Do this by encouraging children to label the pictures.
- Gradually encourage children to say more about the picture.

Level I Steps:

1. Ask 'what' type questions
 - What is that?
 - What is she pulling?
2. Evaluate child's answers
 - "Yes, that is a wagon."
3. Have all the children repeat the new word
 - "Everyone say wagon."
4. Follow answers with more questions
Questions about an aspect of the object
 - What color is the wagon?
 - What shapes can you see on the wagon?
 - Questions about the object is used for.
 - Who uses a wagon?
 - What can you do with a wagon?
5. Help each child as needed
6. Praise (a lot!) and encourage each child
7. Shadow each child's interests
8. Have fun!

Level I Guidelines:

1. Each book should be read numerous times. At the first reading the adult does most of the talking-but not all! Start with a few 'what' type questions.
2. For each additional reading of the same book the child should be engaged in more of the talking. Encourage the children to talk more about the pictures.
3. The adult needs to develop the habit of having the whole group repeat new information.
4. The adult needs to ask each child questions in such a way that the children can stay involved and engaged in the answer.

Remember:

- Follow the child's interests (but maintain the story line)
- Everyone gets a turn
- Respect each other – listen to each other

Level II. Dialogic Reading Session (Second Reading of Book)

There are two new goals for Level II:

1. We want the child to come up with his/her own description of a picture from the book.
2. The child should start to use longer phrases when responding.

1. Ask open-ended questions.

- What do you see here?
- What's happening on this page?
- Can you tell me more about the kittens?

Open-ended Questions:	Examples of Open-ended Questions:
<ul style="list-style-type: none"> • Open-ended questions are hard at first. Encourage any attempt from the child to answer • Help child as needed • Once the child has gotten used to the new format of open-ended questions, encourage them to expand their responses. 	<ul style="list-style-type: none"> • What's happening here? • What do you see in this picture? • Tell me more. • What else do you see?

2. Expand what the child says.

Repeat back child's answer with a few more words. Have child repeat longer response.

Expansion Guidelines: <ul style="list-style-type: none"> • Add only one or two words to child's original response. - keep it short and simple. • Be sure to repeat back at least part of what the child said. • Give feedback some of the time. • Pause after an expansion to see if child will repeat without a prompt. • Sometimes ask the child to repeat the expansions. • Stress the new word(s) and speak slowly 		
Ways to encourage longer descriptions <ul style="list-style-type: none"> • Model a good answer. Make comments about the picture using sentences at about the same level as the children, then pause. "She's pulling the boy in the wagon." • Say part of a sentence and have them fill in the last part. "She's pulling _____." • Say something incorrect about the picture then pause to see if they will correct you. "She's pulling the cow in the wagon." 		
Examples of Expansions:		
Child: "a mouse" Adult: "a mouse hiding"	Child: "it eating" Adult: "The ladybug is eating."	Child: "I sawed it" Adult: "You saw the cat."
Child: "he on that" Adult: "Right, he is on the couch."	Child: "boat" Adult: "A big boat."	Child: "Bird up there" Adult: "The bird is flying."

3. Have fun!

Level III. Dialogic Reading Session (Third Reading of Book)

The goal of Level III is to have the children use the new vocabulary while talking about the story plot and/or the children's personal experiences; not just the pictures.

Level III. Goals:

1. Reinforce the vocabulary
2. Link the vocabulary with the story plot
3. Link vocabulary with personal experiences
4. Gain verbal fluency with the new vocabulary

Level III. Guidelines:

- Always use a book that is very familiar to the children.
- Start each new book with Level I then Level II questions before using Level III.
- Continue to repeat what the child says and use expansions.
- Continue to provide models as needed.
- Remember to have a mix of all levels of questioning with straight reading.

Level III. Questions to Ask:

1. Ask **recall** questions that **refer** to the story plot or narrative.
 - "What did he do next?"
 - "Why was he sad?"
 - "What happened at the end?"
2. Ask **distancing** questions that refer to the child's **personal experiences** and remote events.
 - "Did you ever see one?"
 - "What did it do?"
 - "Do cats go to school?"
 - "What do cats really like to do?"
 - "Have you ever gone camping?"
3. Have the children take turns telling the story. Provide help when needed with vocabulary words, but let them direct the story telling. The focus is on verbal fluency not on getting every detail correct.
 - Either you or the children can hold the book.
 - The children can tell the story as a group or each child can take turns telling about each page.
 - The children can ask questions of the other children (take the role of teacher).
4. **Enrichment Activities:** reinforce vocabulary throughout the day that has been introduced in the DR sessions.

Level III. Talking (Act out story)

- They can describe what they are doing
- They can speak the lines
- They can describe which character they are, what they would be wearing, and what they did in the story
- Writing (make book), Art (draw picture)...