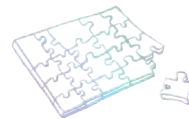


**Research findings show that adult-child shared book reading with 4- and 5-year-olds using dialogic reading techniques helps build early literacy skills and strengthen language development.**

The early childhood practice described in this brochure is based on findings from a practice-based research synthesis conducted at the Research and Training on Early Childhood Development (RTC) by Patricia A. Cutspec, Ph.D, who is an Assistant Professor at East Tennessee State University: Cutspec, P. A. (2006). Effects of dialogic reading on the language development of four- and five-year-old children. *Bridges*, 4(3). To read or download the complete research synthesis, visit [www.researchtopractice.info](http://www.researchtopractice.info), or order copies from Winterberry Press on-line at [www.wbpress.com](http://www.wbpress.com) or at the mailing address printed below. All opinions expressed in the research synthesis, this practice guide, and related materials are those of the Research and Training Center on Early Childhood Development and do not necessarily reflect the views of the



#### **Evidence-Based Practice Guides**

Additional practice guides are available from the RTC for this and other important early childhood topics.

Related materials also are available as part of evidence-based *Solutions Tool Kits*.

Please see descriptions of these resources and information for ordering under "Products" at

[www.researchtopractice.info](http://www.researchtopractice.info)

Research and Training Center on Early Childhood Development  
Center for Evidence-Based Practices

Orelena Hawks Puckett Institute

828-255-0470 ♦ 800-824-1182.

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*Cornerpiece*

**Punch Up  
the Power of  
Adult/Child  
Shared  
Reading  
with  
Preschoolers  
and  
Kindergartners**

**An  
Evidence-Based  
Early Childhood  
Intervention  
Practice**

# Punch up the Power of Shared Reading with 4- and 5-year-olds



## What is the practice?

**Dialogic Reading** is a highly effective way adults can help young children build language and literacy skills during times of shared storybook reading.

The technique centers on three basic principles:

- The child is encouraged to take an active role during story time.
- Feedback is encouraged by adult example, corrections, and praise.
- During each shared reading session, the child is encouraged to respond just a little bit more than the last time.

In dialogic reading, the adult:

- Asks the child specific types of questions,
- Evaluates the child's responses,
- Expands on those responses, and
- Has the child repeat the expanded phrases.

The acronyms **CROWD** and **PEER** help the adult reading with a preschooler or kindergartner remember specific types of questions and prompts that encourage conversation about the story.

## How do we do it?

- **Select books and other materials that are written simply and clearly and that include appealing, richly detailed illustrations.**
- **Include these eight features in shared reading times with your preschooler:**
  - Choose reading material that interests the child.
  - Ask "What?" questions and repeat the child's answers.
  - Be patient, but offer help when needed.
  - Show continued interest in what he/she tells you.
  - Shift from "What?" to "How?" and "Why" questions.
  - Keep demonstrating interest.
  - Praise the child's for his/her responses.
  - Have fun, laugh, and smile!
- **When he/she becomes familiar with this type of interaction, add the CROWD questions and the PEER prompting techniques.**

### CROWD

**Ask these five types of questions:**

- **Completion** (fill-in-the-blank) questions
- **Recall** questions (that ask a child to remember aspects of the book)
- **Open-ended** questions (that encourage a child to respond using his/her own words)
- **Wh** questions ("What?" "Where?" "Why?")
- **Distancing** questions (that ask a child to relate book content to other aspects of his/her life)

### PEER

**Prompt more interaction in these ways:**

- **Prompt** the child to label objects in the book and talk about the story.
- **Evaluate** the child's responses.
- **Expand** the child's statements by repeating what he/she has said and adding information to it.
- **R:** Encourage the child to repeat the expanded phrases.

## Take a look!

- C:** "The little monkey called George sometimes causes trouble because he's very \_\_\_\_\_?"
- R:** "Can you remember where the Man in the Yellow Hat first met Curious George?"
- O:** "How do you think George felt when the man caught him and took him away on the ship?"
- W:** "Why did the man leave George at home alone?"
- D:** "What are some of the interesting things you saw monkeys do when our family visited the zoo?"
- P:** "What's that (point to picture)?" "How is that telephone different from the ones we use nowadays?"
- E:** "That's right! You noticed the differences right away."
- E:** It has a twisting cord and a dial instead of touch-tone buttons. This story and pictures were made quite a few years ago, and things like phones were different then. Some of the things here look old-fashioned."
- R:** "It's what we'd call an *old-timey* or *old-fashioned phone*. Can you say 'This phone looks old-fashioned?'" "Now let's look through the book and see if we can find other old-fashioned things."

## Is it working?

Has the amount of time the child spends talking with others increased?

Has the child's vocabulary become larger and more varied?

Has the child become the storyteller during shared reading times?

Has the child shown increased interest in reading?