

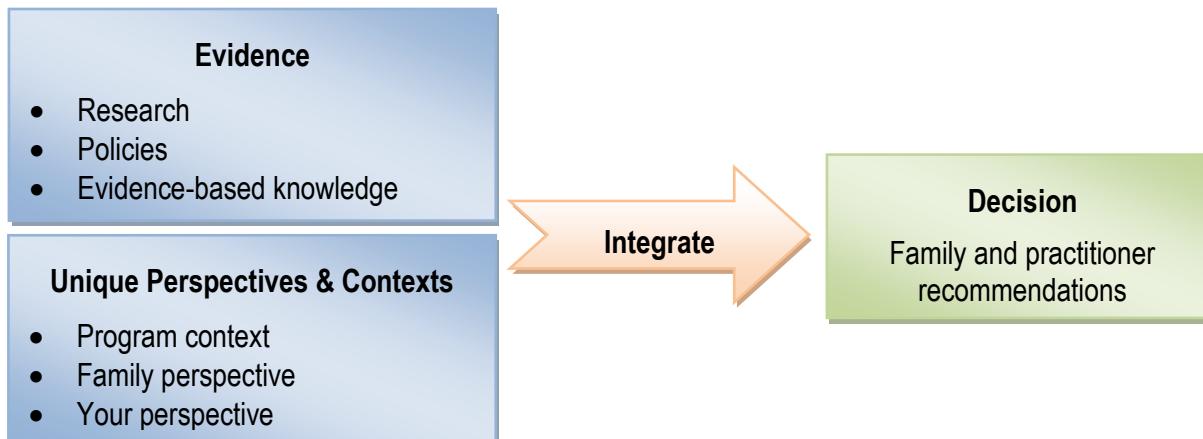
Use evidence-based practice decision-making

Name

Date

Instructions

To decide whether to recommend dialogic reading practices to engage children and develop early language and literacy skills, you will need to integrate general sources of evidence, different perspectives and the unique context in this dilemma to make a recommendation for the answerable question you posed in Step 2.



1. Summarize Step 3: Evidence

- a. List the major points from [Handout 6.1: Research Summary on Dialogic Reading](#) and [Video 6.2: Dr. Christopher Lonigan: Research on Dialogic Reading](#) to summarize the best available research on dialogic reading practices.

Activity 6.10a

- b. List the major points from the 7 recommended policies essential for achieving developmentally appropriate literacy practices in [Activity 6.7](#).

- c. List the major points from the professionals and parent on dialogic reading in [D: Experience-Based Knowledge](#).

2. Consider the context

Summarize your answers from [Activity 6.9a: Consider the unique contexts](#).

Activity 6.10a

3. Integrate the evidence and context to make a decision.

Recall the answerable question: When reading to young children in early care and education settings (P), is the use of dialogic reading (I), effective in developing early language and literacy skills (O)?

Weigh the evidence in light of the context to come to a decision. What is your recommendation? Should Tenisha use dialogic reading practices when reading to her children? What considerations should she keep in mind given the characteristics of her children and the environment? Be prepared to discuss.

For learners in practice settings (optional)

4. Thinking about your own classroom context and the read alouds you have done, how would dialogic reading practices fit with the children in your class? What is your classroom context? How would these practices fold into your teaching strategies?

Hints