Dialogic Reading Observation Form-Answer Key

Introducing the Book	
Title of the Book The parent or teacher reads the title of the book to the children before beginning the read aloud.	*Circle Yes or No to indicate whether this occurs.* ☑ *YES* ☐ *NO*
Author of the Book The parent or teacher tells the children who the author of the book is before beginning the read aloud.	*Circle Yes or No to indicate whether this occurs.* ☑ *YES* ☐ *NO*
Asks a Question to Build Children's Interest The parent or teacher asks the children a question before beginning the read aloud to build the children's interest in the story. (*Ex: What do you think this book is about?*)	*Circle Yes or No to indicate whether this occurs.* ☑ *YES* ☐ *NO*
Make notes about examples of **introducing the book** you observed:	

Reading the Book	
*Make a tally mark in the box <u>each time</u> you observe a **CROWD** prompt being used.*	
Completion- The reader creates an incomplete sentence to prompt the children to come up with the appropriate response (i.e. fill-in-the-blank) (Ex: *To open the mailbox Sam will need to use a ___.)*	✓
Recall- The reader asks a question designed to help children remember key elements of the story (Ex: *Can you remember what happened to Sam and Ellen on the way to the mailbox?*)	
Open-Ended- The reader asks a question or makes a statement that requires children to describe part of the story in their own words beyond just a "yes" or "no" response. (Ex: *Tell me what you think is happening in this picture.)*	✓✓✓
Wh-questions- The reader asks a question about the story that begins with what, where, who, or why. (Ex: *What kind of shoes is Sam wearing?)*	✓
Distancing- The reader helps children make connections between events that happen in the story to those that occur in their own lives. (Ex: *Sam is big enough to go by herself to get the mail. What do you do all by yourself to help Mom or Dad?*)	✓✓✓

Make notes about examples of **CROWD prompts** you observed:

*Make a tally mark in the box <u>each time</u> you observe the **PEER** sequence being used.*	
PEER Sequence (**P**rompt-**E**valuation-**E**xpansion-**R**epetition). The parent or teacher uses a CROWD prompt, then evaluates and expands on the children's responses, and then repeats the prompt to provide another opportunity for the children to respond.	

Make notes about the **PEER sequences** you observed:

The teacher prompts, evaluates and expands on the children's responses, but does not repeat the prompt.

Closing the Book	
Asks a Question to Maintain Children's Interest After finishing the book, the parent or teacher asks the children a question to maintain their interest in the story. (*Ex: Which do you like better, caterpillars or butterflies? Why?*)	*Circle Yes or No to indicate whether this occurs.* ☐ *YES* ☑ *NO*
Asks a Distancing Question to Connect to Children's Lives After finishing the book, the parent or teacher asks the children a question that relates the story to their everyday lives (*Ex: How do you feel when you eat too much food at dinner?*)	*Circle Yes or No to indicate whether this occurs.* ☑ *YES* ☐ *NO*
Make notes about examples of **closing the book** you observed:	

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