

Module 6: Dialogic Reading Practices

Module Description: Meet Tenisha. She is a pre-K teacher in a public elementary school. She has noticed that some children are not paying attention during storybook reading. Tenisha also wants to see how she can better meet her children's learning needs during storybook reading and wonders if there are specific approaches that she could be using for that purpose.

Table of Contents

The Table of Contents provides an outline of the learner's version of Module 6 along with the module resources (e.g., video and audio clips, activities, and handouts) in the order that they appear in the module.

I. [Introduction](#)

- I. [Learning Objectives](#)
- II. [Learning Cycle](#)

II. [Step 1: Dilemma](#)

In Step 1 learners will hear and read a viewpoint on a practice dilemma. The dilemma is about a teacher wanting to maximize the benefits of storybook reading for the children in her class.

1. [The teacher's viewpoint \(Video 6.1\)](#)
2. [Describe the dilemma \(Activity 6.1a\)](#)

III. [Step 2: Question](#)

Learners use a tool called PICO to turn the dilemma in Step 1 into an answerable question. The activity helps learners create a focused question that is answerable through research.

1. [Turn the dilemma into an answerable question \(Activity 6.2a\)](#)

IV. [Step 3: Evidence](#)

Learners are presented with relevant sources of general evidence to consider in answering the question they posed in Step 2. Dialogic reading practices are defined and further explained with examples and activities. Handouts of evidence are provided on research and policy guidelines related to dialogic reading. Practitioners and a family leader share their knowledge on reading practices. Activities for learners to check their knowledge are provided throughout this Step.

A. Research/Resources

1. [Research Summary on Dialogic Reading \(Handout 6.1\)](#)
2. [Dr. Christopher Lonigan: Research on Dialogic Reading \(Video 6.2\)](#)

3. [Apply the research to practice \(Activity 6.3a\)](#)

B. Definition

1. Dialogic Reading

- a. [Dr. Christopher Lonigan: Defining Dialogic Reading \(Video 6.3\)](#)

2. Selecting Books for Dialogic Reading

- a. [Book Selection for Dialogic Reading \(Handout 6.2\)](#)
- b. [Learn how to select a book \(Activity 6.4a\)](#)

3. Planning for Dialogic Reading

- a. [Dr. Christopher Lonigan: Using CROWD Prompts \(Video 6.4\)](#)
- b. [Preparing a book for dialogic reading \(Video 6.5\)](#)
- c. [Demonstration of how to use CROWD prompts \(Video 6.6\)](#)
- d. [CROWD Strategy Planning Sheet \(Handout 6.3\)](#)
- e. [Preparing a book for dialogic reading \(Activity 6.5a\)](#)
- f. [PEER Sequence and CROWD Prompts \(Handout 6.4\)](#)

4. Conducting Dialogic Reading

- a. [Introducing the Book- Carrot Soup \(Video 6.7\)](#)
- b. [Reading the Book- Carrot Soup \(Video 6.8\)](#)
- c. [Closing the Book- Carrot Soup \(Video 6.9\)](#)
- d. [Dialogic Reading with Katy \(Video 6.10\)](#)
- e. [Dialogic Reading Observation Form \(Handout 6.5\)](#)
- f. [Dialogic Reading Observation Form – Answer Key \(Handout 6.6\)](#)
- g. [Evaluate dialogic reading practices \(Activity 6.6a\)](#)

C. Policies

1. [Consider the policy on reading practices \(Activity 6.7a\)](#)

D. Experience-Based Knowledge

1. [Pam Zornick \(Audio 6.1\)](#)
2. [Samtra Devard \(Audio 6.2\)](#)
3. [Cristina Gillanders \(Audio 6.3\)](#)
4. [Consider experience-based knowledge \(Activity 6.8a\)](#)

V. [Step 4: Decision](#)

Learners listen to an audio perspective of those involved in the dilemma to gain an understanding of the context. In an activity, they integrate the general evidence from Step 3 with perspectives and contexts unique to the dilemma in Step 1 to make an informed decision.

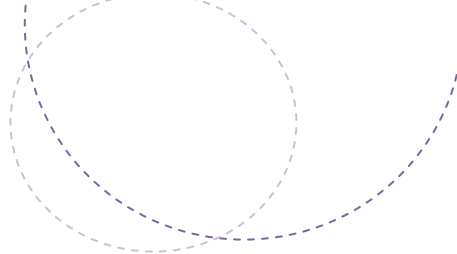
A. Consider Perspectives and Contexts

1. [Tenisha's perspective \(Audio 6.4\)](#)
2. [Consider the unique contexts \(Activity 6.9a\)](#)

B. Integrate Evidence and Contexts to Make a Decision

1. [Use evidence-based practice decision-making \(Activity 6.10a\)](#)

C. Plan for Implementation

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1. Review the process for implementing dialogic reading
 2. Identify the process and practices of implementing dialogic reading
 - a. [Create an implementation plan to use dialogic reading practices \(Activity 6.11a\)](#)
 3. Implementation Activity
 - a. [Dialogic Reading Observation Form \(Handout 6.5\)](#)
 - b. [Read-Aloud Performance Feedback Tool \(Handout 6.7\)](#)
 - c. [Dialogic reading performance feedback \(Activity 6.12a\)](#)

VI. [Step 5: Evaluation](#)

Learners consider ways to evaluate the decision to use the practice. Learners determine if the intervention was implemented, and if the intervention was effective. Handouts are provided showing sample evaluation methods.

1. [Dialogic Reading Observation Form \(Handout 6.5\)](#)
2. [Read-Aloud Performance Feedback Tool \(Handout 6.7\)](#)

VII. [Summary and Wrap Up](#)

VIII. [References and Credits](#)

PLEASE NOTE: An Instructor's Guide for each module contains the following related materials:

- [DEC & NAEYC Personnel Preparation Standards](#)
- [Activity Guides \(Facilitation Tips\)](#)
- [Activity Guides for Alternate Learner Activities](#)
- [Glossary](#)
- [Additional Supplemental Materials](#)