

Describe the dilemma

Name

Date

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Instructions

Watch the clip, [Video 6.1: The teacher's viewpoint](#). Then in your own words, describe the dilemma – the particular challenge Tenisha, a preschool teacher, faces.

Hints

Turn the dilemma into an answerable question

Name

Date

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Instructions

Turn the [dilemma](#) about Tenisha's storybook reading into an answerable question to help guide the search for general evidence on a particular practice.

You can use a tool called PICO to help create a focused question that is answerable through research. PICO identifies the most essential information needed for this question. This information consists of short phrases that can be entered into a web-based search engine to find the best available research evidence on particular practices such as partnership-oriented practices. PICO requires that you identify the following information to develop the answerable question:

- P** – Person (characteristics of children who will receive the intervention or practices)
- I** – Interventions being considered
- C** – Comparison to other interventions (if there is research that compares two or more interventions)
- O** – Outcomes desired

Here is an example of an answerable question: *For children like Luke, who have developmental delays (P), are embedded interventions (I) effective in promoting learning in the areas of communication and social development (O)?*

Now identify the important information from the perspective you have just heard or read.

1. Describe Tenisha (For example- her classroom and her experiences with storybook reading)

2. What are the goals you heard Tenisha state related to storybook reading?

Activity 6.2a

Putting the details into a chart may be helpful for you to identify the question:

PICO	P Person (children who will receive the intervention)	I Interventions or practice(s) being considered	C Comparison to other interventions (if there is research that compares two or more interventions)	O Outcomes desired for children
Hints	Think about the age of the children and what type of program are they in?	Think about the reading practice Tenisha and you are learning about. What is it called?	NA	Using this type of intervention and engaging in these practices, what outcomes or skills does Tenisha want her children to develop?

Develop the PICO

Using the hints above, fill in the responses to develop an answerable question.

P –
I –
C – (not applicable)
O –

Activity 6.2a

Write out the PICO

3. Write down the PICO, or answerable question, you have developed that will help guide your search for general evidence on a particular practice.

Hints

Apply the research to practice

Name

Date

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Instructions

Read [Handout 6.1: Research Summary on Dialogic Reading](#). Be prepared to discuss the written responses to the following questions.

1. In the five studies examined, what were the effects of dialogic reading on preschoolers' oral language?

2. How relevant are the research findings to the context portrayed in the dilemma?

Activity 6.3a

Watch [Video 6.2: Dr. Christopher Lonigan: Research on Dialogic Reading](#)

3. What does Dr. Lonigan say happens when children are exposed to dialogic reading?

Hints

Learning how to select a book

Name

Date

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Instructions

1. Review and read [Handout 6.2: Book Selection for Dialogic Reading](#).
2. Then with a partner, select a book to review.

Using the chart in [Handout 6.2](#), list the guidelines that apply to the book you selected and explain how they apply.

Hints

Preparing a book for dialogic reading

Name

Date

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Instructions

1. Watch [Video 6.4: Dr. Christopher Lonigan: Using CROWD Prompts](#). Dr. Lonigan says one way you can use the CROWD prompts are by thinking about them in levels. What are the three levels that Dr. Lonigan mentions?

2. View [Handout 6.3: CROWD Strategy Planning Sheet](#).
3. Watch [Video 6.5: Preparing a book for dialogic reading](#) and [Video 6.6: Demonstration of how to use CROWD prompts](#).
4. Select a book that you could use for dialogic reading with a group of children.
5. Working with a partner, look through the book, and complete [Handout 6.3: CROWD Strategy Planning Sheet](#) to prepare CROWD prompts for dialogic reading.
6. Then, transfer the questions you developed on [Handout 6.3](#) on to sticky notes and place them on the correct pages in the book.

Hints

CONNECT would like to acknowledge Dr. Christie Cavanaugh for her contribution to the development of this activity.

Evaluate dialogic reading practices

Name

Date

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Instructions

1. Watch [Video 6.7: Introducing the Book- Carrot Soup](#). Then, watch [Video 6.7](#) again and identify the book introduction practices you observe in this video using the Introducing the Book section in [Handout 6.5: Dialogic Reading Observation Form](#).
2. Next watch [Video 6.8: Reading the Book- Carrot Soup](#). Then, watch [Video 6.8](#) again and identify the dialogic reading practices you observe in this video using the Reading the Book sections in [Handout 6.5](#).
3. Lastly, watch [Video 6.9: Closing the Book- Carrot Soup](#). Then, watch [Video 6.9](#) again and identify the book closure practices you observe in this video using the Closing the Book section in [Handout 6.5](#).
4. View [Handout 6.6: Dialogic Reading Observation Form—Answer Key](#). Compare your responses with the responses on the answer key.
5. If your responses differ significantly from those on the answer key, watch the video clips again to identify practices that align with the answer key.
6. Watch [Video 6.10: Dialogic Reading with Katy](#) to see a teacher introduce the book, use dialogic reading practices, and close the book with a group of pre-K children.

Write down two CROWD prompts that Katy used when reading the story to her class.

Hints

Consider the policy recommendations on reading practices

Name

Date

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Instructions

Read the 7 *Recommended policies essential for achieving developmentally appropriate literacy experiences* below developed by the International Reading Association and the National Association for the Education of Young Children in the joint position statement: [Learning to Read and Write: Developmentally Appropriate Practices for Young Children](#).

1. *A comprehensive, consistent system of early childhood professional preparation and ongoing professional development (see Darling-Hammond 1997; Kagan & Cohen 1997).*

Such a professional preparation system is badly needed in every state to ensure that staff in early childhood programs and teachers in primary schools obtain specialized, college-level education that informs them about developmental patterns in early literacy learning and about research-based ways of teaching reading and writing during the early childhood years. Ongoing professional development is essential for teachers to stay current in an ever-expanding research base and to continually improve their teaching skills and the learning outcomes for children.

2. *Sufficient resources to ensure adequate ratios of qualified teachers to children and small groups for individualizing instruction.*

For four- and five-year-olds, adult-child ratios should be no more than 1 adult for 8 to 10 children, with a maximum group size of 20 (Howes, Phillips, & Whitebook 1992; Cost, Quality, and Child Outcomes Study Team 1995). Optimum class size in the early grades is 15 to 18 with one teacher (Nye et al. 1992; Nye, Boyd-Zaharias, & Fulton 1994). Young children benefit most from being taught in small groups or as individuals. There will always be a wide range of individual differences among children. Small class size increases the likelihood that teachers will be able to accommodate children's diverse abilities and interests, strengths and needs.

3. *Sufficient resources to ensure classrooms, schools, and public libraries that include a wide range of high-quality children's books, computer software, and multimedia resources at various levels of difficulty and reflecting various cultural and family backgrounds.*

Studies have found that a minimum of five books per child is necessary to provide even the most basic print-rich environment (Morrow & Weinstein 1986; Neuman & Roskos 1997). Computers and developmentally appropriate software should also be available to provide alternative, engaging, enriching literacy experiences (NAEYC 1996b).

Activity 6.7a

4. *Policies that promote children's continuous learning progress.*

When individual children do not make expected progress in literacy development, resources should be available to provide more individualized instruction, focused time, tutoring by trained and qualified tutors, or other individualized intervention strategies. These instructional strategies are used to accelerate children's learning instead of either grade retention or social promotion, neither of which has been proven effective in improving children's achievement (Shepard & Smith 1988).

5. *Appropriate assessment strategies that promote children's learning and development.*

Teachers need to regularly and systematically use multiple indicators—observation of children's oral language, evaluation of children's work, and performance at authentic reading and writing tasks—to assess and monitor children's progress in reading and writing development, plan and adapt instruction, and communicate with parents (Shepard, Kagan, & Wurtz 1998). Group-administered, multiple-choice standardized achievement tests in reading and writing skills should not be used before third grade or preferably even before fourth grade. The younger the child, the more difficult it is to obtain valid and reliable indices of his or her development and learning using one-time test administrations. Standardized testing has a legitimate function, but on its own it tends to lead to standardized teaching—one approach fits all—the opposite of the kind of individualized diagnosis and teaching that is needed to help young children continue to progress in reading and writing.

6. *Access to regular, ongoing health care for every child.*

Every young child needs to have a regular health care provider as well as screening for early diagnosis and treatment of vision and hearing problems. Chronic untreated middle-ear infections in the earliest years of life may delay language development, which in turn may delay reading development (Vernon-Feagans, Emanuel, & Blood 1992). Similarly, vision problems should never be allowed to go uncorrected, causing a child difficulty with reading and writing.

7. *Increased public investment to ensure access to high-quality preschool and child care programs for all children who need them.*

The National Academy of Sciences (Snow, Burns, & Griffin 1998) and decades of longitudinal research (see, for example, Barnett 1995) demonstrate the benefits of preschool education for literacy learning. Unfortunately, there is no system to ensure accessible, affordable, high-quality early childhood education programs for all families who choose to use them (Kagan & Cohen 1997). As a result, preschool attendance varies considerably by family income; for example, 80% of four-year-olds whose families earn more than \$50,000 per year attend preschool compared to approximately 50% of four-year-olds attending preschool from families earning less than \$20,000 (NCES 1996). In addition, due primarily to inadequate funding, the quality of preschool and child care programs varies considerably, with studies finding that the majority of programs provide only mediocre quality and that only about 15% rate as good quality (Layzer, Goodson, & Moss 1993; Galinsky et al. 1994; Cost, Quality, & Child Outcomes Study Team 1995).

Source: International Reading Association, & National Association for the Education of Young Children. (1998). *Learning to read and write: Developmentally appropriate practices for young children*. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF>

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Activity 6.7a

Consider the 7 policy recommendations above. Identify at least 2 recommendations that you think are important in ensuring that you will be able to learn about and implement dialogic reading in a practice setting.

Hints

Consider experience-based knowledge

Name

Date

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Instructions

Listen to the following audio clips from phone interviews with experienced practitioners and a parent on the topic of dialogic reading.

1. Listen to [Audio 6.1:Pam Zornick](#). What are two benefits of having student teachers come in and work in a classroom?

2. Listen to [Audio 6.2: Samtra Devard](#). As a parent of a child with disabilities, what are two things Samtra says are really important for parents to know about related to reading?

Activity 6.8a

- Listen to [Audio 6.3: Cristina Gillanders](#). What are the three things you should think about when planning your read aloud with young dual language learners?

Hints

Consider the unique contexts

Name

Date

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Instructions

Listen to or read the perspective on Tenisha's situation: [Audio 6.4: Tenisha's perspective](#). You can also refer back to [Video 6.1: The teacher's viewpoint](#) for more information on Tenisha's situation.

1. Program context – What are the characteristics of the pre-K program? What are the attitudes and beliefs of Tenisha?

2. What are some particular concerns Tenisha has about read alouds with her children in the class?

Activity 6.9a

3. What is your perspective on Tenisha's situation?

Hints

Use evidence-based practice decision-making

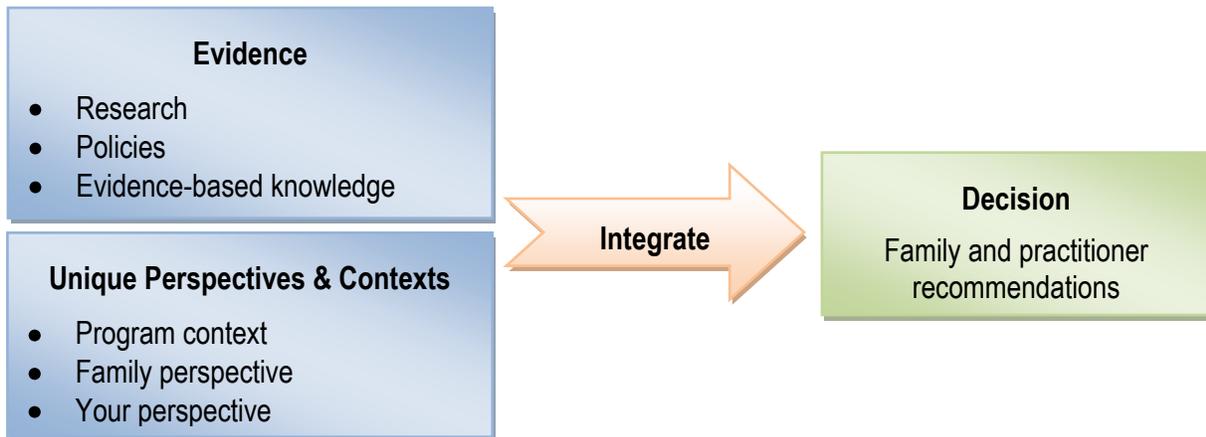
Name

Date

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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 6.10a: 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

Create an implementation plan to use dialogic reading practices

Name

Date

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Instructions

Describe the process introduced in Step 3 for using dialogic reading strategies with young children. Then, in your own words, list three important things to remember.

1. Selecting the book:

a. What are three important things to remember when selecting a book?

2. Preparing the book:

Activity 6.11a

- a. What are three important things to remember when preparing the book?

3. Conducting dialogic reading:

- a. What are three important things to remember when conducting dialogic reading?

Hints

Dialogic reading performance feedback

Name

Date

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Instructions

1. First prepare a book for dialogic reading using the handouts provided in [Step 3](#). Then find a group of young children with whom to practice using dialogic reading practices.
2. While you are reading to the children, either video tape yourself, or ask a peer or teacher to videotape you. This can be in a classroom you are working in, or with a group of children in a community setting.
3. After the dialogic reading, watch the video of yourself and complete [Handout 6.5: Dialogic Reading Observation Form](#).
4. Next, after completing [Handout 6.5](#) in which you check off which dialogic reading practices you used, give your instructor the completed [Handout 6.5](#), the videotape of you doing the dialogic reading, and [Handout 6.7: Read-Aloud Performance Feedback Tool](#).
5. After your instructor has had a chance to review [Handout 6.5](#), [Handout 6.7](#), and the videotape, schedule a time to meet and discuss your dialogic reading practices.

Hints