

Describe the dilemma

Objective(s)

Learners describe a dilemma.

Description

In this activity, learners describe the dilemma after watching a video clip about a teacher who wants to maximize the benefits of storybook reading for the children in her class.

Required Materials/Resources

Learner Materials

- [Video 6.1: The teacher's viewpoint](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to dilemma video or transcript. Video or transcript can be viewed as a class or independently outside of class.
2. Have learners describe (in writing or through discussion) the dilemma or particular challenge the teacher faces.
3. Provide feedback.

Suggested Assessment

The teacher does not know the best way to engage her learners during storybook reading to help her children improve their language and literacy skills. The teacher wants to make sure that her students are actively engaged.

Hint provided to learner: Think about reading aloud to a group of young children. What is the teacher concerned about?

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.
- Invite guest panel members to discuss the dilemma from their perspectives (via teleconference, on-site, or through an online discussion).

Alternate Version(s) (refers to different levels of difficulty)

No alternate versions of this activity.

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 1: Dilemma](#).

Instructional Method
[Problem Solving Session](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
[Activity 6.1a](#)

Credits

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Turn the dilemma into an answerable question

Objective(s)

Learners use the PICO tool to identify an answerable question related to a dilemma about enhancing storybook reading with young children.

Description

In this activity, learners use a tool called PICO to turn a dilemma about how to incorporate dialogic reading practices during storybook reading into an answerable question around dialogic reading practices.

Required Materials/Resources

Learner Materials

- [Video 6.1: The teacher's viewpoint](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to the dilemma video and/or transcript. Video or transcript can be view as a class or independently outside of class.
2. Have learners describe Tenisha and the goals they heard her state.
3. Have learners turn the dilemma into an answerable question using a tool called PICO. Remind learners that PICO requires you identify the following information:
 - P – Person (characteristics of the child or family who will participate in the intervention)
 - I – Interventions being considered
 - C – Comparison to other interventions (if there is research that compares two or more interventions)
 - O – Outcomes desired

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 2: Question](#).

Instructional Method
[Problem Solving Session](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

30-40 minutes for learner activity

Learner Form
[Activity 6.2a](#)

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

PICO	P Person (child or family 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
Possible Responses	Young children in early care and education programs	Dialogic reading practices	NA	Developing emergent language and literacy skills

4. Have learners complete the chart to develop a PICO to create an answerable question relating to Tenisha's dilemma. Possible responses are above, but learners do not need to provide these exact responses.
5. Collect responses from learners.
6. Provide feedback.

Suggested Assessment

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)?

Facilitation Tips

- The suggested assessment is provided as a guide, but learners can develop their own PICO that follows this structure.
- Learners can respond in class, online or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.
- Invite guest panel members to discuss the dilemmas from their perspective (via teleconference, on-site, or through an online discussion).
- Link students to *cyber-mentors*; parents and professionals who volunteer to spend 10-15 minutes once a week in an email or online discussion board responding to a student questions and thoughts that emerge during class.

Alternate Version(s) (refers to different levels of difficulty)

- [Activity Guide 6.2b](#): Piece together the question ([Game](#))

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Piece together the question

Objective(s)

Learners use a tool called PICO to help create a focused question that is answerable through research.

Description

In this activity, learners use a tool called PICO to turn a dilemma about how to incorporate dialogic reading practices during storybook reading into an answerable question around dialogic reading practices.

Required Materials/Resources

Instructor Materials

- Printable page at the end of this activity, one copy for each learner or groups of learners

Learner Materials

- [Video 6.1: The teacher's viewpoint](#)

Detailed Facilitator Instructions

- Make a decision about whether to implement this activity by each learner working alone or working in small groups.
- Provide access to dilemma video and/or transcript. Video or transcript can be viewed as a class or independently outside of class.
- Provide a worksheet (printable page at the end of this activity) for all students.
- Have learners describe the dilemma. Find what is missing in each sample PICO and complete it.
- Remind learners that PICO requires you identify the following information:
 - P – Person (characteristics of the child or family who will receive the intervention)
 - I – Interventions being considered
 - C – Comparison to other interventions (if there is research that compares two or more interventions)
 - O – Outcomes desired

In this module we are not focusing on the C factor – comparison to other interventions. Thus, you will be guiding students to identify the following three elements:

- P – Person (characteristics of the child or family who will receive the intervention)
- I – Interventions being considered
- O – Outcomes desired

- Individually or in small groups, ask learners to arrange the pieces to provide an answerable question related to the dilemma. Learners should tape or paste the answer onto a new 8 ½ x 11 piece of paper.

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 2: Question](#).

Instructional Method
[Structured Exercise](#)

Level
Beginner

Estimated Time Needed
15 minutes for instructor preparation
10-20 minutes for learner activity

Suggested Assessment

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)?

Facilitation Tips

- Break into groups to complete activity.

Alternate Version(s) (refers to different levels of difficulty)

- [Activity Guide 6.2a](#): Turn the dilemma into an answerable question ([Problem Solving Session](#))

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When reading to young children in early care and education settings

is the use of dialogic reading

effective in developing early language and literacy skills?

When reading to young children in early care and education settings

is the use of dialogic reading

effective in developing early language and literacy skills?

Apply the research to practice

Objective(s)

Learners describe the relevance of a research summary to a dilemma presented earlier in the module.

Description

In this activity, learners apply information from a research summary on dialogic reading to a specific context.

Required Materials/Resources

Learner Materials

- [Handout 6.1: Research Summary on Dialogic Reading](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide learners with [Handout 6.1: Research Summary on Dialogic Reading](#).
2. Ask learners to respond to the 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?
 - (3) What does Dr. Lonigan say happens when children are exposed to dialogic reading?
3. Provide feedback.

Suggested Assessment

- (1) The study found that dialogic reading had positive effects on oral language (and no discernible effects on phonological processing).
- (2) The research looked at dialogic reading practices in studies with over 300 preschool children, which are the same practices with the same age group as the children in Tenisha's class. The majority of the children in the studies were from economically disadvantaged families which is similar to some of the children in Tenisha's class.
- (3) Dr. Lonigan says that when children are exposed to dialogic reading, they develop greater levels of vocabulary, and more language skills than children who are not exposed to dialogic reading.

Hint provided to learner: (1) Looking at the first page of the research summary, what does it say about the effectiveness of dialogic reading? (2) Think about the specific reading practice the research summary discusses and what does it say about the age of the children and their backgrounds? (3) Think about what Dr. Lonigan says about children who are exposed to dialogic reading compared to those children who are not exposed to dialogic reading practices.

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 3: Evidence](#).

Instructional Method
[Discovery](#)

Level
Intermediate

Estimated Time Needed
7-8 minutes for instructor preparation
30-45 minutes for learner activity

Learner Form
[Activity 6.3a](#)

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.

Alternate Version(s) (refers to different levels of difficulty)

- [Activity Guide 6.3b](#): Use family-friendly language to describe research ([Brainstorming](#))
- [Activity Guide 6.3c](#): Connecting to the research ([Discovery](#))

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Use family-friendly language to describe research

Objective(s)

Learners create a family-friendly flier containing information from research on dialogic reading.

Description

In this activity, learners work in groups to create a family-friendly flier containing information from research on dialogic reading.

Required Materials/Resources

Learner Materials

- [Handout 6.1: Research Summary on Interactive and Dialogic Reading](#)
- [Video 6.2: Dr. Christopher Lonigan: Research on Dialogic Reading](#)
- Format for learner responses (written activity form, guidance for discussion).

Detailed Facilitator Instructions

1. Provide learners with [Handout 6.1: Research Summary on Interactive and Dialogic Reading](#) and [Video 6.2](#).
2. Divide learners into groups of three or four.
3. Ask each group to create a flier containing information from the research brief. The flier should use family-friendly language.
4. Have groups present their fliers to at least one family member and one community member outside of class, and ask those family and community members to circle any point that does not make sense or is unclear.
5. Ask groups to review their fliers to incorporate family and community members' feedback.
6. As a class, discuss the challenges of sharing research using family-friendly language.
7. Provide feedback.

Facilitation Tips

- Learners can respond in class, online, or via email.
- Ask learners to provide some examples to clarify terms from the research summary. For instance, noting some examples of interactive and dialogic reading on the flier may help family and community members understand the definition.
- Learners can create a table of family-friendly language with examples that can be used again.

Alternate Version(s) (refers to different levels of difficulty)

- [Activity Guide 6.3a](#): Apply the research to practice ([Discovery](#))
- [Activity Guide 6.3c](#): Connecting to the research ([Discovery](#))

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 3: Evidence](#).

Instructional Method
[Brainstorming](#)

Level
Beginner

Estimated Time Needed
5 minutes for instructor preparation
45-60 minutes for learner activity

Credits

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Connecting to the research

Objective(s)

Learners review research on reading practices.

Description

In this activity, learners summarize and discuss the relevance of specific research studies on reading practices for young children.

Required Materials/Resources

- Research Connections website (www.researchconnections.org)
 - Research Connections article topics (www.researchconnections.org/childcare/topics.jsp)
 - Research Assessment Tools (www.researchconnections.org/childcare/researchquality.jsp)

Detailed Facilitator Instructions

Intermediate Activity:

1. Select an article that uses either quantitative or qualitative methodologies related to the topic *Dialogic Reading, Reading Practices, or Early Language and Literacy Development* from Research Connections for learners to read and appraise. (www.researchconnections.org/childcare/topics.jsp).
2. Ask learners to write up an appraisal of the research study using either the Quantitative Research Assessment Tool or the Qualitative Research Assessment Tool found under Research Assessment Tools: (www.researchconnections.org/childcare/researchquality.jsp). The written appraisal can be submitted in class or online.
3. Read the selected article and provide feedback to learners based upon your appraisal of the research study.
4. Break the learners into small groups to discuss the appraisals of the selected research study, or as a class.

Advanced Activity: (Note- recommended for use with graduate level courses)

1. Have learners select **their own article** under the topic *Dialogic Reading, Reading Practices, or Early Language and Literacy Development* from Research Connections for learners to read and appraise. (www.researchconnections.org/childcare/topics.jsp).
2. Ask learners to appraise the quality of their selected research study using either the Quantitative Research Assessment Tool or the Qualitative Research Assessment Tool found under Research Assessment Tools: (www.researchconnections.org/childcare/researchquality.jsp). The written appraisal can be submitted in class or online.
3. Ask the learners to present their selected research study articles and their appraisals of the research study.
4. Provide feedback to learners about their appraisals of the articles the learners selected.

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 3: Evidence](#).

Instructional Method
Discovery

Level
Advanced

Estimated Time Needed
5 minutes for instructor preparation
45-60 minutes for learner activity

Facilitation Tips

- Learners can respond in class, online, or via email.
- Learners can complete the activity individually, in pairs, or in small groups.

Alternate Version(s) (refers to different levels of difficulty)

- [Activity Guide 6.3a](#): Apply the research to practice ([Discovery](#))
- [Activity Guide 6.3b](#): Use family-friendly language to describe research ([Brainstorming](#))

Credits

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Learning how to select a book

Objective(s)

Learners learn how to select a book for dialogic reading.

Description

In this activity, learners review a book and list the book selection guidelines that apply for that book.

Required Materials/Resources

Learner Materials

- [Handout 6.2: Book Selection for Dialogic Reading](#).
- Format for learner responses (written activity form, guidance for discussion).

Detailed Facilitator Instructions

1. Provide access to Handout 6.2.
2. Ask learners to select a book to review, read over Handout 6.2, and list the book selection guidelines that apply to their book.
3. Provide feedback.

Suggested Assessment

1. Individual responses based on book selected.

Hint provided to learner: Using the codes provided below the chart on Handout 6.3, what codes apply to the book you have selected? Looking at the codes that you checked off in the chart, would you say your book would be good to read to with young children?

Facilitation Tips

- To see an example of an instructor teaching learners about book selection for dialogic reading, instructors can view [CONNECT Video 6 Tutorial: Book selection](#).
- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.
- Learners may need examples in advance of completing this activity.

Alternate Version(s) (refers to different levels of difficulty)

No alternate versions of this activity.

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 3: Evidence](#).

Instructional Method
[Discovery](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
[Activity 6.4a](#)

Credits

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Preparing a book for dialogic reading

Objective(s)

Learners are taught how to prepare a book for dialogic reading with young children.

Description

In this activity, learners prepare CROWD prompts for a book to use during dialogic reading.

Required Materials/Resources

Learner Materials

- [Video 6.4: Dr. Christopher Lonigan: Using CROWD prompts](#)
- [Video 6.5: Preparing a book for dialogic reading](#)
- [Video 6.6: Demonstration of how to use CROWD prompts](#)
- [Handout 6.3: CROWD Strategy Planning Sheet](#)
- Format for learner responses (written activity form, guidance for discussion).

Detailed Facilitator Instructions

1. Provide access to Videos 6.4, 6.5, and 6.6, and Handout 6.3.
2. Have learners watch Video 6.4 and answer the question on Activity 6.5a.
3. Have learners watch Videos 6.5 and 6.6 to see how to prepare a book and use CROWD prompts when reading.
4. Ask learners to select a book and read over the instructions on Activity 6.5 to follow directions on how to prepare for dialogic reading.
5. Provide feedback.

Suggested Assessment

1. CROWD prompts may vary by individual.

Hint provided to learner: Read over Handout 6.3 and create prompts for your book.

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Learners can work on activity individually or in pairs.
- Learners may need examples in advance of completing this activity.

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 3: Evidence](#).

Instructional Method
[Discovery](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
[Activity 6.5a](#)

Alternate Version(s) (refers to different levels of difficulty)

- [Activity Guide 6.5b](#): Discover and discuss additional missed opportunities for facilitation ([Discovery](#))

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Discover and discuss missed opportunities for CROWD prompts

Objective(s)

Learners demonstrate understanding of dialogic reading by listing examples of additional missed opportunities for using CROWD prompts.

Description

In this activity, learners watch a video to identify missed opportunities for using CROWD prompts during dialogic reading.

Required Materials/Resources

Learner Materials

- [Video 6.10: Dialogic Reading with Katy](#)
- Format for learner responses.

Detailed Facilitator Instructions

1. Provide learners access to the video or transcript.
2. Ask learners to view the video or read the transcript, and then give examples of other CROWD prompts the teacher could have used.
3. As a class, discuss responses, asking learners to respond to each other's' examples.
4. Provide feedback.

Facilitation Tips

- Learners can respond in class, online, or via email.
- Discussion can be held in class, through an online discussion board or chat room.

Alternate Version(s) (refers to different levels of difficulty)

- [Activity Guide 6.5a](#): Preparing a book for dialogic reading. ([Discovery](#))

Credits

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This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 3: Evidence](#).

Instructional Method
[Discovery](#)

Level
Advanced

Estimated Time Needed
15 minutes for instructor preparation
45 minutes for learner activity

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Evaluate dialogic reading practices

Objective(s)

Learners watch videos and evaluate dialogic reading practices.

Description

In this activity, learners watch four videos of a teacher conducting a read aloud and check off the dialogic reading practices they observe.

Required Materials/Resources

Learner Materials

- [Video 6.7: Introducing the Book- Carrot Soup](#)
- [Video 6.8: Reading the Book- Carrot Soup](#)
- [Video 6.9: Closing the Book- Carrot Soup](#)
- [Video 6.10: Dialogic Reading with Katy](#)
- [Handout 6.5: Dialogic Reading Observation Form](#)
- [Handout 6.6: Dialogic Reading Observation Form- Answer Key](#)
- Format for learner responses (written activity form, guidance for discussion).

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 3: Evidence](#).

Instructional Method
[Discovery](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
[Activity 6.6a](#)

Detailed Facilitator Instructions

1. Provide access to videos and handouts.
2. Have learners watch Video 6.7 to see a teacher introducing a book. Then, have learners watch Video 6.7 again and identify the book introduction practices observed using the Introducing the Book section in Handout 6.5.
3. Have learners watch Video 6.8 to see a teacher reading a book. Then, have learners watch Video 6.8 again and identify the dialogic reading practices observed using the Reading the Book section in [Handout 6.5](#).
4. Next, have learners watch Video 6.9 to see a teacher closing a book. Then, have learners watch Video 6.9 again to identify the book closure practices observed using the Closing the Book section in [Handout 6.5](#).
5. Once learners have watched Videos 6.7, 6.8, and 6.9 and completed Handout 6.5, ask learners to compare their responses to those on Handout 6.6: Dialogic Reading Observation Form- Answer Key.
6. Lastly, have learners watch Video 6.10 and write down two CROWD prompts that Katy used when reading the story to her class.
7. Provide feedback.

Suggested Assessment

1-6: See Handout 6.6: Dialogic Reading Observation Form- Answer Key.

7. CROWD prompts that Katy used included Completion prompts (e.g., It's time to ____), Recall prompts (e.g., Do you remember what a handkerchief is?)

Hint provided to learner: Read over Handout 6.5 to review the types of CROWD prompts and to better understand the PEER sequence. In video 6.10, what questions did Katy ask the children, and what types of prompts were they?

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Learners can work on activity individually or in pairs.
- Learners may need examples in advance of completing this activity.

Alternate Version(s) (refers to different levels of difficulty)

No alternate versions of this activity.

Credits

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Consider the policy on reading practices

Objective(s)

Learners identify recommended policies on reading practices for teachers of young children.

Description

In this activity, learners read policy guidelines about early literacy development and answer a question related to these guidelines.

Required Materials/Resources

Learner Materials

- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Ask learners to read over the guidelines and respond to the question on [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.
2. Provide feedback.

Suggested Assessment

1. Policy recommendations such as having (2) sufficient resources to ensure adequate ratios of teachers to children for small groups; (3) sufficient resources for high-quality books, and (5) appropriate assessment strategies are all relevant to helping ensure that dialogic reading practices can be implemented effectively.

Hint provided to learner: Think about which of the 7 policy recommendations are important and related to the dialogic reading practices that you have learned.

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.
- Learners may need examples in advance of completing this activity.

Alternate Version(s) (refers to different levels of difficulty)

No alternate versions of this activity.

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 3: Evidence](#).

Instructional Method
[Discovery](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
[Activity 6.7a](#)

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Consider experience-based knowledge

Objective(s)

Learners listen to practitioners and a parent talk about important considerations for reading practices and identify take-away messages.

Description

In this activity, learners listen to clips of phone interviews of family and professional leaders in early childhood, and identify important considerations about reading practices.

Required Materials/Resources

Learner Materials

- [Audio 6.1: Pam Zornick](#)
- [Audio 6.2: Samtra Devard](#)
- [Audio 6.3: Cristina Gillanders](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to audio clips or transcripts. Learners can listen to audio clips or read transcripts as a class or independently outside of class.
2. Ask learners to listen to each audio clip and consider important considerations from each person.
3. Provide feedback.

Suggested Assessment

1. Two benefits of having student teachers come in and work in the classroom are that they bring in new ideas to try and that they challenge the teachers to continue to think on their feet.
2. It is important for parents to know the building blocks needed to learn how to read, and how to be a partner with teachers while their child is learning to read.
3. Three things you should think about when planning your read alouds with young dual language learners are: 1) what kinds of strategies are you going to use?; 2) what words or phrases do you intentionally want to teach your children?; and 3) how are the dual language learners going to participate in the read aloud session?.

Hints provided to learner:

1. Think about what Pam says about why it is great to have the opportunity for student teachers to come in to the classroom.
2. Think about what Samtra says about what she discovered and wasn't aware of as a parent.
3. Think about what the three things Cristina says you have to think about when you are planning your read aloud.

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 3: Evidence](#).

Instructional Method
[Problem Solving Session](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation
15-20 minutes for learner activity

Learner Form
[Activity 6.8a](#)

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed or submitted online.
- Break into groups to discuss and respond.

Alternate Version(s) (refers to different levels of difficulty)

No alternates available for this activity.

Credits

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Consider the unique contexts

Objective(s)

Learners describe the dilemma from multiple perspectives.

Description

In this activity, learners listen to or read Tenisha's perspective and consider the unique context of the dilemma from this perspective.

Required Materials/Resources

Learner Materials

- [Audio 6.4: Tenisha's perspective \(teacher\)](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to audio clip or transcript. Learners can listen to the audio clip or read transcript as a class or independently outside of class.
2. Ask learners to briefly describe the program context, particular concerns Tenisha has and their perspective on Tenisha's situation.
3. Provide feedback.

Suggested Assessment

1. Program context

Pre-K classroom characteristics:

- Pre-K classroom in a public elementary school [details from Step 1: Dilemma]
- Children in her classroom have a range of abilities and some are English language learners.

Teacher's attitudes and beliefs

- Tenisha wants to help her children improve their language and literacy skills, especially during read alouds. But she wants to know more about the strategies she has learned and how it will work with the children in her classroom.

2. Particular concerns of Tenisha's

- How she can remember when to use the strategies she has learned
- How she can help all her children, as there are a range of abilities in the classroom and some are struggling during reading time
- Three of her children are English language learners; how can she help them during read alouds?

3. Personal reflection

Hints provided to learner:

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 4: Decision](#).

Instructional Method
[Problem Solving Session](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
[Activity 6.9a](#)

1. Describe Tenisha's school and the children in her classroom. Your response should also mention what Tenisha wants to learn and do to help her students.
2. What are some questions and concerns that Tenisha had about strategies she has learned to do during read alouds?
3. Have you had experience reading aloud to young children? Describe your views on this situation.

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed or submitted online.
- Break into groups to discuss and respond.

Alternate Version(s) (refers to different levels of difficulty)

There are no alternate versions of this activity.

Credits

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Use evidence-based practice decision-making

Objective(s)

- Learners summarize the dilemma and content presented in Module 6.
- Learners make a recommendation using an evidence-based practice decision-making process.

Description

In this activity, learners are introduced to an evidence-based practice decision-making framework they can use to make a recommendation about use of dialogic reading practices.

Required Materials/Resources

Learner Materials

- [Handout 6.1: Research Summary on Dialogic Reading](#)
- [Video 6.2: Dr. Christopher Lonigan: Research on Dialogic Reading](#)
- [Activity 6.7: Consider the policy recommendations on reading practices](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to the evidence-based practice decision-making tool.
2. Ask learners to complete the tasks below:
 - 1) Summarize Step 3. Evidence
 - a. List the major points from [Handout 6.1: Research Summary on Dialogic Reading](#) and Video 6.2 to summarize the best available research on dialogic reading.
 - b. List the major points from Activity 6.7 reflecting the field's views on early literacy practices.
 - c. List the major points noted by practitioners and the parent on dialogic reading from Step 3. [D: Experience-Based Knowledge](#).
 - 2) Consider the context
 - a. Summarize your answers from [Activity 6.9a: Consider the unique contexts](#).
 - 3) Integrate the evidence and context to make a decision
 - a. Recall the answerable question: *When reading to young children in early care and education settings (P), is the use of interactive and dialogic reading (I), effective in developing early language and literacy skills (O)?*
 - b. Weigh the evidence in light of the context to come to a decision. What is your recommendation? Be prepared to discuss.
3. Provide Feedback.

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 4: Decision](#).

Instructional Method
[Structured Exercise](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
[Activity 6.10a](#)

Suggested Assessment

1. Summarize the general evidence including:
 - a. Research – (1) The study found that dialogic reading had positive effects on oral language (and no discernible effects on phonological processing), and Dr. Lonigan says that when children are exposed to dialogic reading, they develop greater levels of vocabulary, and more language skills than children who are not exposed to dialogic reading.
 - b. Policy Guidelines – Policy recommendations such as having (2) sufficient resources to ensure adequate ratios of teachers to children for small groups; (3) sufficient resources for high-quality books, and (5) appropriate assessment strategies are all relevant to helping ensure that dialogic reading practices can be implemented effectively.
 - c. Experience-Based Knowledge – Family members and practitioners recommend being open to learning new ideas and techniques for reading practices, letting parents know about the building blocks of reading and making them a partner in the process, and thinking about the strategies and words you are going to use to involve dual language learners in dialogic reading.
2. Consider the unique context

Tenisha works in a pre-K classroom with children who have a range of abilities and some who are English language learners. Tenisha wants to her students to be more engaged during storybook reading. She also wants to help her students improve their language and literacy skills, but needs to learn more about which strategies she should use.
3. Integrate the evidence and context

The research suggests that dialogic reading has positive effects on young children’s oral language skills. Policy guidelines recommend that to achieve developmentally appropriate literacy experiences for young children, there need to be sufficient high-quality resources such as books, low teacher-child ratios, and appropriate assessment strategies. Family members and practitioners recommend being open to new techniques and ideas and thinking about the strategies and words you use to involve children during dialogic reading. Tenisha wants to engage her children more during storybook reading and help improve their language and literacy skills.

Recommendation: Tenisha should using dialogic reading practices during storybook reading to help engage her children and improve their language and literacy skills. However, Tenisha should be mindful of her children’s range of abilities and think about the dialogic reading strategies that would be best to use in her classroom with her children.

Hints provided to learner:

1. Summarize the general evidence including:
 - a. Research – see ‘effectiveness’ on the first page in Handout 6.1: Research Summary on Dialogic Reading
 - b. Policies- see Activity 6.7a: Consider the policy recommendations on reading practices
 - c. Experience-Based Knowledge – see Step 3. D, and your responses to questions on Activity 6.8a:
Consider experience-based knowledge
2. Consider the unique context

See your responses to questions in Activity 6.9a: Consider the unique contexts

3. Integrate the evidence and context

Using the information above, make a decision about whether Tenisha should use dialogic reading practices with her children.

Facilitation Tips

- Break into groups to discuss and respond.

Alternate Version(s) (refers to different levels of difficulty)

- No alternate versions of this activity.

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Create an implementation plan to use dialogic reading practices

Objective(s)

Learners describe the process for using dialogic reading strategies with young children.

Description

In this activity, learners describe the process and key things to remember for how to implement dialogic reading practices.

Required Materials/Resources

Learner Materials

- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Ask learners to describe the process for selecting a book, and then have them list three important things to remember when selecting a book.
2. Ask learners to describe the process for preparing a book, and then have them list three important things to remember when preparing a book.
3. Ask learners to describe the process for conducting dialogic reading, and then have them list three important things to remember when conducting dialogic reading.
4. Provide Feedback.

Suggested Assessment

1. The process for selecting a book is to make sure that it is appropriate for the children in your class to help them learn language so that they can eventually read books on their own.
 - a. Important things to remember when selecting a book are: that the book is appropriate for the children's age level, in terms of length, language, basic concepts, and emotional content. The books also should be appealing to young children. Teachers should select books with simple narrative plots, numerous illustrations, and limited words per page.
2. The process for preparing a book is to create CROWD prompts and then using the PEER sequence to implement the prompts.
 - a. Important things to remember when preparing the book are: remember to use different types of prompts, but you do not have to use all of them; create your prompts based on the developmental level of your children; use sticky notes to place your CROWD prompts into the book; follow the order of the PEER sequence (and write it down until you are comfortable using it).

This activity is part of Module 6: Dialogic Reading. To view the content related to this activity, go to [Step 4: Decision](#).

Instructional Method
[Structured Exercise](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
[Activity 6.11a](#)

3. The process for conducting dialogic reading is to use the CROWD prompts by following the PEER sequence when reading to the children, and always introduce and close the book.
 - a. Important things to remember when conducting dialogic reading are: introduce the book by saying the title and author and asking at least one question to engage the children before beginning the book; use the CROWD prompts and PEER sequence while reading the book; and close the book by asking questions to maintain children's interest in the story and connect the story to their lives.

Hints provided to learner: Refer to the content in Step 3 of the module for the book selection and preparation processes, and refer to Handout 6.5 for the process of conducting dialogic reading.

Facilitation Tips

- Break into groups to discuss and respond.

Alternate Version(s) (refers to different levels of difficulty)

No alternate versions of this activity.

Credits

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Dialogic reading performance feedback

Objective(s)

Learners practice conducting a dialogic reading, and then get feedback from their instructor.

Description

In this activity, learners videotape themselves conducting dialogic reading, use a checklist to record their practices, and then meet with their instructor to get feedback on their dialogic reading practices.

Required Materials/Resources

Learner Materials

- [Handout 6.5: Dialogic Reading Observation Form](#)
- [Handout 6.7: Read-Aloud Performance Feedback Tool](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Ask learners to prepare a book for dialogic reading using the handouts provided in Step 3.
2. Then have learners find a group of young children with whom to practice using dialogic reading practices and either video tape themselves, or ask a peer or teacher to videotape them. This can be in a practica or community setting.
3. After conducting the dialogic reading and videotaping themselves, ask learners to complete Handout 6.5 to check off the dialogic reading practices they used.
4. Then, learners should provide you with a completed Handout 6.5, the videotape of themselves and Handout 6.7 for you to provide feedback on their dialogic reading practices.

Suggested Assessment

1. Individual practices will differ.

Hints provided to learner: Review which practices you used, including the CROWD prompts, the PEER sequence and check off those practices in the observation form.

Facilitation Tips

- Break into groups to discuss and respond.

Alternate Version(s) (refers to different levels of difficulty)

- No alternate versions of this activity.

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 4: Decision](#).

Instructional Method
[Structured Exercise](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
[Activity 6.12a](#)

Credits

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