TARGET AUDIENCE

This program is for children who are in preschool.

SUMMARY

Dialogic Reading, a school- or family-based program, is an interactive picture-book reading technique that is designed to increase a child’s emergent literacy skills.

EVIDENCE

Multiple randomized controlled trials have been conducted on Dialogic Reading. Mixed results were found when Dialogic Reading was compared to average reading groups. One study exhibited significant results over a typical reading group; whereas, another study exhibited no discernible differences between the two groups. Many of the studies were unable to show fidelity to implementation during the experiments, which resulted in mixed findings between groups. One independent evaluation exhibited significant results for expressive and receptive language when compared to a typical reading control, but no further studies have shown similar results.

COMPONENTS

Dialogic Reading uses a reading style method in which an adult (i.e., teacher or parent) encourages the child to become the teller of the story and helps children become active participants in reading by using the PEER technique:

- Prompt the child to say something about the picture book.
- Evaluate the response.
- Expand the child’s response.
- Repeat the prompt.

There are five types of prompts (CROWD) that the adult may use to elicit a response.

- Completion prompt - the child fills in a blank at the end of a sentence initiated by the adult.
- Recall prompt - the adult asks the child questions about the book they have just read.
- Open-ended prompt - the adult encourages the child to tell what is happening in the book.
- Wh-prompts - the adult asks wh questions about the pictures in the book.
- Distancing prompt - the adult relates the story to the child’s own experiences.

A sample list of books can be viewed at [www.flvpkonline.org/teachertoolkit/langVoc/section_7/7e.htm](http://www.flvpkonline.org/teachertoolkit/langVoc/section_7/7e.htm)

PREVIOUS USE

Previous use information was not located.
Dialogic Reading

TRAINING

Currently, no formalized training on the use of Dialogic Reading could be located. However, free videos on learning and using Dialogic Reading can be viewed at www.flvpkonline.org/teachertoolkit/langVoc/section_4/4a.htm

CONSIDERATIONS

Considerations for implementing this program include ensuring teachers familiarize themselves with the method, confirming a sufficient teacher/child ratio, acquiring teacher and participant buy-in, and finding time to carry out daily sessions.

The Clearinghouse can help address these considerations. Please call 1-877-382-9185 or email Clearinghouse@psu.edu

IMPLEMENTATION

If you are interested in implementing Dialogic Reading, the Clearinghouse is interested in helping you!
Please call 1-877-382-9185 or email Clearinghouse@psu.edu

TIME

Dialogic Reading is implemented daily for 10 to 15 minutes in small groups of up to five children or on a one-on-one basis.

COST

The cost of Dialogic Reading materials varies depending on how many picture books are used.

EVALUATION PLAN

To move the Dialogic Reading program to the Promising category on the Clearinghouse Continuum of Evidence, at least one evaluation should be performed demonstrating positive effects lasting at least six months from program completion.

The Clearinghouse can help you develop an evaluation plan to ensure the program components are meeting your goals. Please call 1-877-382-9185 or email Clearinghouse@psu.edu

CONTACT

Contact the Clearinghouse with any questions regarding this program.
Phone: 1-877-382-9185 Email: Clearinghouse@psu.edu

You may also contact Reading Rockets by mail WETA Public Television, 2775 S. Quincy St., Arlington, VA 22206, email readingrockets@weta.org, or visit www.readingrockets.org/contact

SOURCE

www.readingrockets.org/article/400/, www.childtrends.org/?programs=dialogic-reading, and