

# Dialogic Reading Guide



**Are you spending more time at home reading with your young child(ren)? Are you interested in helping your child(ren) gain language skills and learn about STEM?**

Use this reading time as an opportunity for building concepts through conversations! Your child can help you tell part of the story. You can use digital books on screen or with regular paper or board books. This is called *dialogic reading*.<sup>1</sup> It is easy! And we have some tips to help you do it!

<sup>1</sup> What Works Clearinghouse Intervention: DialogicReading

[https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC\\_Dialogic\\_Reading\\_020807.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Dialogic_Reading_020807.pdf)

## STEP ONE

You and your child select a book. Look for a book that appeals to your child and has lots of detailed pictures to give you things to talk about. Encourage your child to turn the pages or operate the screen. Let's use *The Very Hungry Caterpillar* by Eric Carle as an example.

If you do not have a paper copy of this book, go to <https://www.slideshare.net/samanthamorris211/the-very-hungry-caterpillar-7574597> to view a presentation of the book.

Check here for tips on picking appropriate books: <https://www.connectmodules.dec-sped.org/wp-content/uploads/2019/04/DECHandout-6-2.pdf>

## STEP TWO

**PEER: Prompt, Evaluate, Expand, & Repeat**

**P: Prompt** your child with questions. Use the acronym **CROWD** to remember ways to prompt your child.

Examples on the right.

**E: Evaluate** your child's answers by responding to what the child said. Praise and encourage.

"Yes, you're right! This book is about a hungry caterpillar."

**E: Expand** your child's answers. Ask another question or help the child remember additional related details.

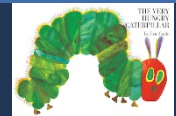
"Where did we see a caterpillar yesterday?"

**R: Repeat.** Repeat or revisit the prompt you started with, encouraging your child to use any new information or words you have provided.

"Can you say caterpillar?"

Recall and Distancing work best with older preschoolers.

**The Very Hungry Caterpillar** is a book written and illustrated by Eric Carle.



### Prompt Examples:

Complete a sentence

**C**

"This book is called 'The Very Hungry

-----."

Recall

**R**

"What happens to the caterpillar at the end of the story?"

Open-ended questions

**O**

"Tell me what is happening in this picture."

WH questions

"Why do you think the

**W**

caterpillar needed so much food?" "What is the caterpillar going to eat next?"

Distancing questions

**D**

"How would you feel if you ate what the caterpillar ate?"

Every child is different,  
and these are only suggested  
age ranges and activities.  
Do what works best for your child.

Print this page and cut around the edges.



### TO LEARN MORE ABOUT THIS APPROACH

Check out this quick read  
<https://www.readingrockets.org/article/dialogic-reading-effective-way-read-aloud-young-children>

Dig deeper with video demonstrations and guidance documents (CONNECT Module 6)  
<https://connectmodules.decsped.org/connect-modules/learners/module-6/step-3/b-definition/selecting/>

Guided video of a parent reading *The Very Hungry Caterpillar* to her toddler  
<https://www.youtube.com/watch?v=oSvR4B6m-9Q>

And a short tutorial  
<https://www.youtube.com/watch?v=KW4KAFmWc04>

Ages 2-6

Math

## *The Very Hungry Caterpillar*

By Eric Carle

Complete a sentence

**C** "On Wednesday, he ate through 3 plums but \_\_\_\_\_."

Recall

**R** "The caterpillar started off as an egg, then what happened to him?"

Open-ended questions

**O** "How many pieces of fruit do you think he will eat next?"

WH questions

**W** "What do you think will happen next?"

Distancing questions

**D** "Was there a time when you ate too much? How did you feel?"

### STEM Words & Ideas to Explore

- numbers & counting
- colors

**STEMIE**  
INNOVATION FOR INCLUSION IN EARLY EDUCATION  
[stemie.fpg.unc.edu](http://stemie.fpg.unc.edu)



FRANK PORTER GRAHAM  
CHILD DEVELOPMENT INSTITUTE



The reproduction of this document is encouraged. Permission to copy is not required. If modified or used in another format, please cite original source. This is a product of the STEM Innovation for Inclusion in Early Education center and was developed under a Cooperative Agreement between the U.S. Department of Education, Office of Special Education (OSEP), and the University of North Carolina at Chapel Hill. #H327G190006. These contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.