

Story Leaders

**Supporting children's early
reading skills**



www.pageahead.org



- WA state non-profit organization
- Provides new books and reading activities
- Focus is on children at risk
- Since 1990 given over 2.8 million new books to more than 850,000 children

Story Leaders

- Focused on supporting educators and families to use specific early reading techniques
- Strategies have been proven to make positive impact on literacy, language development, kindergarten readiness

Workshop Objectives

- Learn to lead reading experiences that support development of early reading skills
- Feel confident and motivated to practice dialogic reading techniques
- Start conducting dialogic reading with small groups
- Share these techniques with families.

Partner Activity

- Why did you choose your book?
- What do you like about it?
- What do you think your children like about it?

**What is
dialogic
reading?**



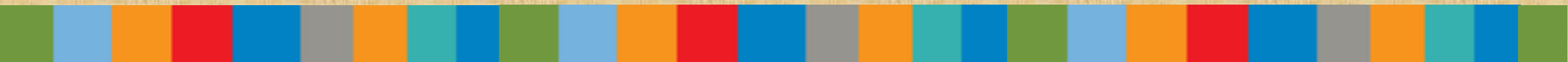
Dialogic reading is:

- Shared reading practice
- The adult is questioner and active listener
- The child becomes the storyteller

Dialogic Reading Process

- Read the same book multiple times over a few weeks.
- Read the same book at least 3 times asking different questions each time.
- Each reading the teacher gives children more opportunity to tell the story.
- Do the readings in small groups - up to 6 is best.

Video



Results of dialogic reading:

- Children learn more from books.
- Their language development is enhanced.
- It is especially helpful for ELL students.

P.E.E.R.

- Prompt
- Evaluate
- Expand
- Repeat

Prompt

- Prompt child to say something about the book.
 - *How do you think the bear is feeling?*

Evaluate

- *“That’s right.”*
- *“Yes.”*
- *“Okay.”*
- *“I hadn’t noticed that.”*

Expand

- Teacher expands the child's statement by saying it again and adding more to it.
 - *"The bear does look sad. I think he looks like he is going to cry."*

Repeat

- Teacher repeats the whole statement.
- *The barnacle is feeling bored.*

P.E.E.R.

- Prompt
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C.R.O.W.D.

5 Kinds of Prompts

- Completion
- Recall
- Open-ended
- Wh-
- Distancing

Completion

- Leave a blank in a sentence and children fill it in.
- *“The bear wants...” (more)*

Recall

- Questions about what happened in a book.
- These can be used at beginning, during or at the end of a book.
- Use with 4-5 year olds due to difficulty
- *What happened to the lemur in the story?*

Open Ended

- Focus on pictures.
- These help children increase expressive fluency and attend to detail.
- *“Why do you think Mr. Panda is upside down?”*

Wh-

- Focus on pictures.
- *What is this animal called?*
- *What do you see here besides donuts?*

Distancing

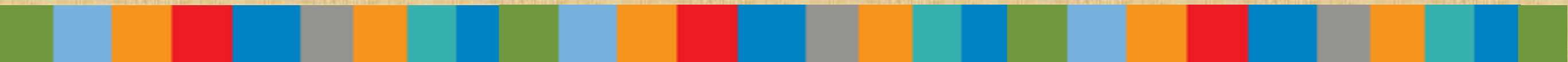
- Asking children to relate what they are reading to experiences outside the book.
- Use with 4-5 year olds due to difficulty.
- *“Have you ever eaten a donut? How did it taste?”*

Becoming Story Leaders

- In pairs - help each other
- Use the book you brought
- Write 2-3 prompts for each type on a stick on note
- Leave this on the page where you will use it in your book

**Very, very
important...**

F U N ! ! !



How the program works:

- You will get copies of the 5 books in the program.
- 1 copy is your classroom copy. There will be 1 copy for each child to keep at home. Send it home after you have done the 3 readings for that book. (note differences with 3's)
- Each book has a Planning Worksheet card for you with questions.
- We will ask for your feedback about how the program worked for you and your children.

Getting families on board

- 30 minute workshop
- Script is provided
- It includes video models and skill practice
- Parents will get a bookmark with prompt cues on it
- Family support worker do a quick review on dialogic reading when they talk with parents



Thank you for
participating in
the Story Leader
program!

