



Dialogic Reading: How to share books with young children

Early literacy for lifelong achievement

Raising A Reader Massachusetts is an evidence-based early literacy program that helps families of young children (ages 0-5) develop, practice and maintain habits of reading together at home. Why? Research shows that the single most significant factor influencing a child's lifelong achievement is being read to by their parents and adult caregivers before starting kindergarten.

What is the key ingredient to Raising A Reader's proven results?

Parent-child reading is **the** most powerful activity to help prepare young children for future academic success. Experts in language development have identified the frequent practice of Dialogic and Interactive Reading as an effective way to help children expand their vocabulary and develop other skills necessary for educational success.

Raising A Reader MA gives parents the training and tools they need to practice Dialogic Reading with their children.

Tips for Dialogic Reading with Your Child

Ask open-ended questions, introduce new vocabulary as you talk about pictures, and praise your child's responses. Sharing books should be a positive experience for both you and your child. Turn off the TV, cuddle together, and enjoy this special time.

Start Your Dialogue Today!

To practice Dialogic Reading, just follow these basic steps:

1. Ask a question. For younger children, questions that begin with what, who, and where, are more appropriate.
2. Older children could also be asked questions starting with why and how.
3. Whenever possible, avoid questions that can be answered with a yes or no.
4. Repeat the child's answer and expand with a short sentence or ask a follow-up question.
5. Make a connection between the picture and the child's life. "Tell me about your trip to the zoo. Which one of these animals did you see there?"
6. Have fun!



Every year Raising A Reader MA works with nearly 8,500 families to help them develop, practice and maintain habits of home book sharing.

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