

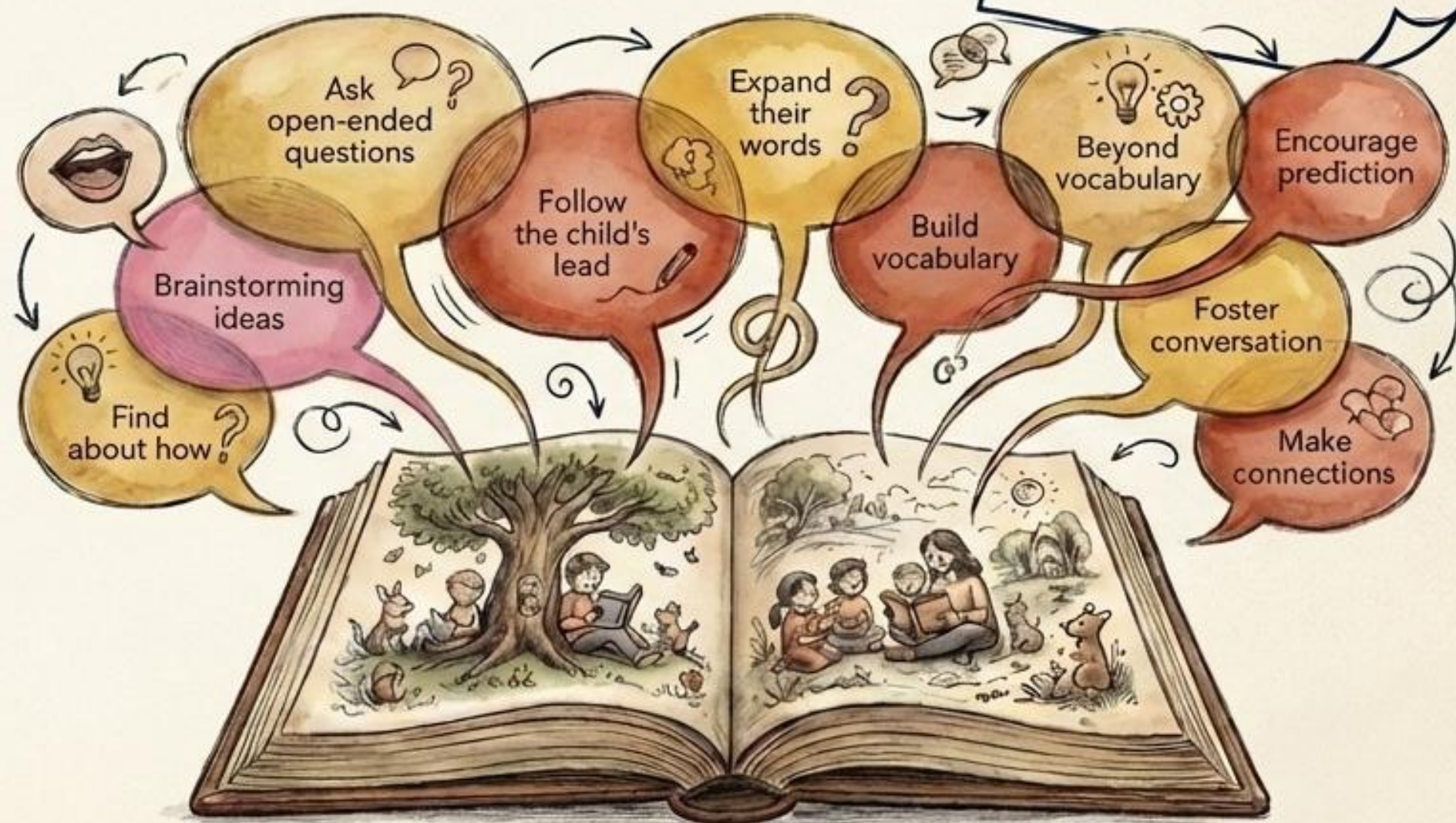


Dialogic Reading with Young Children

Transforming
Shared Stories into
Dynamic Learning
in the EFL Classroom

Teacher Activities for Dialogic Reading

- Prompt with CROWD (Completion, Recall, Open-ended, Wh-, Distancing) questions
- Use PEER (Prompt, Evaluate, Expand, Repeat) sequence
- Encourage child to become the storyteller
- Connect story to child's life experiences
- Praise and elaborate on children's responses



Dr. Tziona Levi

Title Slide

Dialogic Reading with Young Children

This slide features a large illustration of an open book with a magical "story tree" growing from its pages. Around the tree, various speech bubbles represent educational activities like "Build vocabulary," "Brainstorming ideas," and "Ask open-ended questions". A sidebar lists teacher activities, including prompting with "CROWD" and using the "PEER" sequence.

Stories act as the primary catalyst
for early childhood development

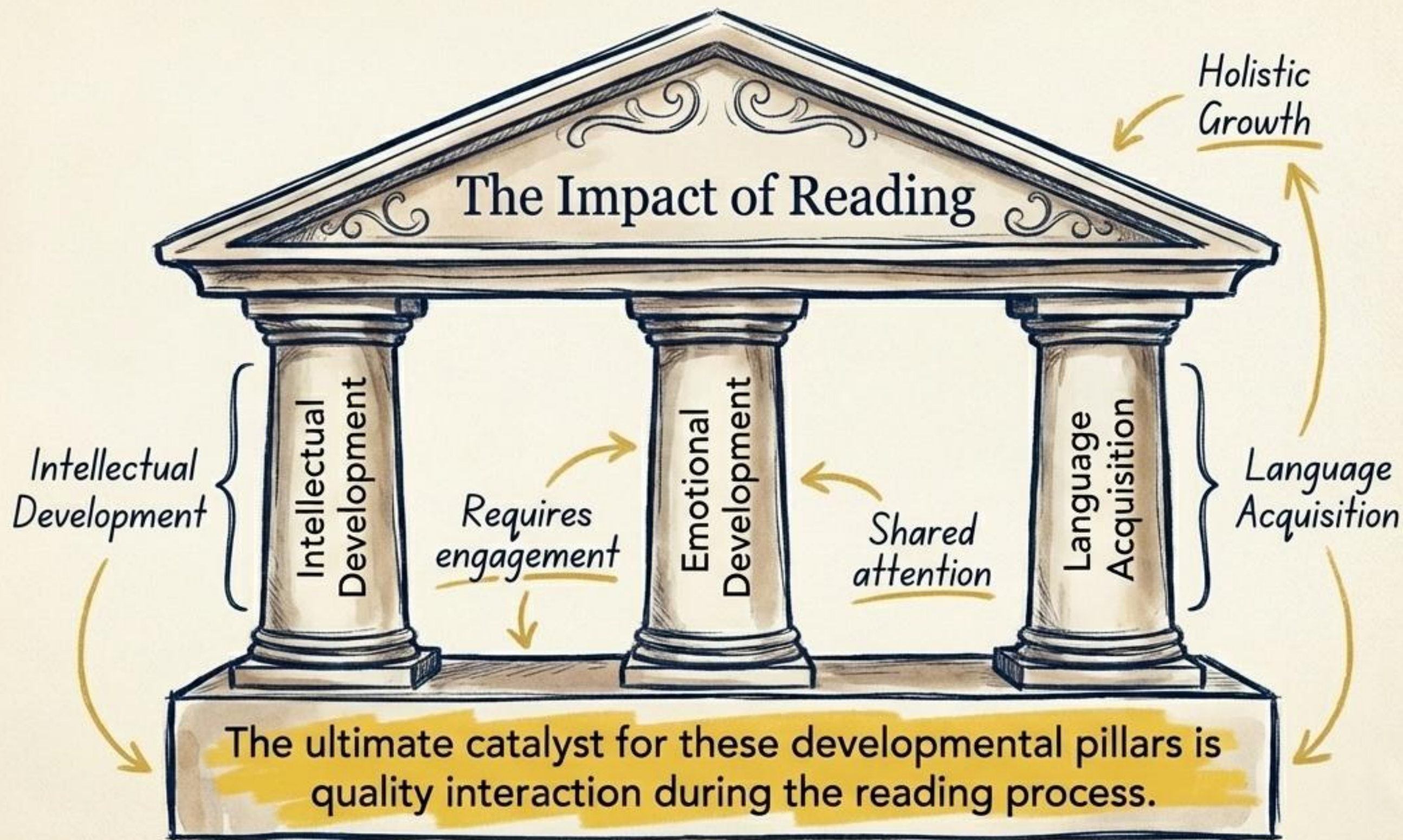


Good stories stay with us. They
open worlds of imagination,
emotion, and meaning.

Stories as a Catalyst

A central circle labeled "A Good Story" has five hand-drawn shapes branching out from it like a sunburst. Each shape contains a benefit of storytelling: "Stimulates Imagination," "Models Authentic Language," "Encourages Emotional Development," "Supports Identity Formation," and "Creates Opportunities for Dialogue".

Reading supports three core pillars of human development



Three Core Pillars

This slide illustrates a classical Greek-style building with three main pillars. The pillars are labeled "Intellectual Development," "Emotional Development," and "Language Acquisition". An overarching roof is titled "The Impact of Reading," and the base notes that quality interaction is the ultimate catalyst for these pillars.

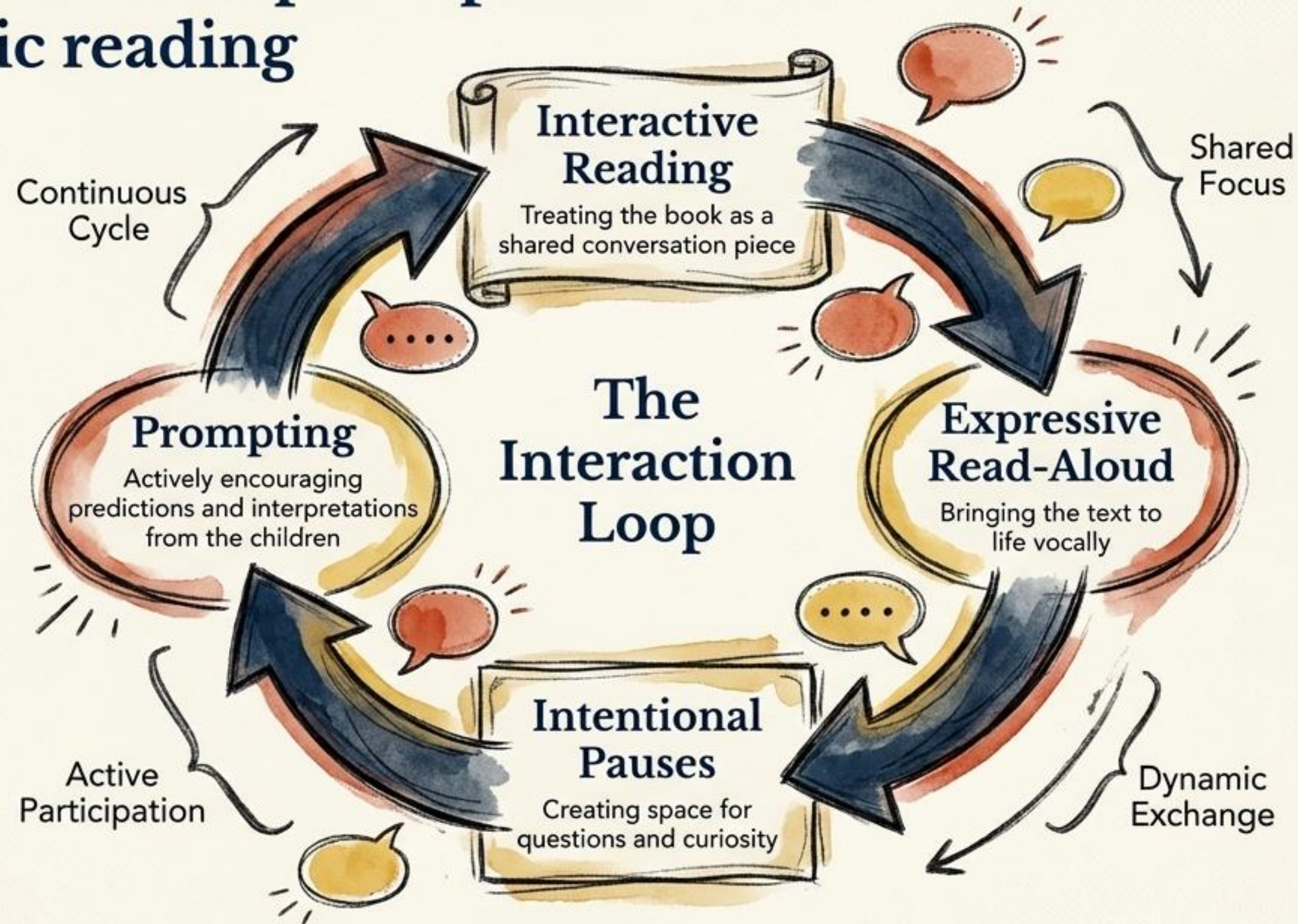
Moving from passive listening to a shared reading experience

	Traditional Read-Aloud	Dialogic Reading
The Adult's Role	Solely reads aloud.	Reads aloud while actively facilitating dialogue. ✓
The Child's Role	Expected to listen quietly.	Actively participates in the narrative. ✓
The Core Focus	Finishing the story.	Encouraging discussion and reflection. ✓

Shared Reading Experience

A hand-drawn clipboard contains a table comparing "Traditional Read-Aloud" to "Dialogic Reading". It highlights three shifts: the adult moves from solely reading to facilitating dialogue; the child moves from passive listening to active participation; and the focus shifts from finishing the story to encouraging reflection.

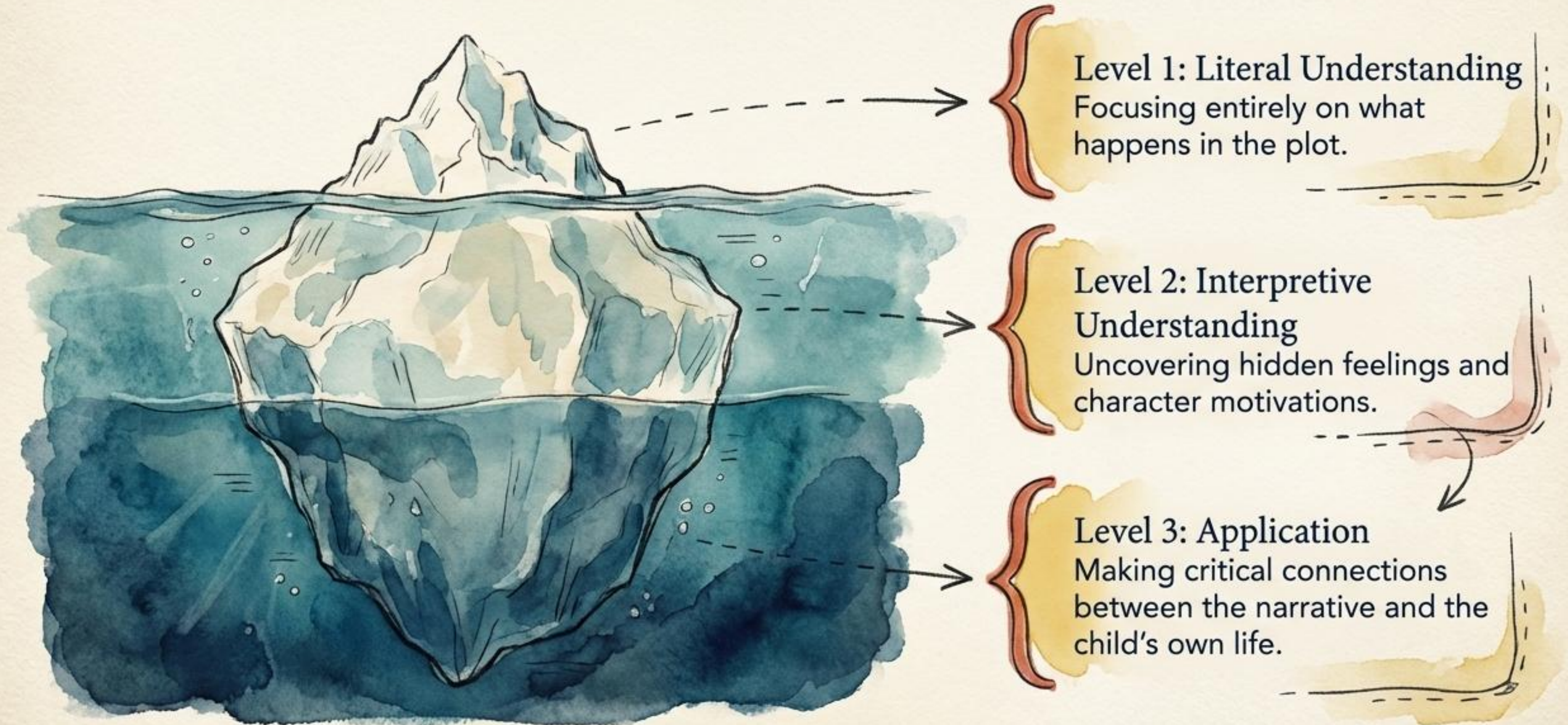
The foundational principles of dialogic reading



The Interaction Loop

This slide shows a continuous circular cycle of four interlocking arrows. The stages of the loop are "Interactive Reading," "Expressive Read-Aloud," "Intentional Pauses," and "Prompting". Small speech bubble icons decorate the arrows to emphasize the "Dynamic Exchange" and "Shared Focus".

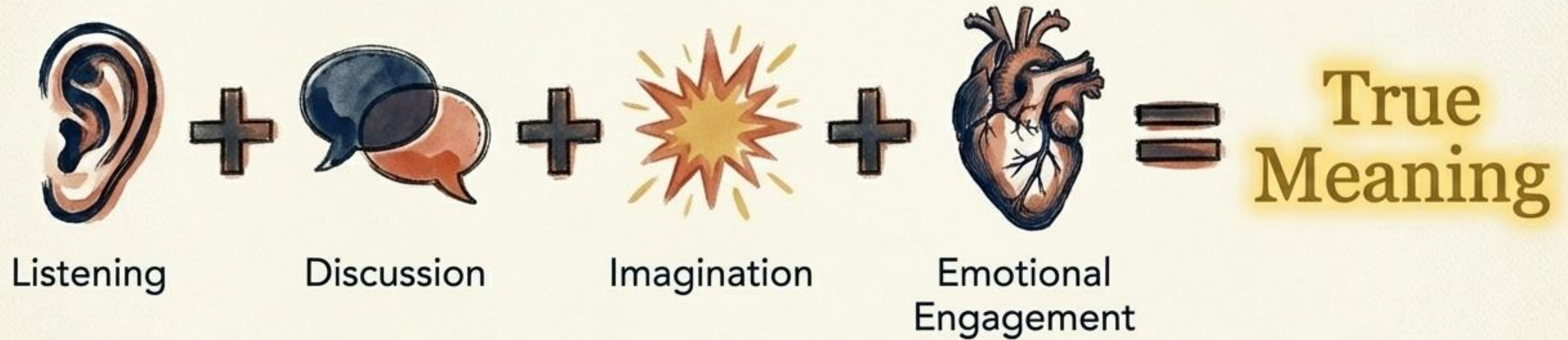
The three levels of story understanding



Three Levels of Understanding

An illustration of an iceberg floating in the sea is used as a metaphor. The tip above water represents "Level 1: Literal Understanding" (the plot). The middle section represents "Level 2: Interpretive Understanding" (hidden feelings). The deep base represents "Level 3: Application" (connections to the child's own life).

Meaning emerges through a simultaneous combination of interactions

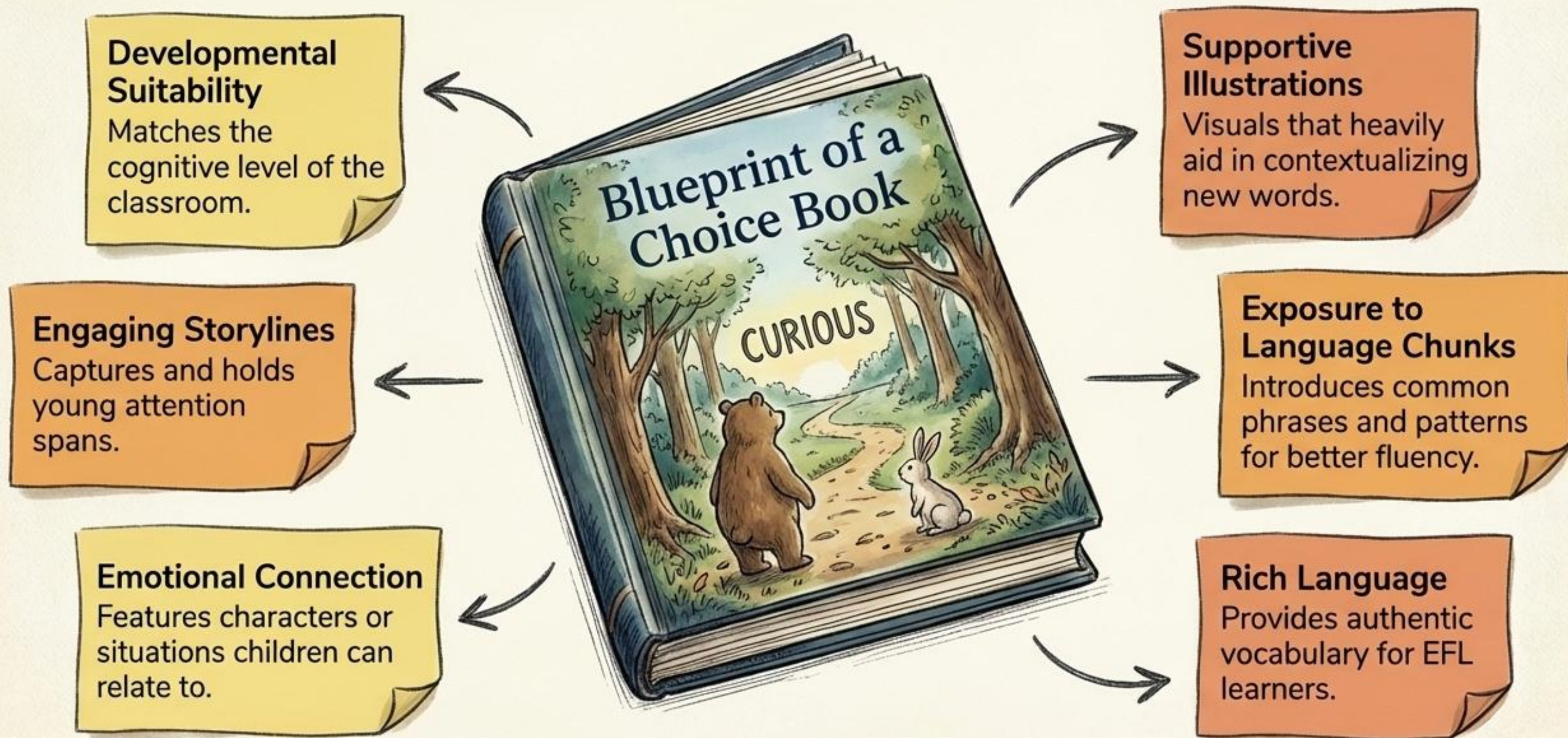


When these four elements fire simultaneously during a shared reading session, language acquisition accelerates.

Emerging Meaning

A visual "equation" is presented: an ear icon (Listening) plus speech bubbles (Discussion) plus a starburst (Imagination) plus a heart (Emotional Engagement) equals "True Meaning". A note at the bottom explains that when these four fire simultaneously, language acquisition accelerates.

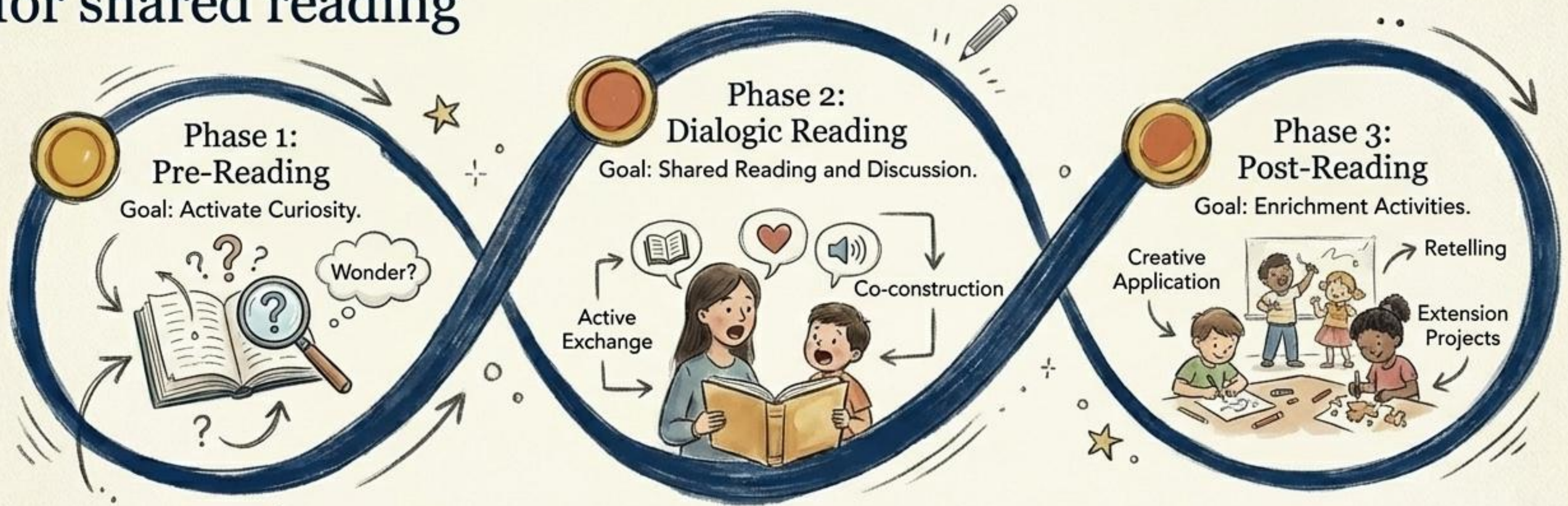
Selecting the right texts for dialogic reading



Selecting the Right Texts

A central image of a children's book titled "Blueprint of a Choice Book" is surrounded by six colorful sticky notes. The notes provide criteria for book selection: "Developmental Suitability," "Engaging Storylines," "Emotional Connection," "Supportive Illustrations," "Exposure to Language Chunks," and "Rich Language".

A holistic teaching model for shared reading



This structure moves the learner from initial intrigue to active participation, and finally to creative application.

Holistic Teaching Model

A large infinity-shaped loop connects three circles. Small illustrations inside each circle show teachers and children interacting.

Circle 1 is "Pre-Reading" (Activate Curiosity).

Circle 2 is "Dialogic Reading" (Shared Reading and Discussion).

Circle 3 is "Post-Reading" (Enrichment Activities).

Phase 1: Pre-Reading

Core Action:
Activate Curiosity



Analyze the cover together to predict the narrative.

Draw out existing knowledge regarding the book's theme.

Prime the interaction by asking "What do you think will happen?" before turning the first page.

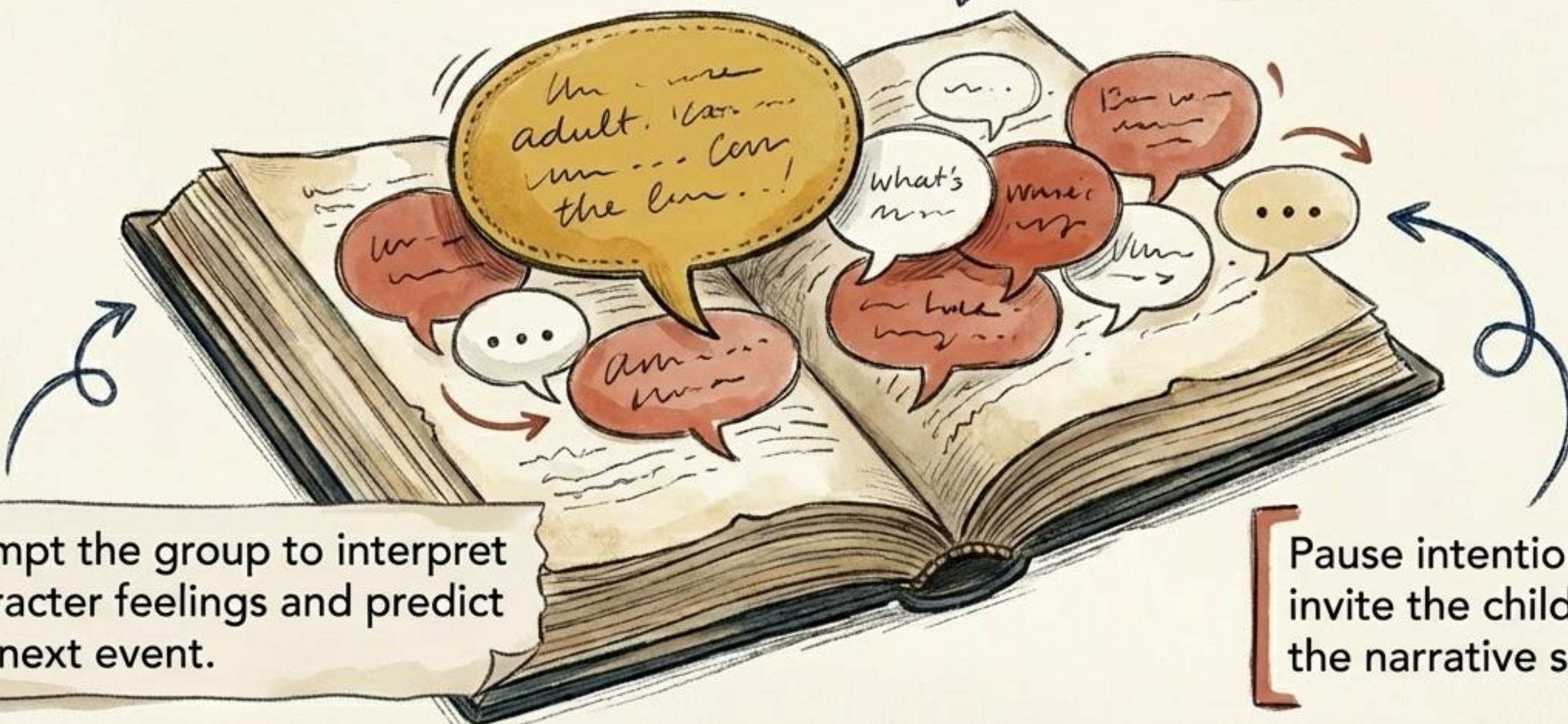
Phase 1: Pre-Reading

An illustration of a magnifying glass hovering over a book cover represents "Activating Curiosity". Three boxes on the right explain the actions: analyzing the cover to predict the narrative, drawing out existing knowledge, and prediction ie. asking "What do you think will happen?".

Phase 2: Dialogic Reading

Core Action:
Shared Reading and Discussion

Vocalize the text expressively to model authentic language.



Prompt the group to interpret character feelings and predict the next event.

Pause intentionally to invite the children into the narrative space.

Phase 2: Dialogic Reading

A large open book is covered in various speech bubbles, representing a lively discussion. Key actions highlighted include: "Vocalize the text expressively," "Prompt the group to interpret character feelings," and "Pause intentionally to invite the children into the narrative space".

Phase 3: Consolidation

Teacher Activities for Dialogic Reading



- Prompt with CROWD (Completion, Recall, Open-ended, Wh-, Distancing) questions



- Use PEER (Prompt, Evaluate, Expand, Repeat) sequence



- Encourage child to become the storyteller



- Connect story to child's life experiences



- Praise and elaborate on children's responses

Teacher Strategies for Dialogic Reading

The **CROWD technique** is a set of five types of prompts used by teachers during dialogic reading to encourage children to participate in storytelling and develop their language skills. These prompts help shift the child from a passive listener to an active storyteller.

The PEER Sequence, stands for **P**rompt, **E**valuate, **E**xpand, and **R**epeat.

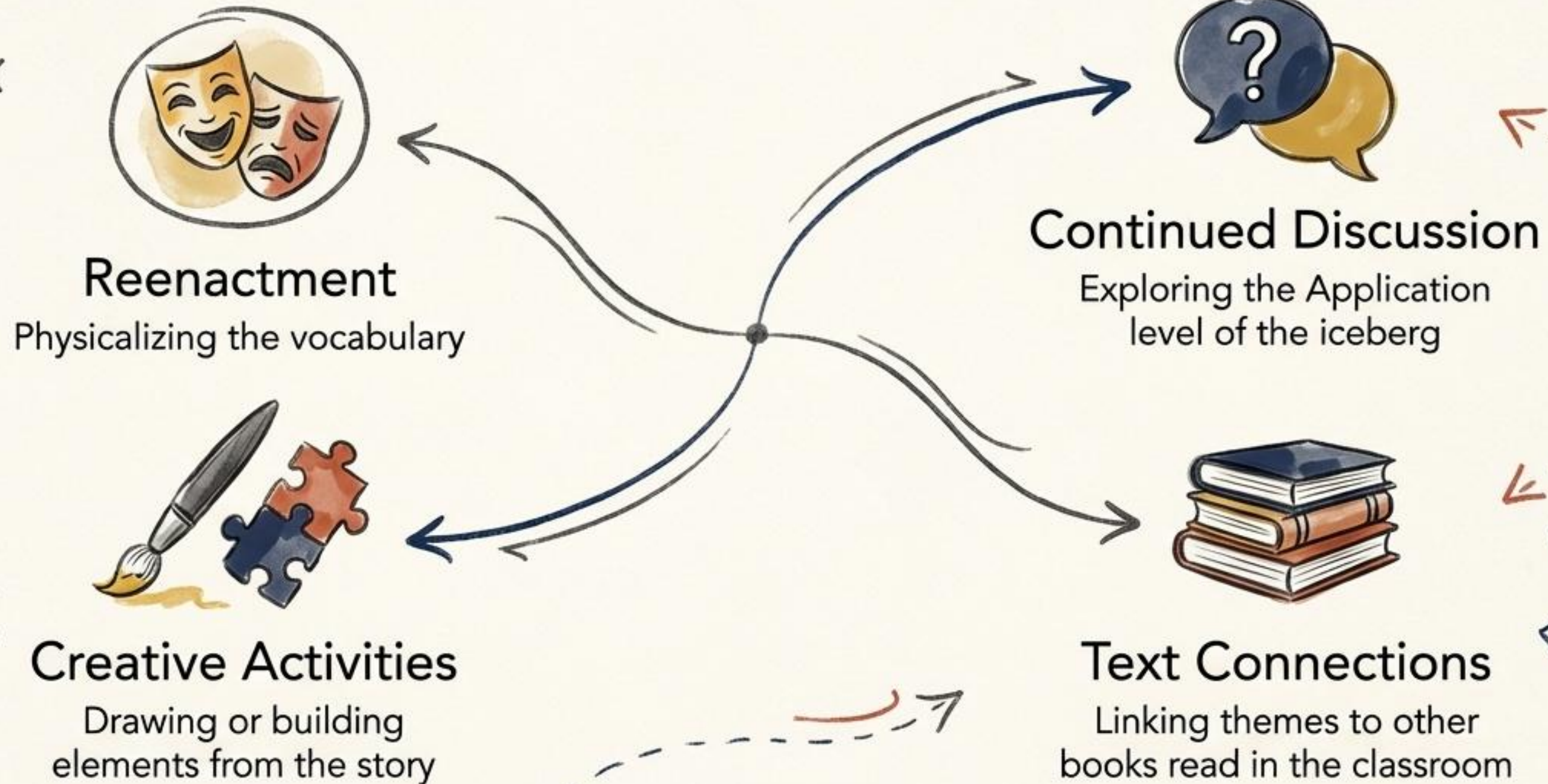
Encourage the child to become the storyteller.

Connect the story to the child's lived experiences.

Praise and elaborate on the child's responses.

Phase 3: Extending the Learning (Post-Reading)

Core Action: Enrichment Activities



Phase 3: Extending the Learning

Post-Reading Enrichment Activities

Reenactment of the story

Creative activities like arts and crafts, drama and movement can encourage personal response to the story

Continued discussion about the story

Text connections link to other stories with similar themes

The power of small group learning in EFL (dialogic reading)

Personalization

Allows the educator to tailor prompts to individual language levels.

Customized prompts!

★ {Learner-centered approach}

Active Participation

Ensures every child has the acoustic and temporal space to speak.



Dynamic Assessment

Teachers can easily monitor individual comprehension in real-time.

Real-time observation!

Understanding tracked

Targeted Support

Immediate scaffolding can be provided to struggling learners without disrupting the group.



The Power of Small Group Learning In EFL Dialogic Reading

The benefits of small group learning are explained on this slide.

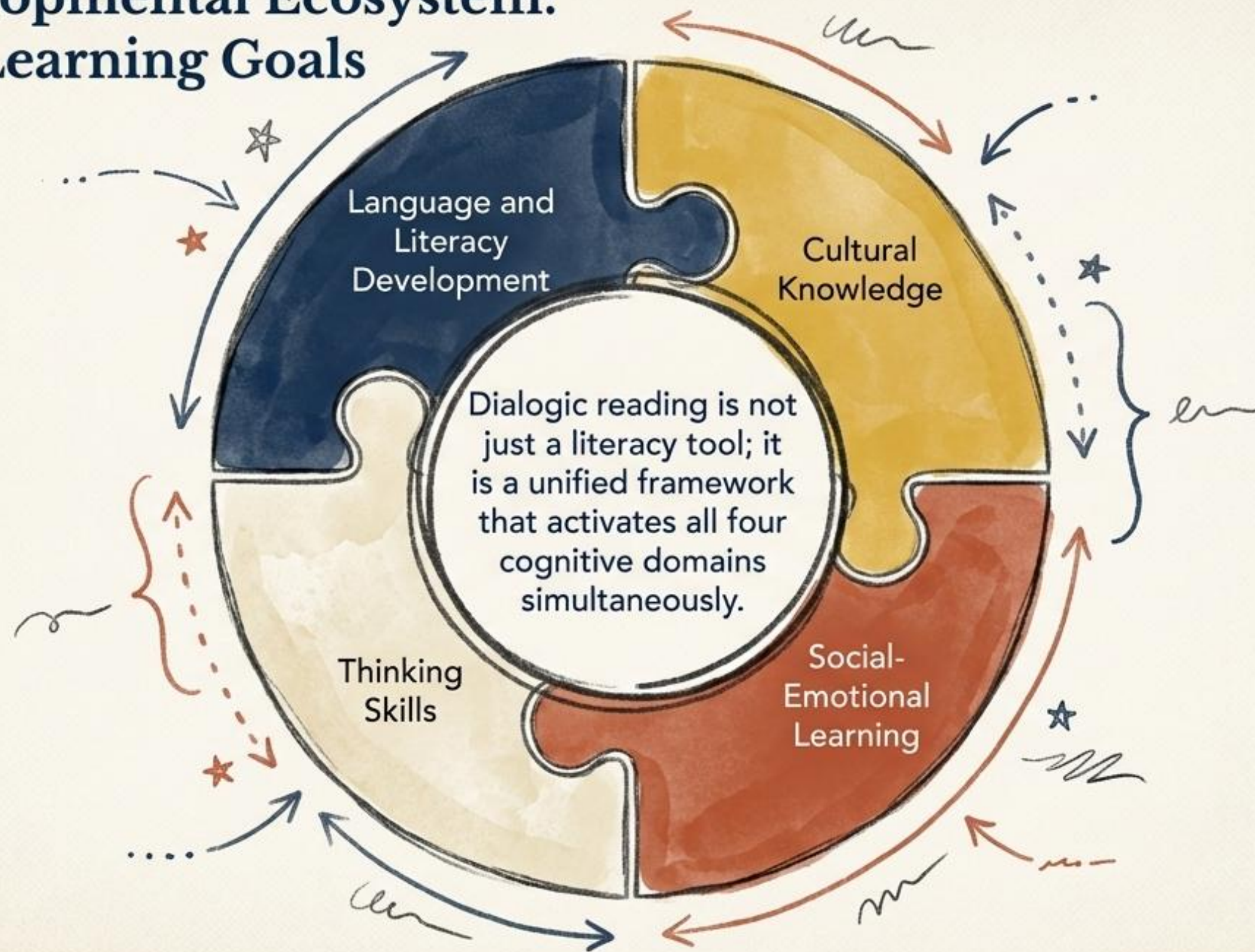
Personalization allows the teacher to tailor prompts to individual needs.

Active participation is more likely in small rather than large groups.

It's easier for teachers to assess individual comprehension in small groups.

Targeted support can be offered to struggling learners without holding back the rest of the class.

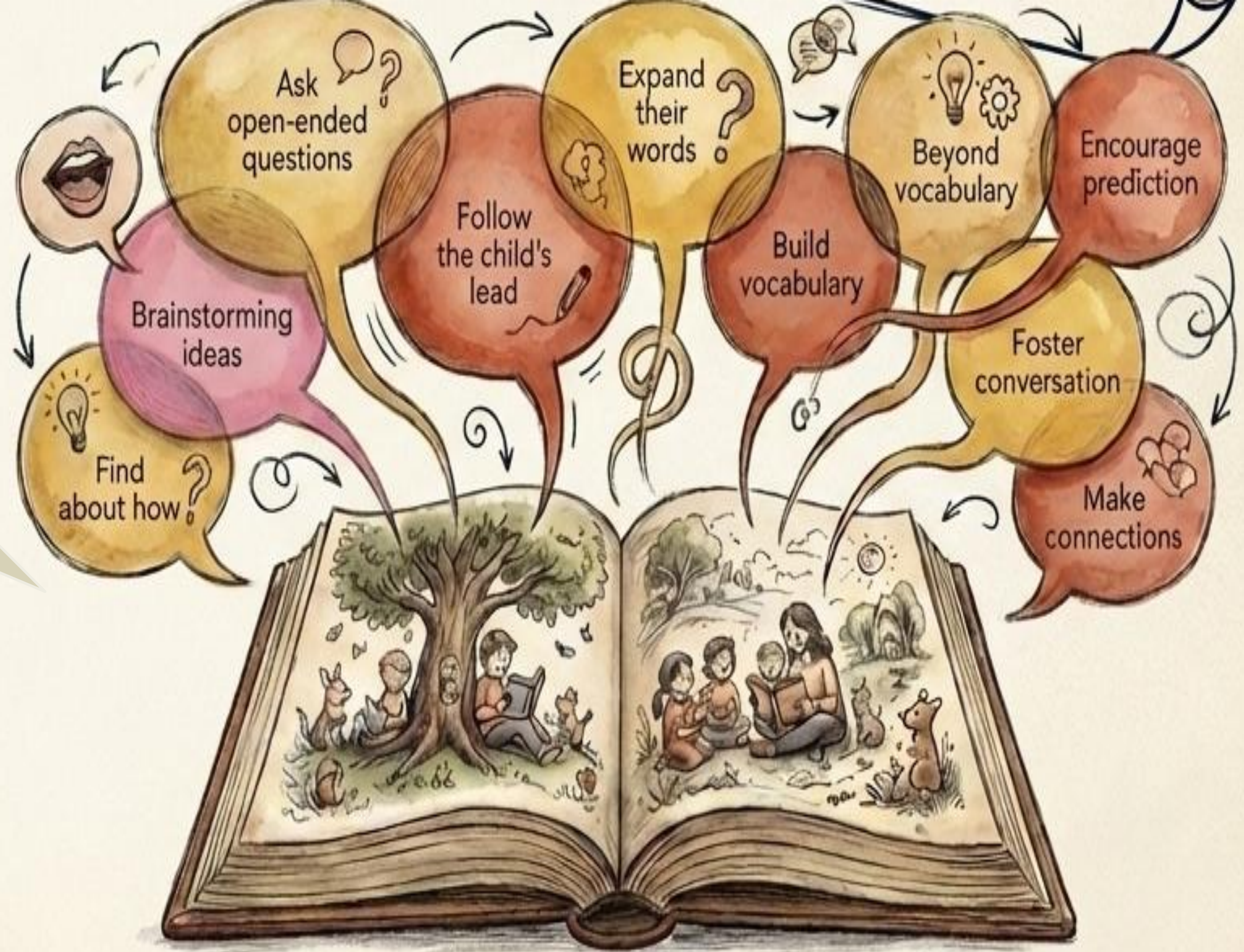
The Developmental Ecosystem: Aligning Learning Goals



The Developmental Ecosystem: Aligning Learning Goals

Dialogic reading is a united framework that activates four cognitive domains simultaneously. These domains are language and literacy development, cultural knowledge, social and emotional learning and thinking skills.

Transforming shared stories into dynamic learning in the English (EFL) classroom



Turning Shared Stories into Dynamic Learning

This slide repeats the intricate "story tree" illustration from the first slide. It serves as a visual summary of the teacher activities and the core concepts of transforming shared stories into dynamic EFL learning.

Good stories stay with us.

“Dialogic reading ensures that these stories do more than entertain—they shape how our young learners think, speak, and connect with the world.”



Conclusion

Dialogic reading shapes how our learners think, speak and interact with the world.