

DIALOGIC READING:

PROMOTING LITERACY AND EMOTIONAL LEARNING AT HOME, ONE PAGE AT A TIME.



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During this moment in time when our kids have had to discover alternate ways to read and understand facial expressions, the importance of dialogic reading is profound. Dialogic reading involves the adult and child having a discussion about the text they are reading together. These simple discussions can encourage perspective-taking and empathy in our children. Researchers have consistently found that when adults provide a model or a visual experience to our children when reading together, they can learn to understand complex emotions. So next time you feel inclined to say "I'll read and you listen", think of the book as a starting point for a shared discussion instead. Read alouds should occur at every grade and skill level!

10 REASONS TO READ ALOUD

According to Maria Walther, the author of "The Ramped-Up Read Aloud: What to Notice As You Turn the Page", there are 10 compelling reasons to read aloud. Reading aloud can:

- Promoting reading
- Fostering a strong sense of community
- Celebrating the written and illustrated word
- Building a foundation for future learning
- Expanding vocabulary
- Showcasing a proficient reader's strategy usage
- Supporting budding writers
- Sparking collaborative conversations
- Encouraging perspective-taking and empathy
- Opening windows to other worlds.

PERSPECTIVE AND EMPATHY

If we choose to focus on encouraging perspective-taking and empathy explicitly during this strange time in all of our lives, we can help to strengthen our children's social imagination, which will ultimately lead them to make sense of social cues and social implications. We can do this by asking questions and making comments that include mental verbs: imagine, feel, believe, wonder, etc. Simple questions/comments like those will do the trick!

- "I wonder how that character is feeling." Pause, and see if your child responds.
- "I feel like that would make him/her feel ____."
- "I imagine having something like that happen to you could make you feel ____."
- "There was one time when I felt like that too." Offer an explanation.
- "I believe that when we think and wonder about other people, we can help to fill their buckets."
- "Has there been a time when you have felt ____?"

IT'S OK TO INTERRUPT...

Some other important reminders during read alouds is that it is absolutely okay (and encouraged!) for your child to interrupt a story and interject with questions or comments. This engagement is truly what helps to develop a love of reading and learning through text. Also, as you are reading to your child, talk through the strategies you are using to help yourself understand as well. Some examples:

- Having to go back and re-read a certain part;
- Stopping to think about what new vocabulary words mean;
- Anticipating story elements (ie: "Here comes the big ending!"), and
- Admitting when you make a reading mistake (ie: "Huh, that didn't sound quite right. Let me try that word again.").

These will help to provide your children with an example as to how a strong reader tackles a text.

Also remember that read alouds can come in the form of audio books and podcasts as well! This is a great way to continue this important practice with our older students. After DRP is finished, sit back and enjoy a read aloud with your child. The shared experience will be an enjoyable one, all while targeting and reinforcing your student's literacy, language, and social-emotional learning!