

Developing Children's Oral Language Skills Through Dialogic Reading

Guidelines for Implementation

Kylie S. Flynn

Mrs. Thomas was a lead teacher in a public prekindergarten classroom where slightly more than half of her students were eligible for special education services due to a developmental delay (DD), language impairment (LI), or some other diagnosed disability. The remaining students qualified for public prekindergarten via the Title I School Readiness program based on their families' poverty status. Thus, Mrs. Thomas was aware of the at-risk nature of her students and their varying levels of ability. Despite having students with DD and/or LI in her classroom, the district did not provide additional speech and language therapy for these children, even if they had language goals on their individualized education programs (IEPs). Although Mrs. Thomas had over 20 years of experience with prekindergarten and kindergarten children and certifications for both early childhood education and K-12, she did not have special education certification. However, she was

*very familiar with the IEP process and had worked with a number of students with varying disabilities. Concerned about her students' language development and how to handle their varying levels of language ability, she turned to the What Works Clearinghouse, the online web site of the Institute of Education Sciences (IES) for evidence-based practices. She learned that **dialogic reading** has had very positive effects for language development in young children in a variety of settings (U.S. Department of Education, 2007), so she decided to implement the strategy in her classroom.*

Rationale for Implementing Dialogic Reading

With the passage of the No Child Left Behind Act of 2001 and the reauthorization of the Individuals With Disabilities Education Act in 2004, special educators are facing growing demands to develop children's language and literacy skills through evidence-based

practices. Given the developing body of research supporting the premise that literacy begins at infancy (Weikle & Hadadian, 2004), intervention should begin as early as possible with young children who may be at risk for future illiteracy due to poverty, developmental delays, and/or disabilities. To that end, educators need to seek intervention strategies that are grounded in a well-developed body of research. One promising research-based strategy is dialogic reading (DR), which is an interactive picture-book reading technique developed in the late 1980s by Whitehurst and colleagues (Whitehurst et al., 1988).

Whitehurst and Lonigan (1998) defined *emergent literacy* as "the skills, knowledge, and attitudes that are developmental precursors to reading and writing" (p. 848). They also suggested that language is one of those important skills in children's literacy acquisition. The connection between literacy development and language is



supported by several longitudinal studies (e.g., Bishop & Adams, 1990; Scarborough, 1989; Weikle & Hadadian, 2004) that have indicated a relationship between early oral language abilities and later reading proficiency in children who are typically developing, reading-delayed, and/or language-delayed. Because DR focuses on developing children's expressive language skills, it can be an important strategy for addressing the emergent literacy development in young children who may be at risk due to their developmental and/or socioeconomic status. An extensive body of research exists using DR with children ages 2 to 6 years old in a variety of settings, including at home with parents, in subsidized child-care settings (e.g., Head Start), and in early childhood special education programs. DR also meets the What Works Clearinghouse evidence standards for best practices (IES, 2007).

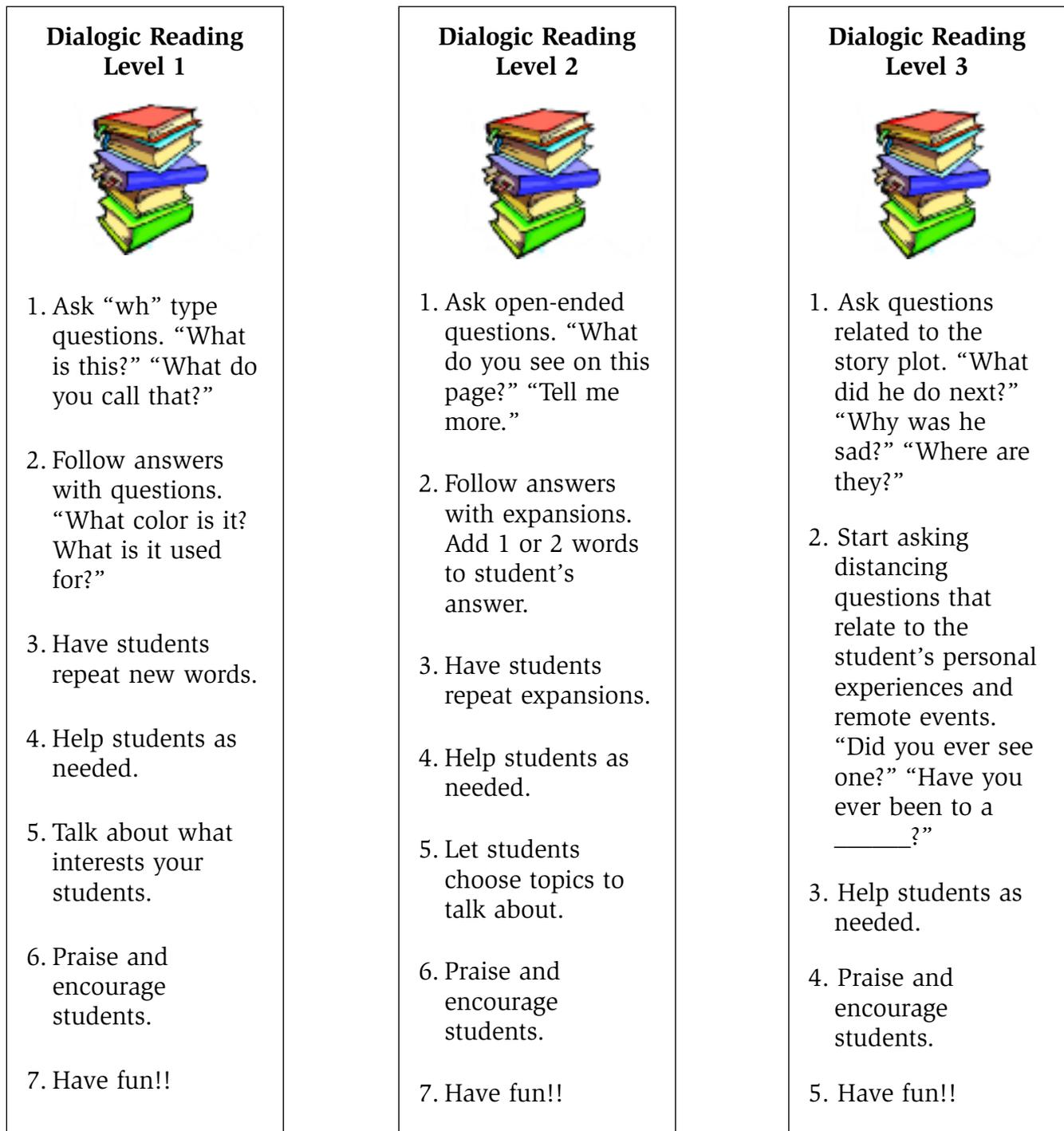
Dialogic Reading in the Classroom

Although DR was initially studied with parent-child dyads (Arnold, Lonigan, Whitehurst & Epstein, 1994; Briesch, Chafouleas, Lebel, & Blom-Hoffman, 2008; Chow & McBride-Change, 2003; Crain-Thoreson & Dale, 1999; Dale, Crain-Thoreson, Notari-Syverson, & Cole, 1996; Huebner, 2000; Huebner & Meltzoff, 2005; Valdez-Menchaca & Whitehurst, 1992; Whitehurst, et al., 1988; Zevenbergen, Whitehurst, & Zevenbergen 2003), it also can be used with groups of children in a classroom setting. Typically, *shared reading* means the teacher reads the text to the entire class and occasionally points out pictured vocabulary; students take the more passive role of listening. DR differs from typical shared reading in that the teacher works with small groups of children and facilitates their language through a series of prompts. Ultimately, the teacher and students have a con-

versation (i.e., *dialogue*) about the book; the adult gradually talks less and the children gradually increase their expressive language by talking more. The process focuses primarily on the book's illustrations and is broken down into three levels, each with its own strategy for engaging students (Lonigan, 2006; see Figure 1).

In the practice of DR, the teacher shares the book with the children a minimum of three times and often as many as five or six times. Before implementing DR, the teacher gives students a preview of the book and of approximately 10 to 20 illustrations representing age-appropriate vocabulary. The teacher then introduces the book via a more typical shared reading, highlighting print concepts such as the author, illustrator, cover, title, and so on. Then the teacher reads the book out loud, occasionally asking a question about one of the selected illustrations.

Figure 1. Dialogic Reading Bookmarks



Level 1: Introduce New Vocabulary

After introducing the book to the whole class, the teacher meets with small groups of students. The purpose of Level 1 is to introduce specific selected vocabulary words and to facilitate the students’ language acquisition through scaffolding. The teacher no

longer reads the text, but instead focuses on the illustrations. After posing basic labeling questions (e.g., “What’s this?”), the teacher follows up with an attribute and/or function question. An *attribute question* asks about specific features of the picture (e.g., “What color is it?”). A *function question* asks about the utility of the object

(e.g., “What do you do with it?”). When introducing new vocabulary, the teacher asks the children to repeat the new word or phrase using a balanced mix of individual and choral responses to ensure participation. Because they do not facilitate the use of expressive language and practice with new vocabulary, pointing questions (e.g., “Point

to the monkey.”) and yes/no questions are not used, unless working with children who are nonverbal. When most of the students can label at least 75% of the target vocabulary in a book, the teacher proceeds to Level 2.

Level 2: Practice and Expansions

The purpose of Level 2 is to create opportunities for students to practice the new vocabulary they have learned and to encourage longer responses. Thus, using the same book, the teacher begins to ask open-ended questions (e.g., “What do you see here?” “What’s happening on this page?”) and to evaluate responses. Initially, students are likely to need encouragement to expand their responses. Thus, the teacher should follow up one-word responses with an open-ended prompt, such as “Tell me more” or “What else do you see?” Also, in Level 2, the teacher starts using *expansions* (see Figure 2) as both a model and a teaching tool.

Expansions elaborate on what the student says by adding a few more words to the student’s answer. For expansions to be successful

- ✓ Add only one or two words to the student’s original response.
- ✓ Keep it short and simple.
- ✓ Stress the new word(s) and speak slowly.
- ✓ Repeat at least part of what the student said; pause after an expansion to see if the child will repeat without a prompt.
- ✓ Occasionally ask students to repeat the expansions.

In Level 2, the teacher should manage turn taking by soliciting individual responses. There is no use of higher level questions (e.g., “How do you think the boy is feeling?” “Why do you think the boy is crying?”) or prediction questions until Level 3, because children need to be familiar with new vocabulary before using it at a higher level. When most of the students can use most of the vocabulary in expanded phrases or sentences, the teacher proceeds to Level 3.

Figure 2. Examples of Expansions

<p><i>Student:</i> A cat. <i>Teacher:</i> A cat is at the veterinarian’s.</p>	
	<p><i>Student:</i> She on that. <i>Teacher:</i> Right, she is on the swing</p>
<p><i>Student:</i> It eating. <i>Teacher:</i> Good, the giraffe is eating.</p>	
	<p><i>Student:</i> Boat. <i>Teacher:</i> It is a big boat.</p>
<p><i>Student:</i> I sawed it. <i>Teacher:</i> You saw the car.</p>	
	<p><i>Student:</i> Bird up there. <i>Teacher:</i> The bird is flying.</p>

Level 3: Relate Knowledge to Experience

After students have been exposed to a book in Levels 1 and 2 and can label and discuss most of the pictured vocabulary, the teacher moves on to Level 3 with the same book. At this level, students are encouraged to relate the story to their own experiences; the teacher facilitates conversations about those experiences. For example, introducing a story about a camping trip, Mrs. Thomas asked her students what experiences with camping they had had and allowed them to share those experiences. In this way, the teacher-student dialogue begins to depart from the story but also allows for verbal expression and practice with new vocabulary words; it also builds children's background knowledge.

Level 3 also offers the opportunity to expand student comprehension of a story by using higher level questions about the illustrations, the plot, or the sequence of events. Thus, even though many of the students in Mrs. Thomas's class hadn't had experience camping, this process gave them the opportunity

The teacher-student dialogue begins to depart from the story but also allows for verbal expression and practice with new vocabulary words.

to develop their background knowledge while practicing their comprehension and expression. At Level 3, the goal is generalization of newly acquired vocabulary and knowledge through the use of extending and enriching activities.

Extension and Enrichment Activities

After the book has been read and children are familiar with the book and can accurately answer Level 3-type questions, teachers can turn to extension and enrichment activities. One form of an extension activity is *story retelling*: Students retell the story in their own words without looking at the book or using the pictures as a guide. Another extension activity is

reenactment, where students act out the story. They might describe what they are doing; speak lines; and describe their character, including the character's clothing and role in the story. Finally, *cooking and art* are creative extension activities that are generally feasible for all children, regardless of age or disability. Cooking activities allow for sensory experiences, including smell, taste, touch, hearing, and sight. Both cooking and art provide for more generalization opportunities and are an excellent way to reinforce targeted vocabulary. Many picture books are appropriate for cooking and/or art extension activities.

Recommendations for Implementation

Book and Vocabulary Selection

In selecting DR books, teachers should choose books with clear and varied illustrations but minimal text: The illustrations are used to introduce new vocabulary and to facilitate children's expressive language (see Table 1). Before conducting a DR session, pre-

view the book carefully and select the vocabulary to introduce in the lesson. Vocabulary should be

- ✓ Developmentally appropriate
- ✓ Well depicted in the illustrations
- ✓ Novel to the students.

Sticky notes to flag when to introduce a particular word and when to refer to it again later in the book can be helpful when using an unfamiliar book. Other teachers have taped an index card of all the target vocabulary words on the back of the book to use as a reference during the DR session. As teachers become familiar with the books, they simply rely on memory and intuition for introducing the selected vocabulary.

Group Composition and Management

Research is varied about the number of children who should participate in a dialogic reading session at one time. Although much of the DR research has been conducted with parent-child dyads (Arnold et al., 1994; Briesch et al., 2008; Chow & McBride-Change, 2003; Crain-Thoreson & Dale, 1999; Dale et al., 1996; Huebner, 2000; Huebner & Meltzoff, 2005; Valdez-Menchaca & Whitehurst, 1992; Whitehurst et al., 1988; Zevenbergen et al., 2003), several studies have also used small groups with six or fewer children (Lonigan & Whitehurst, 1998; Lonigan, Anthony, Bloomfield, Dyer, & Samwel, 1999; Whitehurst, Arnold et al., 1994; Whitehurst, Epstein, et al., 1994) and one study used the whole class (Wasik & Bond, 2001). Keeping in mind that the purpose of DR is to get children talking as much as possible, teachers should base decisions about group size on their classroom organization, management style, student-teacher ratio, and the age of their students. For younger children (e.g., 2 to 3 years old), teachers may want to consider smaller groups with no more than four children. For prekindergarten classrooms with 4- to 5-year-olds, teachers may experiment with groups of five to eight children. Kindergarten and first-grade teachers may be able to manage larger group sizes or whole-class readings that facilitate everyone's participation.

In terms of the frequency and duration of a DR session, although most studies recommended conducting DR daily, few studies mention specifically how long a dialogic reading session should last. Three studies (Huebner & Meltzoff, 2005; Lonigan & Whitehurst, 1998; Valdez-Menchaca & Whitehurst, 1992) suggest conducting dialogic reading in 10-minute sessions. However, it is likely that older children (e.g., 4- to 6-year-olds) could stay engaged for longer sessions lasting up to 20 minutes. Thus, teachers will want to use their professional judgment about the length of their sessions based on the age of their students and their classroom schedules and routines. Bearing

in mind the goal of child participation and engagement, teachers can gauge the duration of a session based on the group's level of attentiveness and expression.

In determining group composition, teachers have flexibility and will have to make decisions based on the needs of their students and classroom routines. The advantage of using homogenous grouping is that teachers can work with groups at their appropriate level. In this way, students can proceed through the levels at a pace that is commensurate with their progress and abilities. However, homogenous grouping also has to be balanced with assembling groups of children who get along well and are willing to interact with each other. When heterogeneous groups are used, an advantage is that children with higher levels of linguistic abilities can serve as role models for children who are less verbal. The challenge to this type of grouping is that the teacher must be more mindful of scaffolding at the individual level. For example, if the group is participating in a Level 2 session but one or two children are still at Level 1, the teacher will have to remember to scaffold between the two levels as appropriate. Additionally, depending on the group composition, teachers may want to vary the length of the session or increase the amount of time spent pre-viewing or reviewing. Finally, teachers are encouraged to change the grouping as needed, based on informal assessments of children's vocabulary and expressive language.

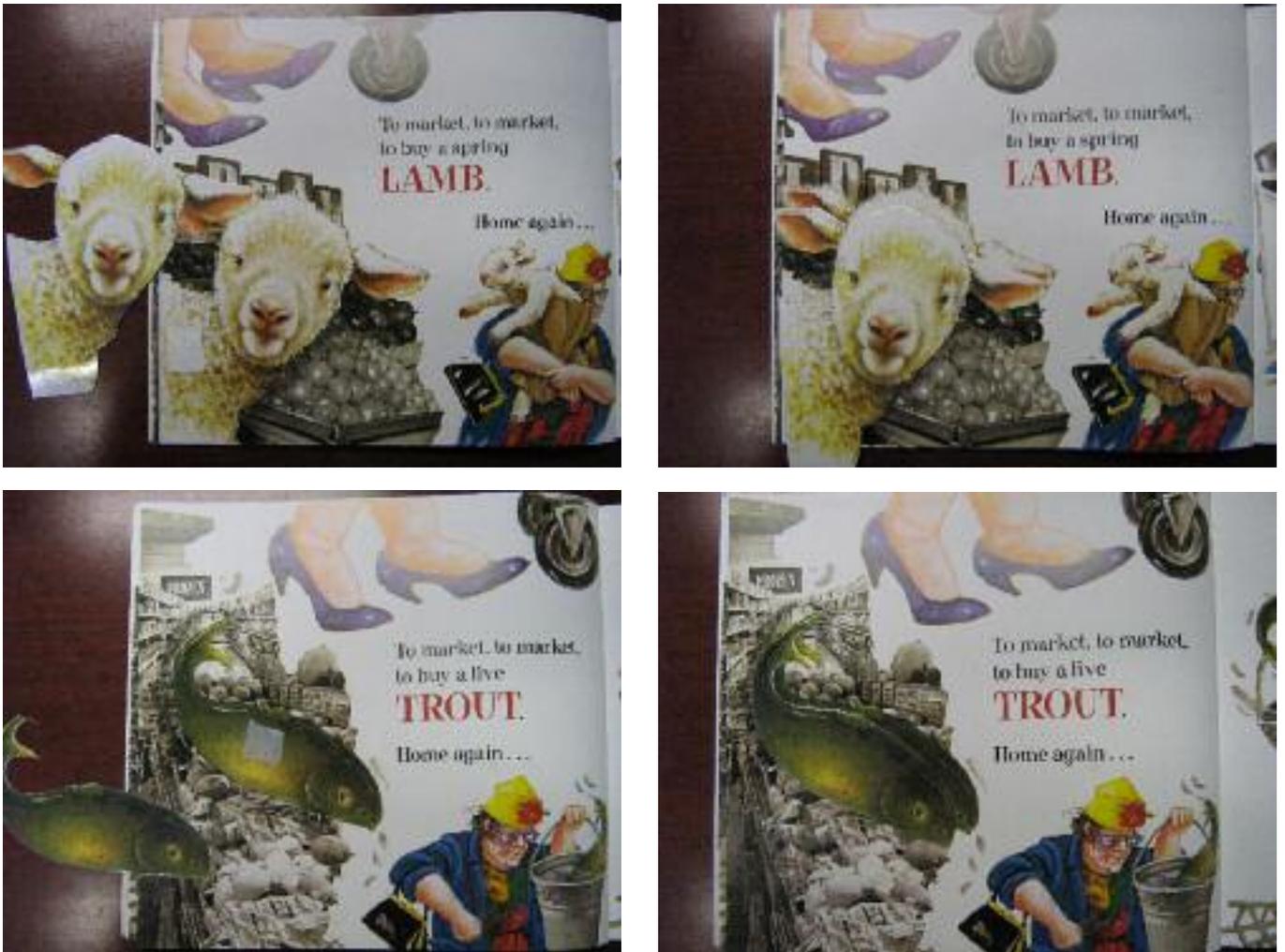
Management of the group is vital to successfully conducting DR, because the goal is to be interactive. Thus, it is important to make sure that all students are participating and have opportunities to respond verbally. Students should sit close to the teacher in a way that allows everyone to see the book at the same time, as this will help maintain interest. Teachers should ask questions in such a way that all the students stay involved and engaged in the answer. This interaction can be achieved by having the whole group repeat new information and by providing clear guidelines for turn taking,

Table 1. Suggested Picture Books for Dialogic Reading

Theme	Books
All about me/family	<i>ABC I Like Me!</i> (Carlson, 1999) <i>Leo the Late Bloomer</i> (Kraus, 1994) <i>Today I Feel Silly: And Other Moods That Make My Day</i> (Curtis, 1998) <i>Alexander & the Terrible, Horrible, No Good, Very Bad Day</i> (Viorst, 2009)
Fairy tales	<i>Goldilocks and the Three Bears</i> (Ransom, 2002) <i>Juan Bobo Goes to Work: A Puerto Rican Folk Tale</i> (Montes, 2000) <i>Three Little Javelinas</i> (Lowell, 1992) <i>Where the Wild Things Are</i> (Sendak, 1988)
Zoo/animals	<i>Goodnight, Gorilla</i> (Rathmann, 2002) <i>Duck on a Bike</i> (Shannon, 2002) <i>I Love my Daddy Because . . .</i> (Porter-Gaylord, 1991) <i>Little Penguin's Tale</i> (Wood, 1993) <i>The Escape of Marvin the Ape</i> (Buehner, 1999)
Nutrition/food	<i>If You Give a Moose a Muffin</i> (Numeroff, 1994) <i>The Little Red Hen</i> (Ottolenghi, 2002) <i>If You Give a Pig a Pancake</i> (Numeroff, 2000) <i>The Monster Who Ate My Peas</i> (Schnitzlein, 2010) <i>Good Enough to Eat: A Kid's Guide to Food and Nutrition</i> (Rockwell, 2009) <i>The Seven Silly Eaters</i> (Hoberman, 2000)
Growing things	<i>Muncha! Muncha! Muncha!</i> (Fleming, 2002) <i>Messy Bessey's Garden</i> (McKissack & McKissack, 2002) <i>Apple Farmer Annie</i> (Wellington, 2004) <i>Tops & Bottoms</i> (Stevens, 1995) <i>Flower Garden</i> (Bunting, 2000)
Under the sea/ocean	<i>Hello Ocean</i> (Munoz Ryan, 2001) <i>Dear Mr. Blueberry</i> (James, 1996) <i>The Whale's Song</i> (Sheldon, 1997) <i>Don't Eat the Teacher</i> (Ward, 2002) <i>My Visit to the Aquarium</i> (Aliko, 1996)

Note. Many of these publications are available in Spanish as well as English; teachers using the Literacy Express curriculum (Lonigan, 2006) may have access to these publications and additional materials through the Literacy Express Classroom Library.

Figure 3. Sample Interactive Book



Note. *TO MARKET, TO MARKET* by Anne Miranda. Text copyright © 1997 by Anne Miranda. Illustrations copyright © 1997 by Janet Stevens. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All Rights reserved.

active listening, and participating. For extremely shy or quiet children, the teacher can begin by asking them only questions to which they know the answer and/or having them repeat or extend answers provided by other students. For more verbal children who may get impatient waiting their turn or who dominate the session, teachers can use a variety of techniques based on overall classroom management or on individual student needs:

- Using a talking “microphone” to delineate the turn-taking process,
- Having the “impatient” child sit in closer proximity to the teacher
- Giving the child an additional role in the group, such as page turner.

Children with specific delays or disabilities may require more specific accommodations and/or modifications.

Accommodations and Modifications

Teachers can enrich the DR experience for diverse learners by using objects and/or props. Supplementing the Level 1 lesson with physical objects or props may provide a more concrete opportunity for students to learn new vocabulary: As they explore objects with all of their senses, they can discuss and learn

new vocabulary. Interactive books with Velcro images that can be removed and replaced provide another way to con-

It is important to make sure that all students are participating and have opportunities to respond verbally.

cretely engage children with the book (see Figure 3). These books may be particularly beneficial for younger children or those who are nonverbal. Making related props available during center time also provides students with the opportunity to generalize their new vocabulary through developmental play.

Whenever possible, teachers should capitalize on opportunities to integrate

paraprofessionals, parent volunteers, and/or specialists (e.g., speech and language pathologists, SLPs, and occupational therapists, OTs) into the classroom, particularly during small-group instruction. Depending on the site and classroom conditions, specialists can participate on a continuum of levels from teaching small group lessons to consulting with the teacher. SLPs can help with vocabulary selection and communication systems, and OTs can help with adaptive devices such as specialized seats and pointers. Even without the benefit of specialists, teachers can easily make accommodations and modifications for students with a variety of special needs.

For children with speech and language delays, the DR method offers a valuable opportunity for language practice. Teachers should use short, simple language; provide actual objects as needed in addition to the pictures in the book; allow more time for response; and model correct pronunciation and ask students to repeat. For children with visual impairments, teachers can use big books and/or objects that represent the vocabulary being taught. Similarly, children with hearing impairments will benefit from the use of simple sign language paired with pictures in the book or with the actual objects. The biggest concern for children with motor and physical impairments is their positioning; they need to be positioned in such a way that they can easily see the book and interact with the other group members. Children with cognitive delays will benefit from more time to respond; short, simple teacher prompts; and focusing strategies such as turning the pages of the book.

Final Thoughts

In general, teachers should use the same DR methodology of questioning in Levels 1, 2, and 3, with the addition of more concrete props as necessary. Keep in mind that only for students who are nonverbal is it acceptable to begin with receptive language skills and build to the expressive. Regardless of any disabilities that the children may have, teachers need to group chil-

dren thoughtfully and scaffold between the different levels when grouping students heterogeneously.

References

- Aliki. (1996). *My visit to the aquarium*. New York, NY: HarperCollins.
- Arnold, D. H., Lonigan, C. J., Whitehurst, G. J., & Epstein, J. N. (1994). Accelerating language development through picture book reading: Replication and extension to a videotape training format. *Journal of Educational Psychology, 86*, 235–243. doi:10.1037/0022-0663.86.2.235
- Bishop, D. V. M., & Adams, C. (1990). A prospective study of the relationship between specific language impairment, phonological disorders and reading retardation. *Journal of Child Psychology and Psychiatry and Allied Disciplines, 31*, 1027–1050. doi:10.1111/j.1469-7610.1990.tb00844.x
- Briesch, A. M., Chafouleas, S. M., Lebel, T. J., & Blom-Hoffman, J. A. (2008). Impact of videotaped instruction in dialogic reading strategies: An investigation of caregiver implementation integrity. *Psychology in the Schools, 45*(10), 1–16. doi:10.1002/pits.20346
- Buehner, C. (1999). *The escape of Marvin the ape*. New York, NY: Puffin.
- Bunting, E. (2000). *Flower garden*. Orlando, FL: Sandpiper.
- Carlson, N. L. (1999). *ABC I like me!* New York, NY: Puffin.
- Chow, B. W., & McBride-Change, C. (2003). Promoting language and literacy development through parent-child reading in Hong Kong preschoolers. *Early Education and Development, 14*, 233–248. doi:10.1207/s15566935eed1402_6
- Crain-Thoreson, C., & Dale, P. S. (1999). Enhancing linguistic performance: Parents and teachers as book reading partners for children with language delays. *Topics in Early Childhood Special Education, 19*, 28–39. doi:10.1177/027112149901900103
- Curtis, J. L. (1998). *Today I feel silly: And other moods that make my day*. New York, NY: HarperCollins.
- Dale, P. S., Crain-Thoreson, C., Notari-Syerson, A., & Cole, K. (1996). Parent-child book reading as an intervention technique for young children with language delays. *Topics in Early Childhood Special Education, 12*, 213–235. doi:10.1177/027112149601600206
- Fleming, C. (2002). *Muncha! Muncha! Muncha!* New York, NY: Simon & Schuster.
- Hobertson, M. A. (2000). *The seven silly eaters*. Orlando, FL: Sandpiper.
- Huebner, C. E. (2000). Promoting toddlers' language through community-based intervention. *Journal of Applied Developmental Psychology, 21*, 513–535. doi:10.1016/S0193-3973(00)00052-6
- Huebner, C. E., & Meltzoff, A. N. (2005). Intervention to change parent-child reading style: A comparison of instructional methods. *Journal of Applied Developmental Psychology, 29*, 296–313. doi:10.1016/j.appdev.2005.02.006
- Institute of Education Sciences. (2007, February). *Intervention: Dialogic reading*. Retrieved from http://ies.ed.gov/ncee/wcc/reports/early_ed/dial_read/
- James, S. (1996). *Dear Mr. Blueberry*. New York, NY: Aladdin.
- Kraus, R. (1994). *Leo the late bloomer*. New York, NY: HarperCollins.
- Lonigan, C. J., Anthony, J. L., Bloomfield, B., Dyer, S. M., & Samwel, C. (1999). Effects of two preschool shared reading interventions on the emergent literacy skills of children from low-income families. *Journal of Early Intervention, 22*, 306–322. doi:10.1177/105381519902200406
- Lonigan, C. J. (2006). Literacy express comprehensive preschool curriculum [Educational materials]. Available from <http://www.lakeshorelearning.com>
- Lonigan, C. J., & Whitehurst, G. J. (1998). Relative efficacy of parent and teacher involvement in a shared-reading intervention for preschool children from low-income backgrounds. *Early Childhood Research Quarterly, 13*(2), 263–290. doi:10.1016/S0885-2006(99)80038-6
- Lowell, S. *The three little javelinists*. Flagstaff, AZ: Rising Moon.
- McKissack, P. C., & McKissack, P. (2002). *Messy Bessey's garden* (Rev.). New York, NY: Scholastic.
- Miranda, A., & Stevens, J. (1997). *To market, to market*. San Diego, CA: Houghton Mifflin Harcourt.
- Montes, M. (2000). *Juan Bobo goes to work: A Puerto Rican folk tale*. New York, NY: G. P. Putnam's Sons.
- Munoz Ryan, P. (2001). *Hello ocean*. Watertown, MA: Talewinds.
- Numeroff, L. J. (1994). *If you give a moose a muffin*. New York, NY: HarperCollins.
- Numeroff, L. J. (2000). *If you give a pig a pancake*. New York, NY: HarperCollins.
- Ottolenghi, C. (2002). *The little red hen*. Bel Air, CA: Brighter Child.
- Porter-Gaylord, L. (1991). *I love my daddy because...* New York, NY: Dutton.
- Ransom, C. (2002). *Goldilocks and the three bears*. Columbus, OH: School Specialty Publishing.
- Rathmann, P. (2002). *Goodnight, gorilla*. New York, NY: G. P. Putnam's Sons.
- Rockwell, L. (2009). *Good enough to eat: A kid's guide to food and nutrition*. New York, NY: HarperCollins.
- Scarborough, H. S. (1989). Prediction of reading dysfunction from familial and individual differences. *Journal of*

- Educational Psychology*, 81, 101–108. doi:10.1037/0022-0663.81.1.101
- Schnitzlein, D. (2010). *The monster who ate my peas*. Atlanta, GA: Peachtree.
- Sendak, M. (1988). *Where the wild things are*. New York, NY: HarperCollins.
- Shannon, D. (2002). *Duck on a bike*. New York, NY: Blue Sky Press.
- Sheldon, D. (1997). *The whale's song*. New York, NY: Puffin.
- Stevens, J. (1995). *Tops & bottoms*. New York, NY: Harcourt.
- U.S. Department of Education. (2007). *What works clearinghouse: Dialogic reading* (WWC Intervention Report). Retrieved from http://ies.ed.gov/ncee/wwc/pdf/WWC_Dialogic_Reading_020807.pdf
- Valdez-Menchaca, M. C., & Whitehurst, G. J. (1992). Accelerating language development through picture book reading: A systematic extension to Mexican day care. *Developmental Psychology*, 28(6), 1106–1114. doi:10.1037/0012-1649.28.6.1106
- Viorst, J. (2009). *Alexander and the terrible, horrible, no good, very bad day*. New York, NY: Simon & Schuster.
- Ward, N. (2002). *Don't eat the teacher*. New York, NY: Scholastic.
- Wasik, B. A., & Bond, M. A. (2001). Beyond the pages of a book: Interactive book reading and language development in preschool classrooms. *Journal of Educational Psychology*, 93, 243–250. doi:10.1037/0022-0663.93.2.243
- Weikle, B., & Hadadian, A. (2004). Literacy, development and disabilities: Are we moving in the right direction? *Early Child Development and Care*, 7, 651–666.
- Wellington, M. (2004). *Apple farmer Annie*. New York, NY: Puffin.
- Whitehurst, G. J., Arnold, D. S., Epstein, J. N., Angell, A. L., Smith, M., & Fischel, J. E. (1994). A picture reading intervention in day care and home for children from low-income families. *Developmental Psychology*, 30(5), 679–689. doi:10.1037/0012-1649.30.5.679
- Whitehurst, G. J., Epstein, J. N., Angell, A. L., Payne, A. C., Crone, D. A., & Fischel, J. E. (1994). Outcomes of an emergent literacy intervention in Head Start. *Journal of Educational Psychology*, 86(4), 542–555. doi:10.1037/0022-0663.86.4.542
- Whitehurst, G. J., Falco, F. L., Lonigan, C. J., Fischel, J. E., DeBaryshe, B. D., Valdez-Menchaca, M. C., & Caulfield, M. (1988). Accelerating language development through picture book reading. *Development Psychology*, 24, 552–559. doi:10.1037/0012-1649.24.4.552
- Whitehurst, G. J., & Lonigan, C. J. (1998). Child development and emergent literacy. *Child Development*, 69(3), 848–872.
- Wood, A. (1993). *Little penguin's tale*. Orlando, FL: Sandpiper.
- Zevenbergen, A. A., Whitehurst, G. J., & Zevenbergen, J. A. (2003). Effects of a shared-reading intervention on the inclusion of evaluative devices in narratives of children from low-income families. *Applied Developmental Psychology*, 24, 1–15. doi:10.1016/S0193-3973(03)00021-2

Kylie S. Flynn (Florida CEC), Associate in Research, Florida Center for Reading Research, Florida State University, Tallahassee.

Address correspondence concerning this article to Kylie Flynn, Florida Center for Reading Research, 2010 Levy Avenue, Suite 149, Tallahassee, FL 32306 (e-mail: kflynn@frr.org).

The author thanks Dr. Stephanie Al'Otaiba for her patience and willingness as a mentor, and more specifically for her assistance in reviewing an earlier version of this article; and Drs. Lonigan, Phillips, and Clancy-Menchetti for the opportunity to participate in their research and to learn from their experience. A special thanks is due Dr. Clancy-Menchetti for development of the DR bookmarks adapted for this article.

TEACHING Exceptional Children, Vol. 44, No. 2, pp. 8–16.

Copyright 2011 CEC.

Classified

You are cordially invited to submit your manuscripts to the *Journal of Special Education Apprenticeship (JOSEA)*!

JOSEA is a peer-reviewed online publication, newly created and designed particularly for students in graduate programs, classroom teachers, administrators, and other professionals who are interested in research-based practices with children and youth with disabilities.

This journal intends to publish results from quality research studies at the graduate level and to promote scholarly apprenticeship among graduate students and their professors. JOSEA is interested in original research articles, reports, book reviews, and essays/commentaries on important current issues which will foster best practices in special education.

Please contact Sang Nam at snam@csusb.edu for submission instructions or if you are interested in serving on the editorial board. Thank you!

Sang Nam, Ph.D.
Educational Psychology and Counseling Dept.
California State University, San Bernardino
5500 University Parkway, CE239
San Bernardino, CA 92407

Ad Index

Attainment, cover 2, 1

CEC, 7, 17, 36, 37, 47, 57, 68, cover 3

Conover, 4, 5

Walden University, cover 4

West Chester University, 37