

Interactive Reading Guide

Dialogic reading, or interactive reading, occurs when an adult and a child engage in conversation around a text they are reading together. This might include defining unfamiliar words, discussing story elements, and more. Dialogic reading helps early readers develop print awareness, oral language, comprehension, and other vital literacy skills. These book inserts help caregivers structure interactive reading by selecting vocabulary words to pre-teach, or define before reading, and developing a variety of questions to ask while reading. This resource uses the acronym CROWD-HS to help educators remember to ask questions that require various levels of comprehension. The letters in CROWD-HS stand for:

C – Completion: Questions that require children to finish a statement or phrase from the story

R – Recall: Questions that require children to remember details about the story

O – Open-ended: Questions that require inference or do not have one correct answer

W – Wh questions: Questions that begin with “who,” “what,” “when,” “where,” or “why”

D – Distancing: Questions that relate the story to children’s own lives

H – Home question: Distancing questions related to home

S – School question: Distancing questions related to school

Additional Resources

For more information on dialogic reading strategies, read the Iowa Reading Research Center blog post [“Dialogic Reading: Having a Conversation about Books”](#) by Jessica Sidler-Folsom, Ph.D.

For more dialogic reading practice, use our [PEER](#) and [CROWD](#) bookmarks.

Title: _____ Author: _____

CROWD-HS Questions

Vocabulary Words to Pre-Teach

- C) _____ p. _____
- R) _____ p. _____
- O) _____ p. _____
- W) _____ p. _____
- D) _____ p. _____
- H) _____ p. _____
- S) _____ p. _____

1)

2)

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