

PEER Sequence and CROWD Prompts

Dialogic reading uses a scaffolded method of assessing and supporting children’s vocabulary and language development. As the child becomes increasingly familiar with a book, the adult uses higher-level prompts to encourage the child to go beyond naming objects in the pictures to thinking more about what is happening in the pictures and how this relates to the child’s own experiences.

The acronyms PEER and CROWD can help teachers prepare for dialogic reading and remember the sequence and types of prompts to use. First the teacher would use a prompt, by using one of the CROWD questions. Then the teacher would evaluate and expand on the responses, and then repeat the prompt to see if the children had more to add.

The PEER and CROWD sequences were developed by Grover J. (Russ) Whitehurst. A more comprehensive explanation of these acronyms is provided in “Dialogic Reading: An Effective Way to Read to Preschoolers,” which can be accessed at <http://www.readingrockets.org/article/400>.

