Abstract
Meaning, understanding and learning are reinforced in dialogic reading through the interaction among different participants - students, teachers, families and other members of the community- with a text. The present paper focuses on the development of dialogic reading in learning communities, especially through dialogic literary gatherings with families, with teachers and with students, and through guided libraries and other practices of shared reading with families and other community agents. Furthermore, the transformations that these practices bring about both at a personal level and in the group and the community are also analysed.

Keywords
Reading, Dialogue, Community, Social transformation.