






Reading Begins in Kindergarten

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Jeff Williams




Introductions

- Valerie Roncaglione
 - Kindergarten Teacher
 - Solon City Schools, Solon, Ohio
- Jeff Williams
 - Literacy Coach & District Teacher Leader
 - Solon City Schools, Solon, Ohio

Positions


- High quality literacy teaching IS differentiation
- Learning letters and sounds happens while learning to read rather than being a prerequisite
- Teachers must design instruction from observations/data rather than perceptions
- Rather than working to “Close Achievement Gaps” we believe in “Preventing Achievement Gaps”



Concepts

- Schedules and Timing
- Data Driven Groupings
- Instructional moves
 - Centering
 - Small groups
 - Writing
- Dynamic Grouping—January data
- Reflections...What does this mean to us?

Trimesters



- Trimester 1: Data and Culture Building
- Trimester 2 & 3: Centering & Small Group Instruction
- Expectations
 - Every child, 2-3 times per week, 5-10 mins. per group

Monday	Tuesday	Wednesday	Thursday	Friday
8:05 – 8:20 Calendar Time	8:05 – 8:20 Calendar Time	8:05 – 8:20 Calendar Time	8:05 – 8:20 Calendar Time	8:05 – 8:20 Calendar Time
8:30 – 9:10 Writing Workshop	8:30 – 9:10 Writing Workshop	8:30 – 9:10 Writing Workshop	8:30 – 9:10 Writing Workshop	8:30 – 9:10 Writing Workshop
9:10 – 10:00 Special	9:10 – 10:00 Special	9:10 – 10:00 Special	9:10 – 10:00 Special	9:10 – 10:00 Special
10:00 – 11:00 Math	10:00 – 11:00 Math	10:00 – 11:00 Math	10:00 – 11:00 Math	10:00 – 11:00 Math
11:00-12:00 Lunch	11:00-12:00 Lunch	11:00-12:00 Lunch	11:00-12:00 Lunch	11:00-12:00 Lunch
12:00 – 12:30 No new instruction and Rest	12:00 – 12:30 No new instruction and Rest	12:00 – 12:30 No new instruction and Rest	12:00 – 12:30 No new instruction and Rest	12:00 – 12:30 No new instruction and Rest
12:30 – 1:45 Reading	12:30 – 1:45 Reading	12:30 – 1:45 Reading	12:30 – 1:45 Reading	12:30 – 1:45 Reading
1:45 – 2:15 Science/Social Studies	1:45 – 2:15 Science/Social Studies	1:45 – 2:15 Science/Social Studies	1:45 – 2:15 Science/Social Studies	1:45 – 2:15 Science/Social Studies
2:15 – 2:30 Wrap up and Dismissal	2:15 – 2:30 Wrap up and Dismissal	2:15 – 2:30 Wrap up and Dismissal	2:15 – 2:30 Wrap up and Dismissal	2:15 – 2:30 Wrap up and Dismissal

Data Collection

- Ohio requires K-RAL (Kindergarten Readiness Assessment in Language) before Oct. 1
- Simple letter identification and oral language assessment

K-RAM: Math
 K-RASS: Social Studies
 K-RASH: Science & Health
 K-RAP: Physical Education



Additional Assessments

- Letters/Sounds Identification
- Hearing and Recording Sounds Test
- High Frequency Words (25)
- DRA 2



Data Driven Groupings

- Lowest: Small needs-based groups around letter/sound work
- Middle: Small needs-based groups around letter/sound and word work
- Higher: Small needs-based groups around reading text (guided reading)



Instructional Moves:

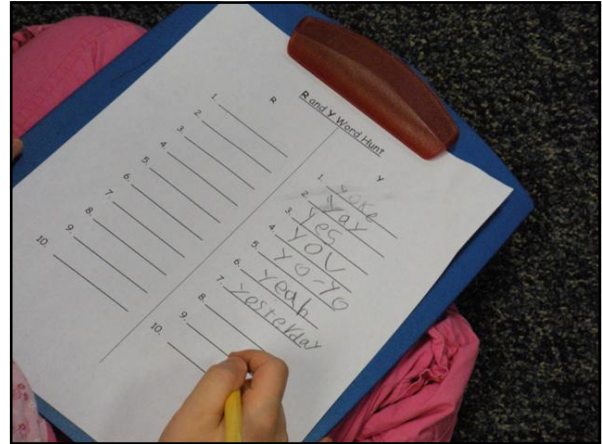
- Centering
- Small group work
- Writing Workshop



Instructional Moves: Centering Culture

- Management system
- Literacy-based centers
- Mostly open-ended centers –standing centers that do not change drastically from week to week, but the focus within them changes
- Student choice





Instructional Moves: Small Group

- Goal is to build upon and increase literacy knowledge
- Make connections using meaningful texts—reading and writing
- Make connections between what is known and new

Group A: TA, MC, EC, JA

- **Area for Instruction:** Letter Identification and Sounds
- **Instructional Activities:**
 - Interactive Read-Alouds (letter books from Dominee Press)
 - Letter sorts (capital vs. lower case, letter vs. letter)
 - Interactive Writing
 - Letter Hunts

Group B: SK, RH, IT, JK

- **Area for Instruction:** Attending to beginning sounds
- Continue to build sound knowledge
- **Instructional Activities:**
 - Interactive Writing
 - Picture Sorts (initial sounds, two or three letters at a time)
 - Specific letter instruction based on need (Q, Y, X)
 - Write the walls (words that begin with...)

Group C: CK, OM, KL, AJS

- **Area for Instruction:**
 - Beginning AND Ending sounds
 - *Transferring sound knowledge to writing
 - Rhyming
- **Instructional Activities:**
 - Interactive Writing
 - Making Words/Word Families (stamp it out, word bricks)
 - Rhyming Picture Sorts
 - Write the walls (words that begin and/or end with...)

Group D: CB, NM, ALS, AP

- **Area for Instruction:** High Frequency Words
- Ending AND Medial Sounds
- **Instructional Activities:**
 - Shared Reading
 - Making Words with magnet letters
 - Interactive Writing
 - Dictated Sentences
 - Word Hunts

Group E: MG, JG, DG, JH, MJ, EK

- Guided Reading
- *Instruction based on What's Next? from DRA2

Oral Reading Score

Accuracy rate

- Teach student how to take words apart (e.g. onset/rime; syllables) to problem-solve unknown words
- Teach student how to use word chunks to problem-solve unknown words
- Teach student how to use analogies (word families) to problem-solve unknown words
- Teach student how to make connections to word study concepts to problem-solve unknown words
- Teach student how to use beginning letter(s)/sound(s), sentence and/or story structure, as well as meaning (illustrations/background knowledge) to problem-solve unknown words

Phrasing

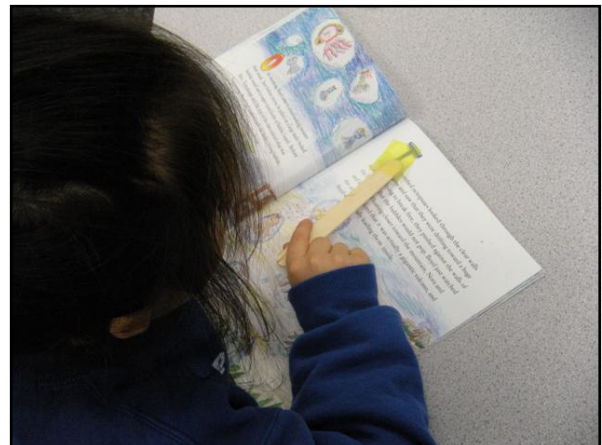
- Teach student how to group words and read in phrases
- Teach student how to read with expression
- Teach student how to heed punctuation for expression and phrasing

Reading rate

- Teach student how to increase reading rate with familiar texts
- Teach student how to adjust reading rate depending on purpose

Monitoring

- Teach student to monitor 1-1 correspondence
- Teach student how to notice when reading doesn't make sense
- Teach student how to use known words to monitor

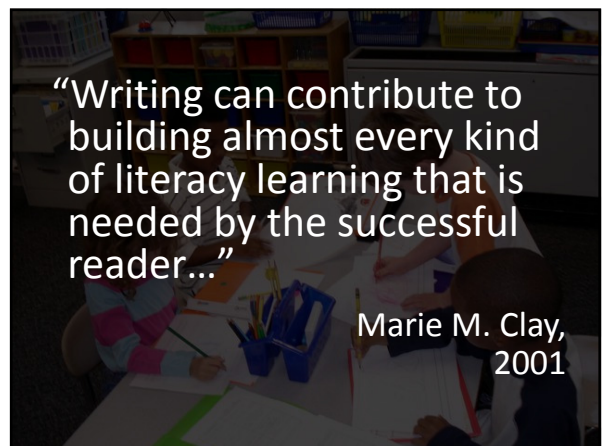


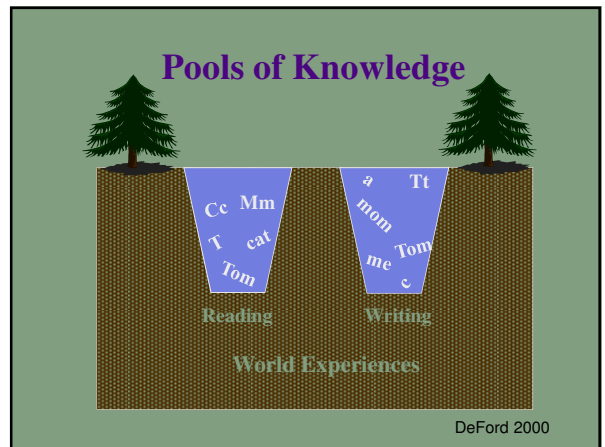
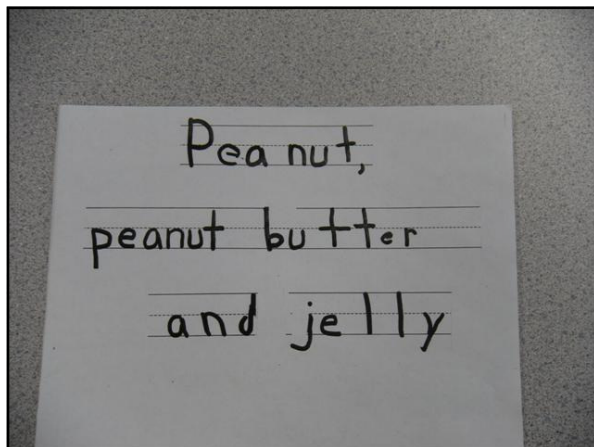
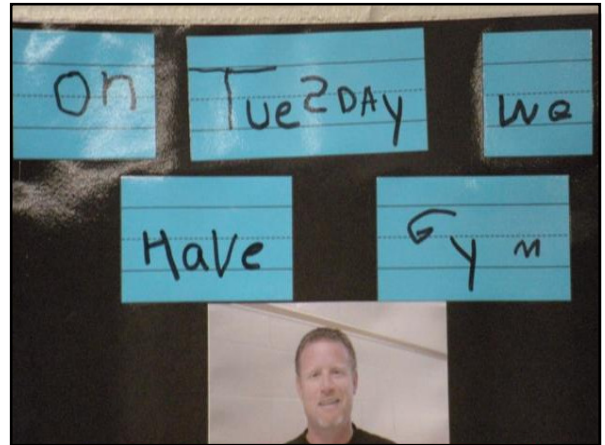
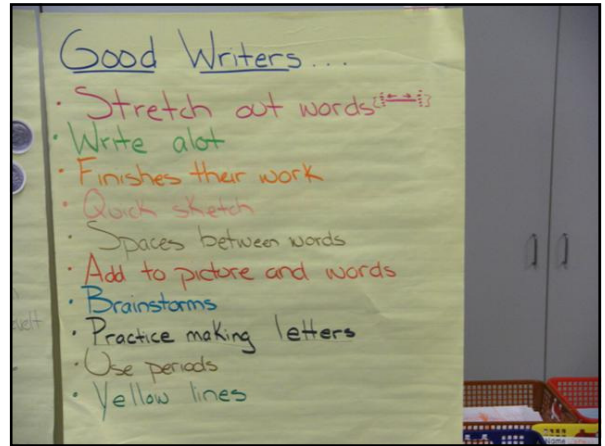
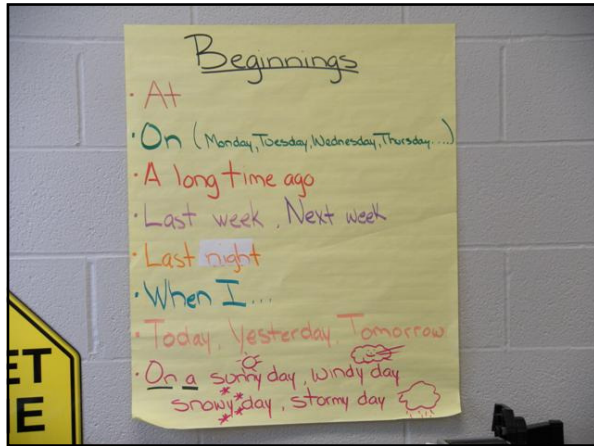
Instructional Moves: Writing Workshop

- Reading and Writing Connections
- Minilessons

“Writing can contribute to building almost every kind of literacy learning that is needed by the successful reader...”

Marie M. Clay,
2001

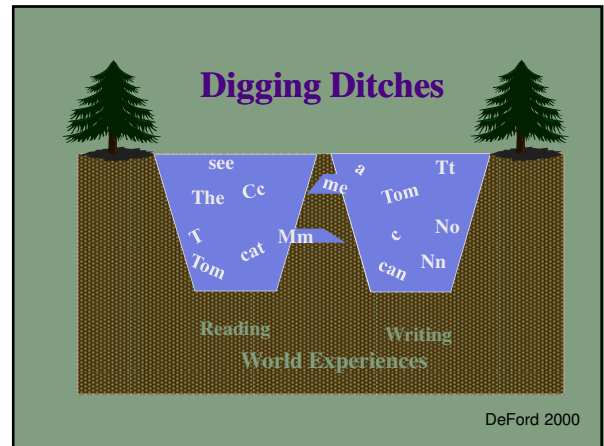




The words a child can read are not necessarily the words he can write.

Reading and writing are fundamentally different cognitive processes.

Clay, 1991



October Groupings

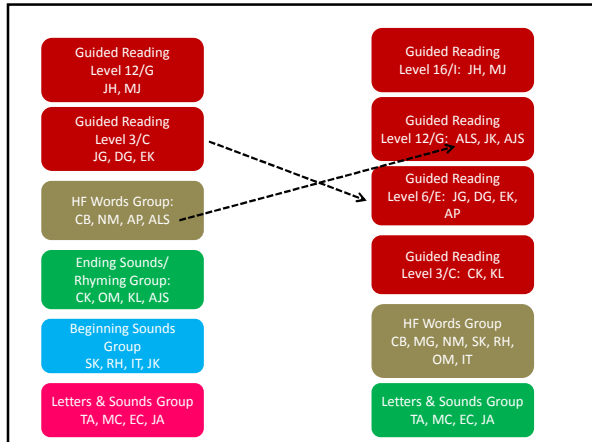
- Guided Reading Level 12/G: JH, MJ
- Guided Reading Level 3/C: JG, DG, EK
- HF Words Group: CB, NM, AP, ALS
- Ending Sounds/Rhyming Group: CK, OM, KL, AJS
- Beginning Sounds Group: SK, RH, IT, JK
- Letters & Sounds Group: TA, MC, EC, JA

January Groupings

- Guided Reading Level 12/G: JH, MJ
- Guided Reading Level 3/C: JG, DG, EK
- HF Words Group: CB, NM, AP, ALS
- Ending Sounds/Rhyming Group: CK, OM, KL, AJS
- Beginning Sounds Group: SK, RH, IT, JK
- Letters & Sounds Group: TA, MC, EC, JA
- Guided Reading Level 16/I: JH, MJ
- Guided Reading Level 12/G: ALS, JK, AJS
- Guided Reading Level 6/E: JG, DG, EK, AP
- Guided Reading Level 3/C: CK, KL
- HF Words Group: CB, MG, NM, SK, RH, OM, IT
- Letters & Sounds Group: TA, MC, EC, JA


Guided Reading Level 12/G: JH, MJ	→	Guided Reading Level 16/I: JH, MJ
Guided Reading Level 3/C: JG, DG, EK		Guided Reading Level 12/G: ALS, JK, AJS
HF Words Group: CB, NM, AP, ALS		Guided Reading Level 6/E: JG, DG, EK, AP
Ending Sounds/Rhyming Group: CK, OM, KL, AJS		Guided Reading Level 3/C: CK, KL
Beginning Sounds Group: SK, RH, IT, JK		HF Words Group: CB, MG, NM, SK, RH, OM, IT
Letters & Sounds Group: TA, MC, EC, JA	→	Letters & Sounds Group: TA, MC, EC, JA

Guided Reading Level 12/G: JH, MJ		Guided Reading Level 16/I: JH, MJ
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HF Words Group: CB, NM, AP, ALS		Guided Reading Level 6/E: JG, DG, EK, AP
Ending Sounds/Rhyming Group: CK, OM, KL, AJS		Guided Reading Level 3/C: CK, KL
Beginning Sounds Group: SK, RH, IT, JK		HF Words Group: CB, MG, NM, SK, RH, OM, IT
Letters & Sounds Group: TA, MC, EC, JA		Letters & Sounds Group: TA, MC, EC, JA




Other K Classroom Data:

- Level 1: 1 student
- Level 2: 7 students
- Level 3: 4 students
- Level 4: 1 student
- Level 6: 4 students
- Level 8: 2 students
- Level 12: 1 student



That was from the first two weeks of January...
Some of the 2's and 3's are moving quick...



“Teachers need to be tentative in their judgments and must easily and quickly change the emphasis of the instruction in response to interactions with learners.”

Clay, Marie, M. (2005). Literacy Lessons Designed for Individuals: Part II. p. 208

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