

Structured Literacy in Kindergarten

SPEAKER:
KATE
WINN



*5 key changes
that made all my
students readers*

August 4th
10am- 11:30am EDT

Welcome!

- Land Acknowledgement
- Introductions and special guest
- Recording will be free
- Q & A
- Chat: share resources & documents; report issues
- Certificates of Attendance and Prizes



Structured Literacy in Kindergarten

5 Changes That Made All My Students Readers

Kate Winn
Teacher & Education Writer

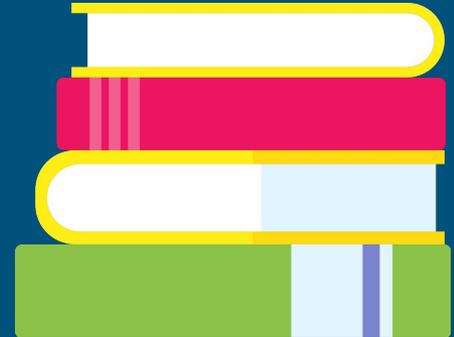


Agenda

- Introduction
 - My 5 Key Changes
 - Bonus 6th Focus
 - Wrap-up
 - Questions
-

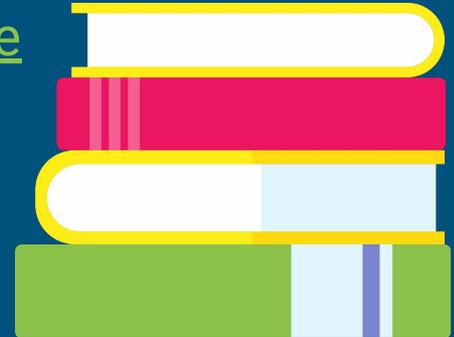
Introduction

- Who am I?
- My structured literacy learning/advocacy work
- What do I mean when I say all my kids are “reading”?
- Demographics of my school/class



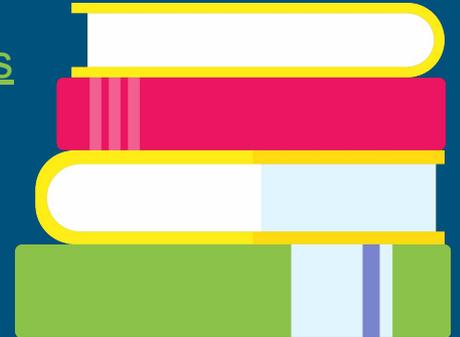
Who Am I?/My Structured Literacy Learning

- Teaching 22 years, various divisions/subjects, last 6 years in K
- [Books, podcasts](#), conferences, webinars, networking
- Informal mentoring
- [Acadience training](#) (K-6 Essential & Data Interpretation)
- Enrolled in Introduction to Structured Literacy/Top Ten Tools
- [IDA Basics of Decoding and Spelling Instruction Course](#)
- Free training, courses e.g., [Really Great Reading](#)



My Advocacy Work

- Presentations to Minister Lecce & members of Ministry team (January & July)
- Presentation to opposition critic MPP Marit Stiles (NDP)
- Presentation to 100+ OCSSOA members (Ontario Catholic Supervisory Officers Association; directors and superintendents)
- Presentation to reps from teachers' federation staff
- [Presentation at Right to Read Symposium \(approx. 1900 attendees\)](#)
- [Set of articles for Today's Parent magazine](#)
- [Morning Show segment: Debunking 6 Reading Myths For Parents](#)
- Led Science of Reading Book Study for PVNC (55 participants)
- [Right2Read Initiative webinars x 2](#)
- Member of PVNC Right to Read Implementation Committee



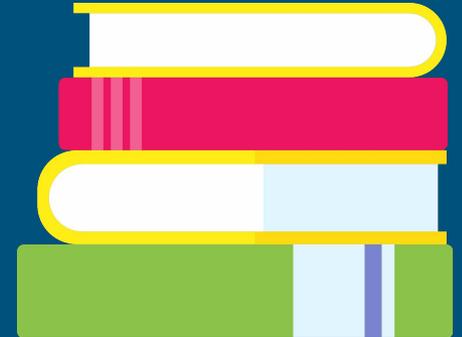
What does "all kids reading" mean?

Acadience Screening Data (Apr/June)

34	49	57	0	1	140
43	44	62	0		149
24	56	27	0		107
43	65	46	0		154
32	51	25	3/0		108
34	52	42	0		128
25	55	26	0		106
39	32	29	0		100
19	44	16	0		79
44	70	30	9		144
30	70	30	0		130
33	54	26	2/0		113
41	68	54	2		163
28	61	33	1		122
30	57	36	0		123
26	53	26	0		102

34	49	57	0		140
43	44	62	0		149
29	63	30	0		122
43	65	46	0		154
35	58	33	0		126
34	52	42	0		128
25	66	28	0		119
39	57	29	0		125
26	48	30	0		104
44	70	30	0		144
30	70	30	0		130
33	62	33	0		128
41	68	54	2		163
28	61	33	1		122
30	57	36	0		123
25	67	32	0		134

Demographics
of my class?



Shift # 1

Intentional focus on
Phonological/Phonemic
Awareness and Sounds

- Daily PA work (a few min)
 - Used Heggerty (Pre-K) & modified
 - Start phonics lessons with sounds, articulation
 - Change from word wall to sound wall
-



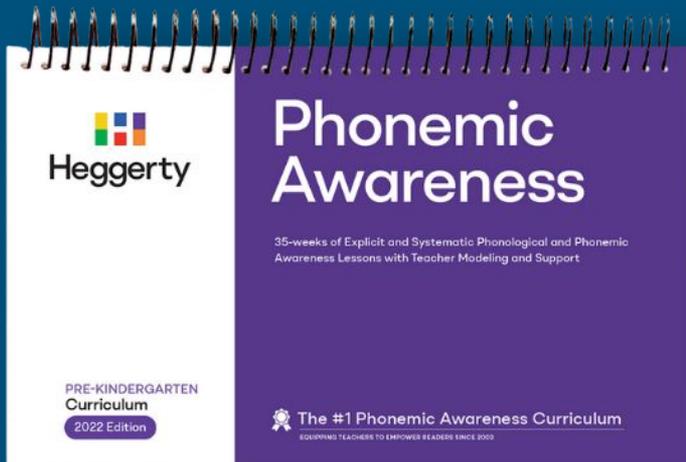
Sound
Wall

A collection of educational cards on the chalkboard. The top row shows mouth diagrams for various sounds. Below are cards with letters and corresponding images: c (apple), e (egg), i (ice cream), o (orange), u (umbrella), s (sun), z (zebra), n (nose), t (top), d (dog), h (hand), p (pencil), b (ball), m (milk), g (goat), r (rabbit), f (fish), v (van), l (leaf), ch (chicken), j (juice), w (wheel), wh (wheel), qu (quack), y (yarn), x (x-ray), sh (shoe), th (thumb), th (thing).

Our Day



Tools4Reading
T4R Value Pack



Sound/Letter Lessons by Ashley Sherf

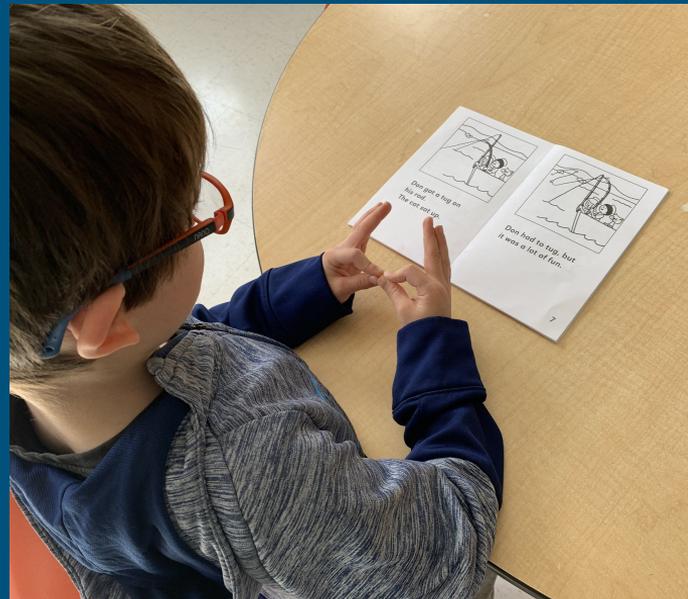
Shift # 2

Revamped Phonics Approach

- Taught it myself
 - From “letter of the week” to 3 sounds per week
 - Embedded mnemonics as scaffold
 - Large group = efficiency
 - Constant review/assessment
 - Reading/writing words with sounds taught
 - Heart words
-



Idea from Deb Glaser's "Morphemes are Mesmerizing" presentation



"Make your bed!"

Shift # 3

From Levelled/Predictable
Books to Decodable Texts

- Key difference between balanced & structured literacy
 - We want READING, not GUESSING
 - Start with words/sentences
 - [Decodable stories from Ashley Sherf](#), sent those home
 - [Primary Phonics](#), [SyllaSense](#)
 - [Free online decodable books](#)
 - [BOB books for families](#)
 - Partner reading
 - Assessment
-

Which text is decodable in kindergarten?

I have two eyes.
I have one mouth.
I have two ears.
I have one nose.

It is hot. Gus the
cat sits on a mat.
Gus naps in the
hot sun.

Flyleaf, Primary Phonics, BOB Books, SyllaSense



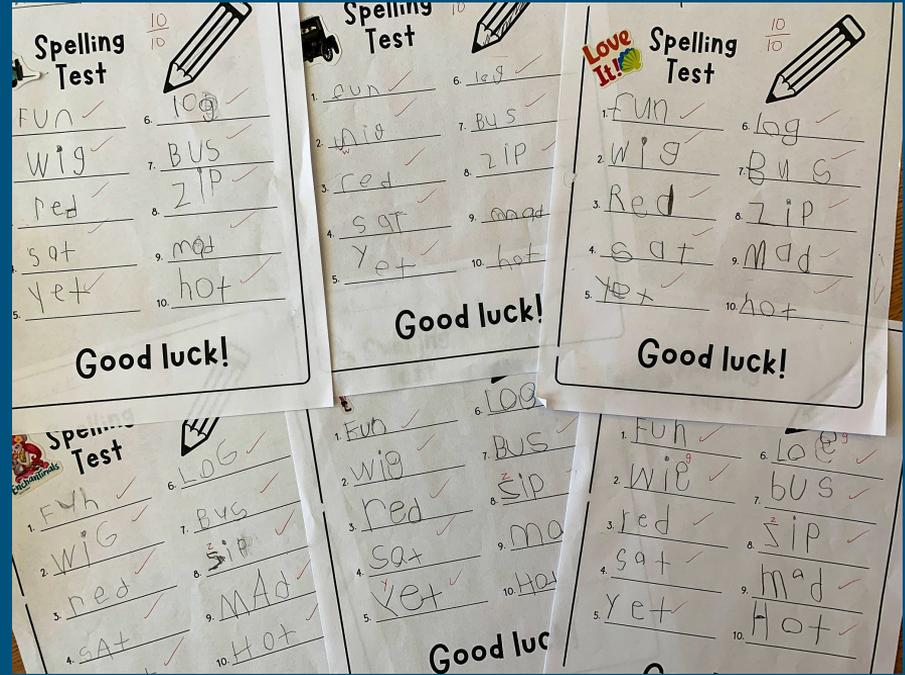
 	<p>Duck sits on the log with Cat and Dog.</p>	
	<p>The Log - Book 2 (51 Words)</p>	
<p>Duck slips in with Fish. Duck and Pig hop in as well.</p>		
	<p>The Hot Sun - Book 4 (73 Words)</p>	
<p>Sam and Chad went to the hill and got on the sled. Spot jumped on the back of the sled with them.</p>		
	<p>Spot, the Dog - Book 9 (117 Words)</p>	

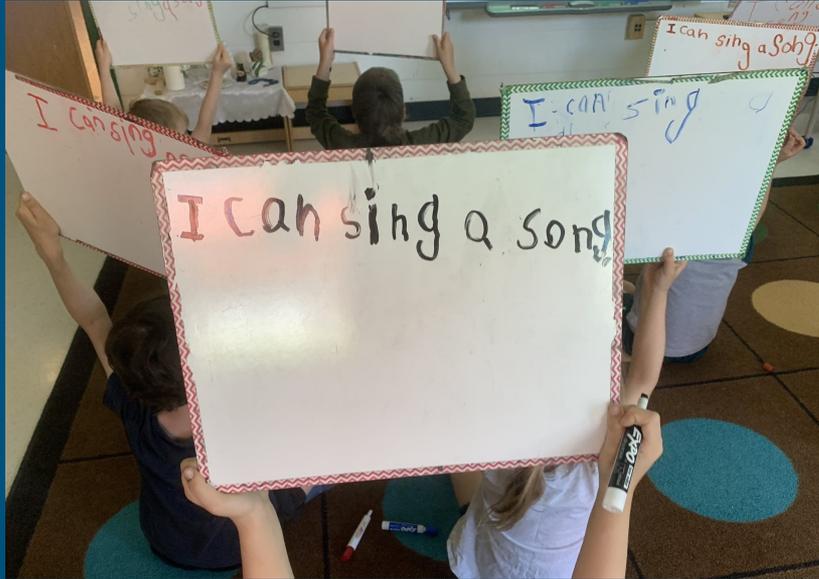
Shift # 4

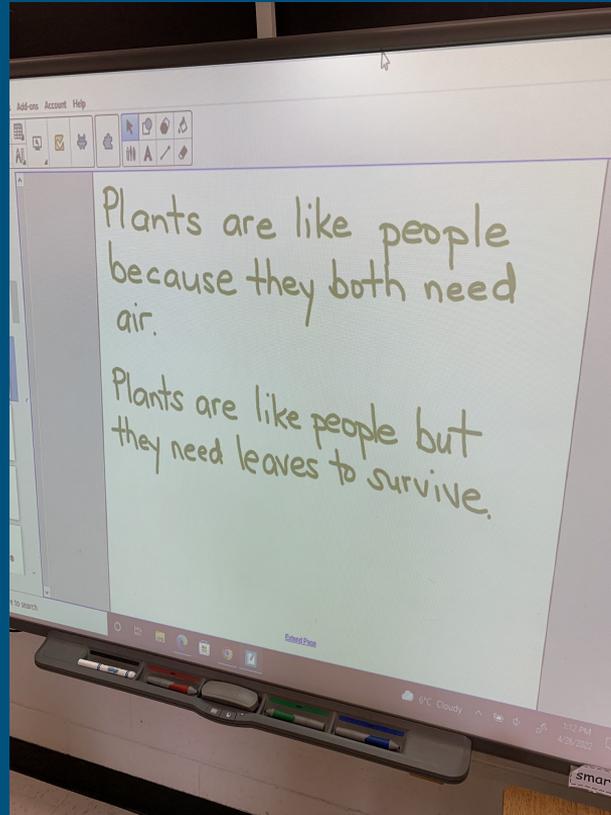
Connected Writing

(Decoding/Encoding:
two sides of a coin!)

- Printing practice same day as sound/letter lesson
 - Nip bad habits
 - Dictations, from sounds to words to sentences (whole group whiteboard)
 - Word chains
 - Spelling “test”
 - Constant use of sound wall
 - Expect accuracy in sounds/letters & heart words taught, “estimated spelling” for the rest
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The Grammar Project/ The Syntax Project

Shift # 5

Screening & Targeted Small Group Instruction

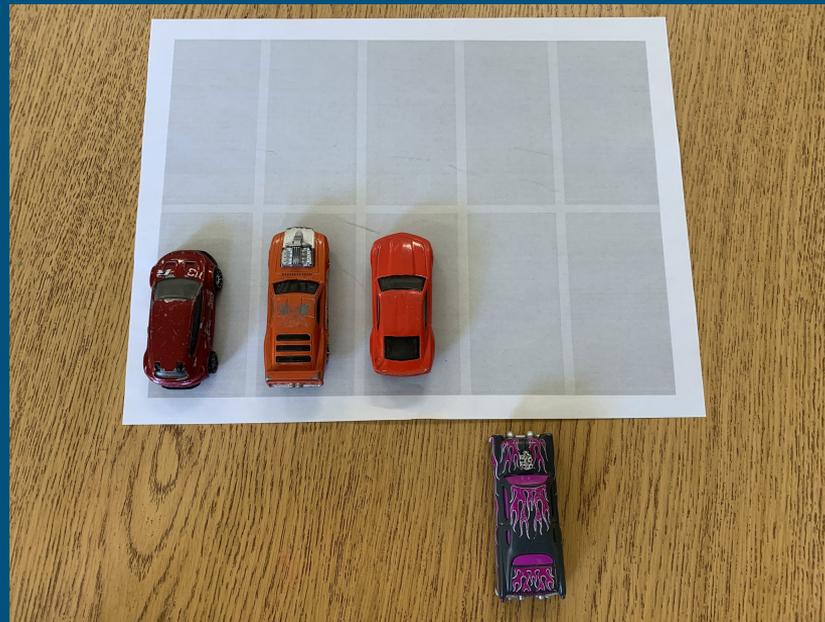
- Past year: Heggerty PA assessment, letter names, sounds, end of year Acadience
 - Coming year: Acadience from the start w progress monitoring
 - Small groups to target areas of need (whole group if majority of class shares a need)
 - All kids continue to get “Tier 1”
 - No one slips through cracks
-

Kindergarten student scored 32 on @acadience Phoneme Segmentation Fluency, benchmark is 40.

2 weeks of intervention (5 min a day with me, also supported at home).

Today PSF score is 57 (above benchmark) which brings their composite score to benchmark as well.

I ❤️ data.



BONUS

6

Vocabulary/knowledge
building

- Not measured by my reading assessments, long-term investment
 - Was a strong part of program already but took to next level
 - Chapter book read-alouds
 - Explicit vocabulary instruction (Text Talk, Malala's Magic Pencil, Shi-shi-etko)
 - Content focus (e.g., Five Senses and Plants from CKLA)
-



Birthday Book tradition

Connections to Right to Read Recommendations

- # 27: Require explicit, systematic and direct instruction in foundational reading skills (PA, phonics)
- # 30: Remove references to balanced literacy, guessing strategies, running records
- # 37: Replace levelled readers with decodable texts
- # 60: Require 2x year universal screening
- “Although the focus of this report is on word reading, the science of reading addresses other areas such as the importance of early vocabulary instruction.”

Final Notes

Twitter

[@thismomloves](https://twitter.com/thismomloves)

Instagram

[@katethismomloves](https://www.instagram.com/katethismomloves)

Website

www.thismomloves.ca

Email

katewinn77@yahoo.ca

- Still lots of time for play
 - Reading buddies - ramped up this year (stay tuned)
 - Volunteers (fine motor)
 - Fostering love of reading - they love it when they can do it
 - Please share/reach out!
-



Thank You

&

Questions

Coming up at IDA Ontario...

- Grade 1 - 90 Minute Structured Literacy Block by Martha Kovack, M.Ed., OCT.
- **Literacy Leaders series, “Rethinking Assessment: Using Universal Screening Data to Inform Reading Instruction”** - Aug. 31, Oct. 26, and Nov. 30: 7:30-9:00 p.m.
- **Save the Date! The Right to Read Inquiry: Responding to Opposition** - September 21, 2022 at 7:30-9:00 pm (Registration will be posted soon.)

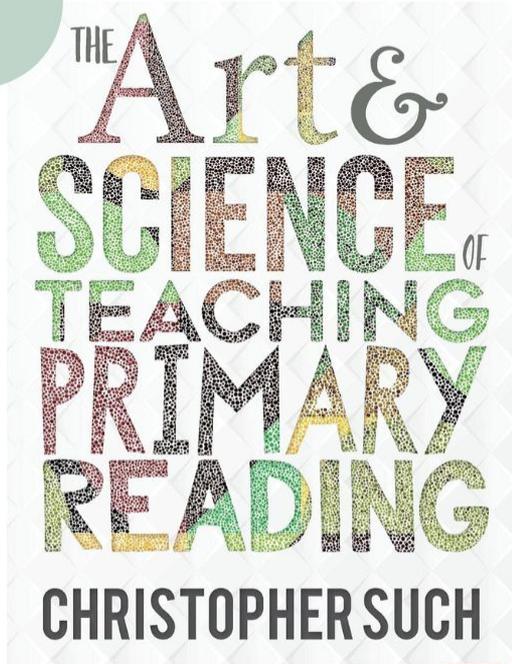
Certificate of Attendance

- There will be a link to apply for a Certificate of Attendance in the webinar **follow-up email**.
- The certificate will cost **\$10**.
- Please note that they will only be given out to those that **attended the webinar live**.

Prizes

We're giving out 4 prizes!

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Basics of
Decoding
and Spelling
Instruction

