



The Kindergarten Chronicles

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How Many Books Did You Read-Aloud Today?

Read-Alouds and the Reading-Speaking-Listening Link

Who doesn't love a great story? Kindergarteners especially enjoy sitting on the carpet, close to their teacher, listening to stories being read-aloud. Perhaps it's the rhyming patterns of familiar Dr. Seuss books like *Green Eggs and Ham*, or the Chinese version of *Little Red Riding Hood* by Ed Young titled, *Lon Po Po*, or poetry such as "April Rain Song" by Langston Hughes, kindergarteners delight in listening to stories and poems.

As we plan our read-alouds, let's not forget to include informational texts. Just as a well-balanced diet contains all food groups, we need to make sure our students' literary diets contain all genres. Whether you begin the year reading *Fire!* by Gail Gibbons or *My Five Senses* by Alikei, students are sure to recall facts from your informational read-alouds and discover new ideas about the world around them. Children in the early grades benefit from participating in rich, structured conversations with an adult in response to written texts that are read aloud, orally compar-

ing and contrasting as well as analyzing and synthesizing (Bus, Van Ijzendoorn, & Pellegrini, 1995; Feitelstein, Goldstein, Iraqui, & Share, 1993; Feitelstein, Kita, & Goldstein, 1986; Whitehurst et al., 1988). The Common Core State Standards acknowledge the importance of this aural dimension of early learning by including a robust set of K-3 Speaking and Listening Standards.

With limited time, and so much to do, how does a kinder teacher decide which books to select for read-alouds? A wonderful resource is The Text Exemplars in Appendix B of the Common Core State Standards. This resource can be accessed directly from Curriculum Engine or by clicking on the link,

[The Text Exemplars in Appendix B of the Common Core State Standards](http://www.corestandards.org/assets/Appendix_B.pdf)

Text exemplars are grouped by grade level bands K-1, 2-3, and 4-5. Students in the first year(s) of a given band are expected by the end

of the year to read and comprehend proficiently within the band, with scaffolding as needed at the high end of the range. Students in the last year of the band are expected by the end of the year to read and comprehend independently and proficiently within the band (CCSS, Appendix A, page 10). As we know, a student's listening comprehension surpasses reading comprehension until the middle school years. For this reason, it is important that young students build knowledge through being read to as well as through reading. Our ultimate goal is to create independent readers.

What benefits do students receive from being read to? Children experience written language without having to decode and it allows them to experience content they may not be able to read independently. Students can focus their energy on the words and ideas presented in the text, making them better prepared to tackle rich written text on their own.

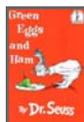


Building Language with Precision Partner Work

Building language skills is a must! One way to assure that students get "more miles on the tongue" is to set the expectation that students will speak in complete sentences. Providing "discussion starters" is one way to assist ALL students in expressing their thoughts and partner conversations. Dr. Kate Kinsella's precision partner work is a way to make academic language a part of your classroom instruction.

Divide students into partners A and B. While partner A orally completes a sentence stem, partner B is looking at the speaker, leaning in to show interest, and listening. Then the partners reverse roles and partner B orally completes a sentence stem, while partner A is looking at the speaker, leaning in to show interest, and listening. Some benefits of precision partner work are that each partner has a task and a turn, thus increasing student engagement. Academic language and vocabulary is being used. Students speak in complete sentences. Verbal response is mandatory from all students with appropriate scaffolding.

After orally completing the sentence stems, the stems become a springboard for student writing. Here are some precision partner work ideas for the CCSS text exemplars mentioned in the article above. Model and scaffold them orally with students. Place the stems in a pocket chart and eventually, use the stems for writing. (SL.K.1a, SL.K.2, SL.K.4, SL.K.6, L.K.1f)



Partner A: Two words that rhyme with ham are _____ and _____.

Partner B: _____ does not rhyme with ham.



Partner A: The wolf is tricky because _____.

Partner B: Shang is tricky because _____.



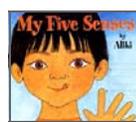
Partner A: The rain can _____, and _____.

Partner B: Rain can also _____.



Partner A: When firefighters hear of a fire, the first things they do are _____ and _____.

Partner B: After a fire, when they get back to the firehouse, firefighters _____ and _____.



Partner A: I use my sense of hearing to hear _____ and _____.

Partner B: I use my sense of touch to feel _____ and _____.

Southern Nevada Regional Professional Development Program

Volume 8, Issue 1

September 2012

www.rpd.net

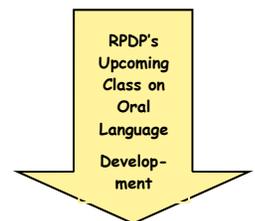


Bill Hanlon, Director

"You don't have to read every day, just on the days you eat."



NAEP Report



RPDP 528C Kindergarten: Oral Language Development - Connecting Reading and Writing in the CCSS

This one credit course will focus on the introduction and implementation of the Common Core State Standards in oral language development, connecting to reading and writing. It will provide instruction to the standards as well as the resources and research needed for successful classroom implementation. The goal is to demonstrate how these standards can be easily integrated into existing best practices in the Kindergarten classroom. Cost is \$75 for one graduate credit through UNLV.

Dates: October 11, 12, and 13, 2012

Time: 4:30-8:30 Thursday and Friday, 8-3:30 Saturday

Location: Red Rock ES

Instructor: Marianne Barrett

UNLV Call #: 90254

Email Robyn Markovic for more information!

