Reading Goals and Objectives

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Instructional Strategies

I decided to focus on Kindergarten goals and objectives for my paper, as it is most relevant to my everyday teaching. There are eight instructional strategies I will be looking at: Read Alouds, Directed Listening Thinking Activities, Shared Reading, Guided Reading, DEAR: Drop Everything and Read, Repeated Readings of Poetry, Language Experience Approach Activity and Pocket Chart Reading.

Read Alouds

Reading aloud is a wonderful instructional strategy to use with early readers as it allows children to observe quality reading including expression and fluency. A read aloud that is done well engages students and sparks in them a love of reading. Kindergarten Goal 2 states that: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed. Early readers will begin to grasp the concept of a story as they listen. Kindergarteners especially are able to comprehend more through hearing the information rather than reading the information at this stage. As teachers read to their students, discuss the stories they read and provide follow-up activities, students will begin to, 2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).

Teachers can also use read alouds to begin teaching early readers about genres as they read a large variety of stories. Children will start to notice that there are different kinds of books, some that are true and some that are made up. Teachers can subtly point out text features, sentence structures and topics that different genres utilize and begin to discuss the author’s purpose for each type of story. With experience students will be able to, 2.08, Distinguish fantasy from reality when reading text.
When teachers read aloud it also opens a door to show children how connections are made while reading. Teachers can “think aloud” and share the connections they are making within the text. After repeated demonstrations the teacher can ask students to share connections they have made with a story. This routine in reading aloud addresses Kindergarten Goal 3: The learner will make connections through the use of oral language, written language, and media and technology. It pinpoints objective 3.01, Connect information and events in text to experience.

In my own classroom I extend read alouds by letting students revisit stories on their own. They listen to the stories in the listening center or on the computer. After the students have listened to the story I have them draw a picture and write a sentence about their favorite part. A website I enjoy using is www.tumblebooks.com, you can access the site and listen to the books for free through the New York Public Library: http://kids.nypl.org/. Stories are read to the students on the site with sound effects and the children can follow along as the words light up on the page. There are also games and puzzles that the students can play with upon completion of the story. Teachers could also share a story to the entire class by playing the story on the activeboard.

Directed Listening Thinking Activities

In a Directed Listening Thinking Activity teachers are demonstrating and engaging children in metacognition, thinking about ones thinking. Teachers involve students in making predictions prior to reading and throughout the text. The teacher stops throughout the story to confirm or disconfirm predictions. This type of teaching strategy targets objectives in Goal 2: 2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text. 2.04 Formulate questions that a
text might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens). 2.05 Predict possible events in texts before and during reading.

Eventually teachers can begin asking children how they arrived at making their predictions. This takes time, especially in kindergarten. Teachers need to continuously demonstrate metacognition for early readers before they can understand and participate in it. Once the children begin to grasp this concept teachers can move on to ask questions regarding story structure and text features.

**Shared Reading**

Shared reading is a great tool for teachers to use to guide students towards independent reading. Stories used should be large enough for students to follow along with and should include predictable text. Teachers can include strategies such as making predictions and “aesthetic” discussions of the story. After the teacher has read the text to the students multiple times, they can begin to have “efferent” discussions of the text. In an efferent discussion the teacher focuses children’s attention on specific text and picture characteristics. This meets Kindergarten Goal 1: *The learner will develop and apply enabling strategies and skills to read and write.* It pinpoints objective 1.01, *Develop book and print awareness:*

- identify the parts of books and function of each part.
- demonstrate an understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud.
- demonstrate an understanding of letters, words, sentence and story.
- identify the title, name of the author and the name of the illustrator.
This teaching strategy also addresses Goal 2, objective 2.07, *Demonstrate understanding of literary language; e.g., "once upon a time" and other vocabulary specific to a genre*. Teachers can use shared reading books to demonstrate various types of genres and corresponding literary language. I think children gain a great amount of awareness, as they can discuss and compare stories that they are familiar with in the shared reading experience. Students are able to hear the literary language patterns as well as see and read them along with the teacher.

With shared reading children become extremely familiar with stories as they read and re-read together as a class. Teachers can extend shared reading by giving students the opportunity to re-tell the story in different ways. One way is to allow children to act out the story. This familiarity with a story helps meet objective 2.09, *Identify the sequence of events in a story*. Students will have many opportunities to identify and retell story sequences with shared reading.

As a follow-up to a shared reading experience I frequently go to [www.prometheanplanet.com](http://www.prometheanplanet.com). This site offers a wide variety of Activeboard activities for students to participate in. I have found many retell activities that children can do independently after they are familiar with a story we’ve read in shared reading. I have also used activities that go along with a specific skill I have taught with the shared reading book, such as the letter Aa or specific sightwords.

**Guided Reading**

Guided reading is a valuable strategy that allows teachers to work with small groups of students and instruct them on their developmental level. In guided reading with early readers teachers can address a myriad of objectives, anything from phonemic
Throughout guided reading teachers give students oral instructions of what they need them to do. This meets objective 2.06, *Understand and follow oral-graphic directions*. Teachers may instruct students to read silently, with a partner or follow along while the teacher reads. They also might have children pick out different features in the text, in specific words or sentences. The students must learn to listen and follow instructions. Teachers also may give students follow-up activities that require them to follow a set of picture or written directions.

After reading in a guided reading group the teacher can talk with the students about various elements of the story, connections they may have had and invite the students to ask questions. This discussion works to solidify the students’ comprehension of the story, meeting objective 3.02, *Discuss concepts and information in a text to clarify and extend knowledge*.

Teachers can also have students pick out specific elements in the text. Kindergarteners can find different letters or sight words, identify punctuation or find words that belong to the same word family. This addresses goal 1, objective 1.03, *Demonstrate decoding and word recognition strategies and skills:*

- recognize and name upper and lower case letters of the alphabet.
- recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks.
- recognize most beginning consonant letter-sound associations in one syllable words.

As children participate in a guided reading group I have them rotate through various literacy centers, one of which is the computer center. I try to match the website or activity the students are doing on the computer with the skills we are working on in class.
One website I frequently use is http://pbskids.com. This website offers a wide variety of games and activities based on book and TV characters that kids love, for example, Arthur, Clifford and Martha Speaks. The games on the site address a multitude of literacy skills such as vocabulary development, phonemic awareness and word recognition.

**DEAR: Drop Everything and Read**

Children need countless encounters with text to become readers; one learns to read by reading. Providing children with a designated time to read self-selected stories is crucial. This gives students a set time to, 1.05, *Interact for at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level.*

In kindergarten this time does not happen right away, children have to be taught how to select an appropriate book, what DEAR time is for and what they should be doing. It takes time for students to become comfortable with book selection and independent reading.

One important thing for teachers to provide for their students is a well-stocked classroom library. Children need to interact with many different books in order to, 2.02, *Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories).* With a large variety of texts to choose from and adequate instruction in the area of book selection, children should be familiar with and enjoy reading all types of selections.

The experience of holding a book and reading it independently deepens a child’s understanding of how a book works. When reading on their own a child will model the behaviors they have seen demonstrated by their teachers and parents. This activity
touches on objective 1.01 again.

The website www.starfall.com has mini books that children can read on their own. If a child has trouble with a word they can click on the work and the computer will read it for them. Children can choose to read plays, comics, fiction stories, non-fiction stories and more. This is another fun way for students to practice independent reading while still receiving some support.

Repeated Readings of Poetry

As mentioned before, it is important for children to interact with all different kinds of texts, informational texts, plays and poetry. Poetry is a useful tool in teaching phonemic awareness and helps students to, 1.02, Develop phonemic awareness and knowledge of alphabetic principle:

• demonstrate understanding that spoken language is a sequence of identifiable speech sounds.

• demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word.

• demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes).

Teachers can draw students’ attention to the way the author uses the words to create a rhythm and how the words rhyme.

Prior to reading the poem the teacher can activate the students background knowledge though discussing and predicting what the poem will be about. After reading the class can discuss personal connections they may have to the poem and what it caused them think about; another story, a movie or something that happened to them. This works
to build vocabulary and teaches children to begin to, \textbf{3.03}, \textit{Associate target words with prior knowledge and explore an author's choice of words}. It also gives students the opportunity to, \textbf{3.04}, \textit{Use speaking and listening skills and media to connect experiences and text}:

- \textit{listening to and re-visiting stories}.
- \textit{discussing, illustrating, and dramatizing stories}.
- \textit{discovering relationships}.

Once the teacher has read the poem for the children to enjoy the class can ditto read, repeating each line after the teacher. The class can also choral read, meaning they all read aloud together with the teacher. After multiple readings of the poem children will begin to read from memory. The teacher can give students the opportunity to volunteer and read the poem to their classmates.

**Language Experience Approach Activity**

A Language Experience Approach (LEA) activity is based on students’ personal experiences. A LEA activity can focus on an experience that the class has shared together, for example a field trip or special visitor, or it can be based on a general topic. The teacher writes down what the children want to say on chart paper, the class can read it together and then the teacher can post the chart for the students to read on their own. Early readers are easily able to understand and recite the written work as it is based on something they have background knowledge of and it is in their own words. This allows students to, \textbf{1.04}, \textit{Read or begin to read}:

- \textit{read or attempt to read own dictated story}.
- \textit{attempt to read/reads simple patterned text, decodable text, and/or predictable texts}
using letter-sound knowledge and pictures to construct meaning.

I often create a patterned text such as; Sarah likes to eat _____________. I will write this sentence on chart paper for every child in the class. I then give every child a chance to tell the class their favorite food and I will write their response in the blank on the chart paper. When the class is ready I have them work together to sound spell the word as I record the letters. This activity targets objective 1.02.

After everyone has responded we will go back and read the entire chart. The following day we use the chart to create a class big book in writing. Each child has a page where they write their sentence (from the chart) and illustrate, in this example students would draw a picture of themselves eating their favorite food. As a class we create a cover for our book, complete with a title and everyone’s names listed as the author and illustrator. This allows me, the teacher to discuss with students the role of an author and illustrator. Addressing objective 1.01 in context.