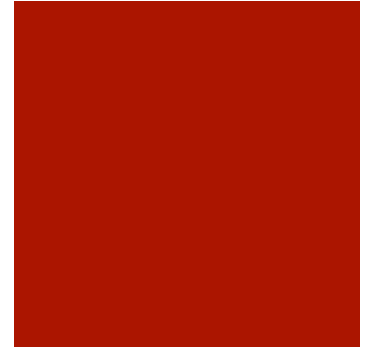




# Changing Conceptions of Kindergarten Literacy Learning

Elfrieda H. Hiebert  
TextProject & University of California, Santa Cruz

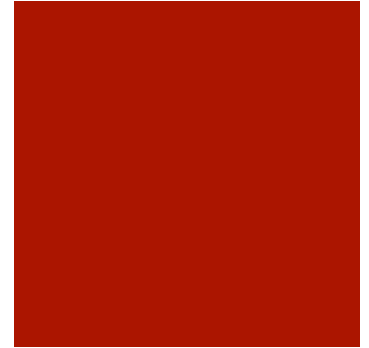
# Common Core State Standards



- “Despite steady or growing reading demands from various sources, K–12 reading texts have actually trended downward in difficulty in the last half century.”

--Common Core State Standards,  
Appendix A, page 3

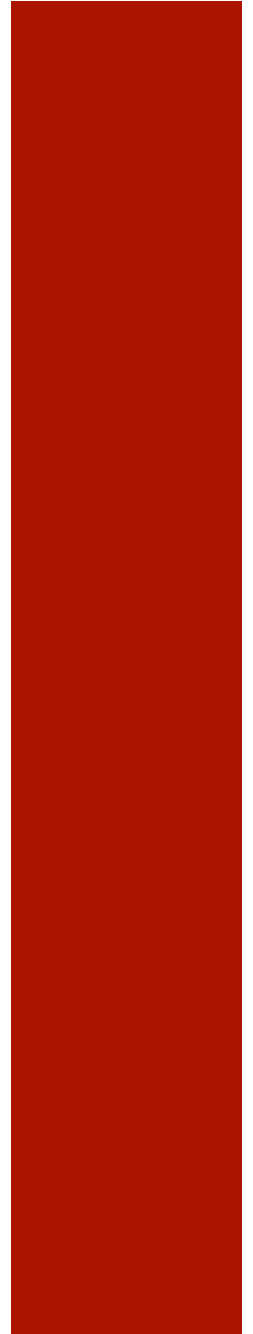
# Study Finds that Kindergarten is Too Easy (*Ed. Week, Feb. 2014*)



“We find that all children benefit from exposure to advanced content in reading and mathematics and that students do not benefit from basic content coverage. Interestingly, this is true regardless of whether they attended preschool, began kindergarten with more advanced skills, or are from families with low income.”

--Claessens, Engel, & Curran, *American Educational Research Journal*, 2013, p. 403.

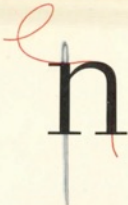
The evolving  
expectations of  
kindergarten:  
1960-2014



# Getting Ready to Read

|   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |   |
|---|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---|
| m |  |  |  |  |                                                                                   | t |
| d |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   | w |
| f |  |  |                                                                                   |  |  | n |
| g |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   | p |
| b |  |  |  |                                                                                   |  | c |

1966

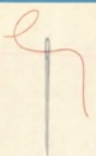
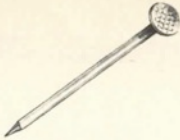
n  N

n   

n     

n     

48











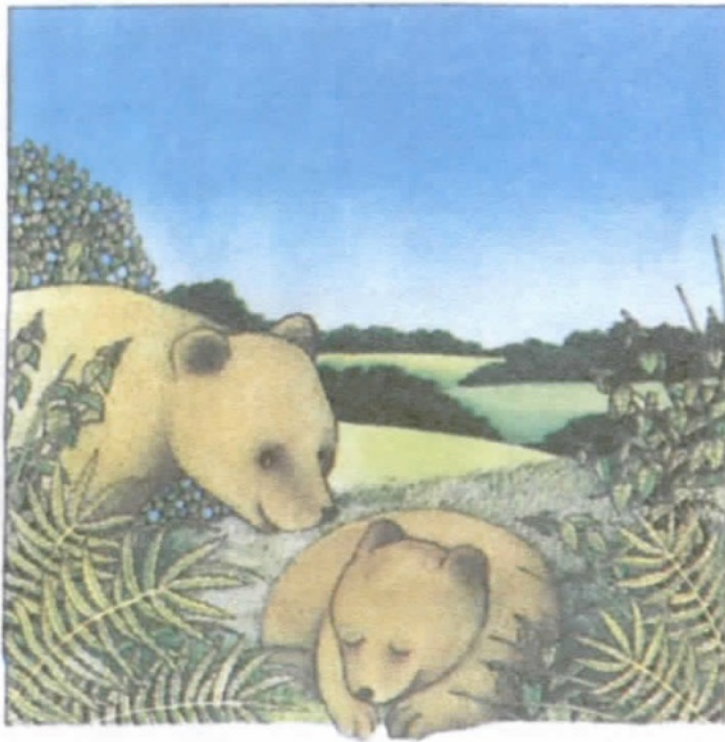

9





46

# Developing Listening Comprehension



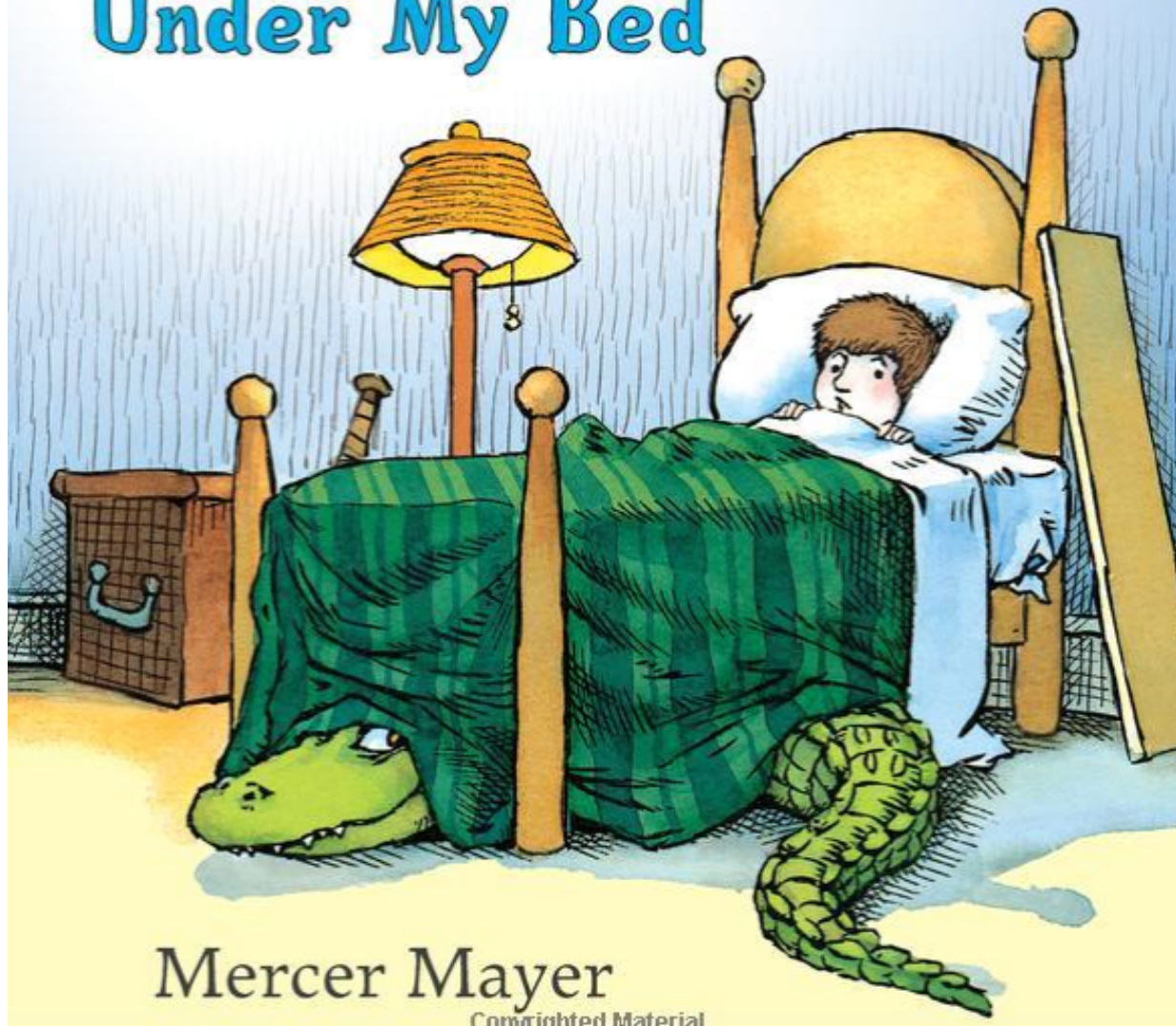


# There's an Alligator Under My Bed



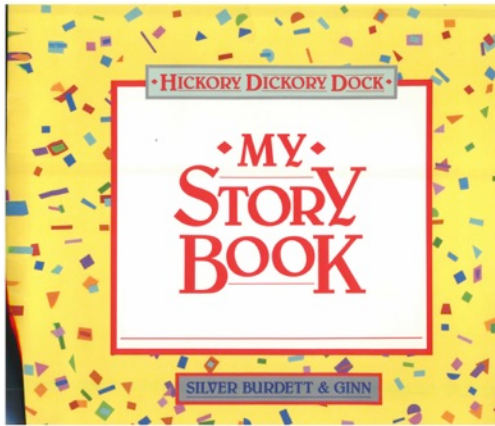
**1989-  
1991**

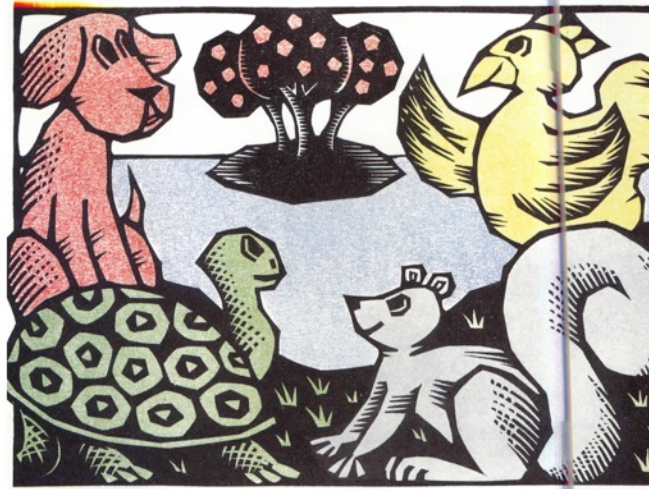
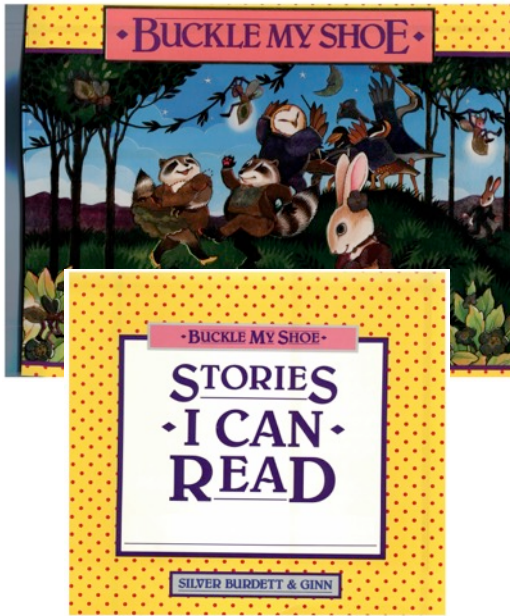
**A New  
Feature:  
Big Books**



Mercer Mayer

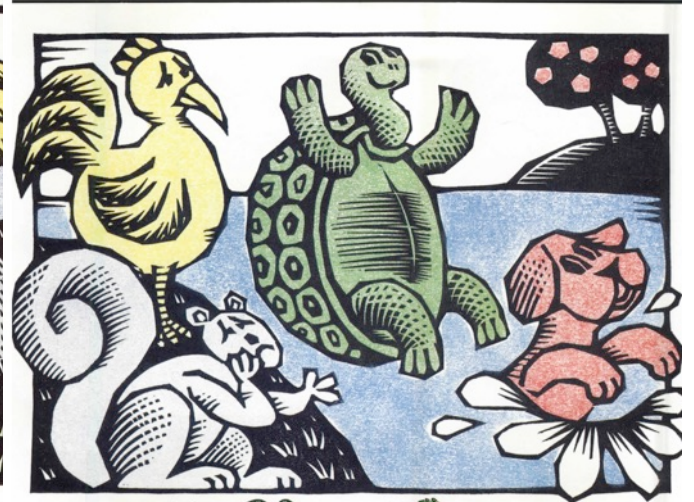
Copyrighted Material





20

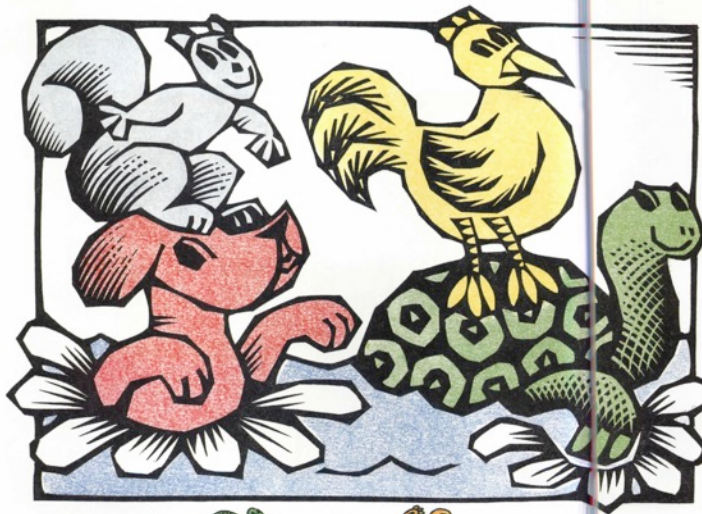
Look. The  has red .



21

The  can .

The red dog can .



22

The  has the .

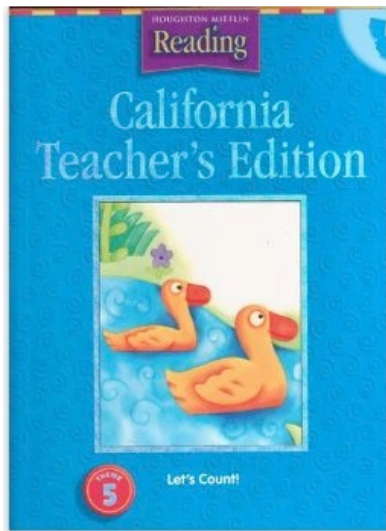
The red dog has the .



23

The  can .

The  can .



2 Lil has one big ham.



3 Bill has one big pot.



4 Bill can fill the pot.



5 See the big pot hiss!



6 Bill has ham.



7 Lil has ham.



8 Pal has a big ham.

2003:  
NCLB:



Do you see my hat?

2



Is this the one?



It is not my hat, Hal.

4



Is this the one?



It is not my hat, Lil.

6



Look at this, Sal.  
Can you see a hat?

7



I can see my hat!

8

## K-1 Text Exemplars .....

### Stories .....

Minarik, Else Holmelund. *Little Bear*.....

Eastman, P. D. *Are You My Mother?*.....

Seuss, Dr. *Green Eggs and Ham*.....

Lopshire, Robert. *Put Me in the Zoo* .....

Lobel, Arnold. *Frog and Toad Together* .....

Lobel, Arnold. *Owl at Home*.....

DePaola, Tomie. *Pancakes for Breakfast*.....

Arnold, Tedd. *Hi! Fly Guy*.....

### Informational Texts .....

Bulla, Clyde Robert. *A Tree Is a Plant* .....

Aliki. *My Five Senses* .....

Hurd, Edith Thacher. *Starfish* .....

Aliki. *A Weed is a Flower: The Life of George Washington Carver*.....

Crews, Donald. *Truck*.....

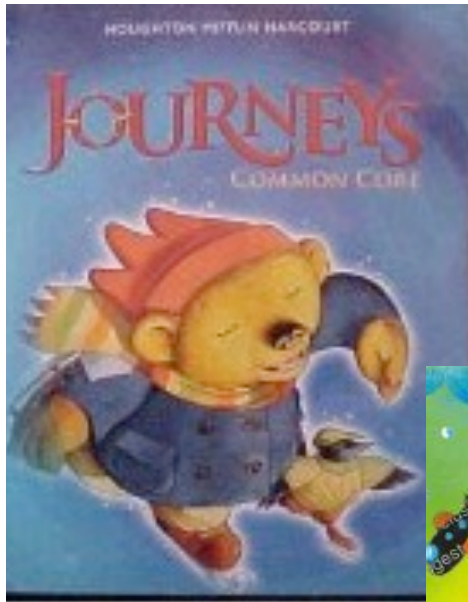
Hoban, Tana. *I Read Signs*.....

Reid, Mary Ebeltoft. *Let's Find Out About Ice Cream* .....

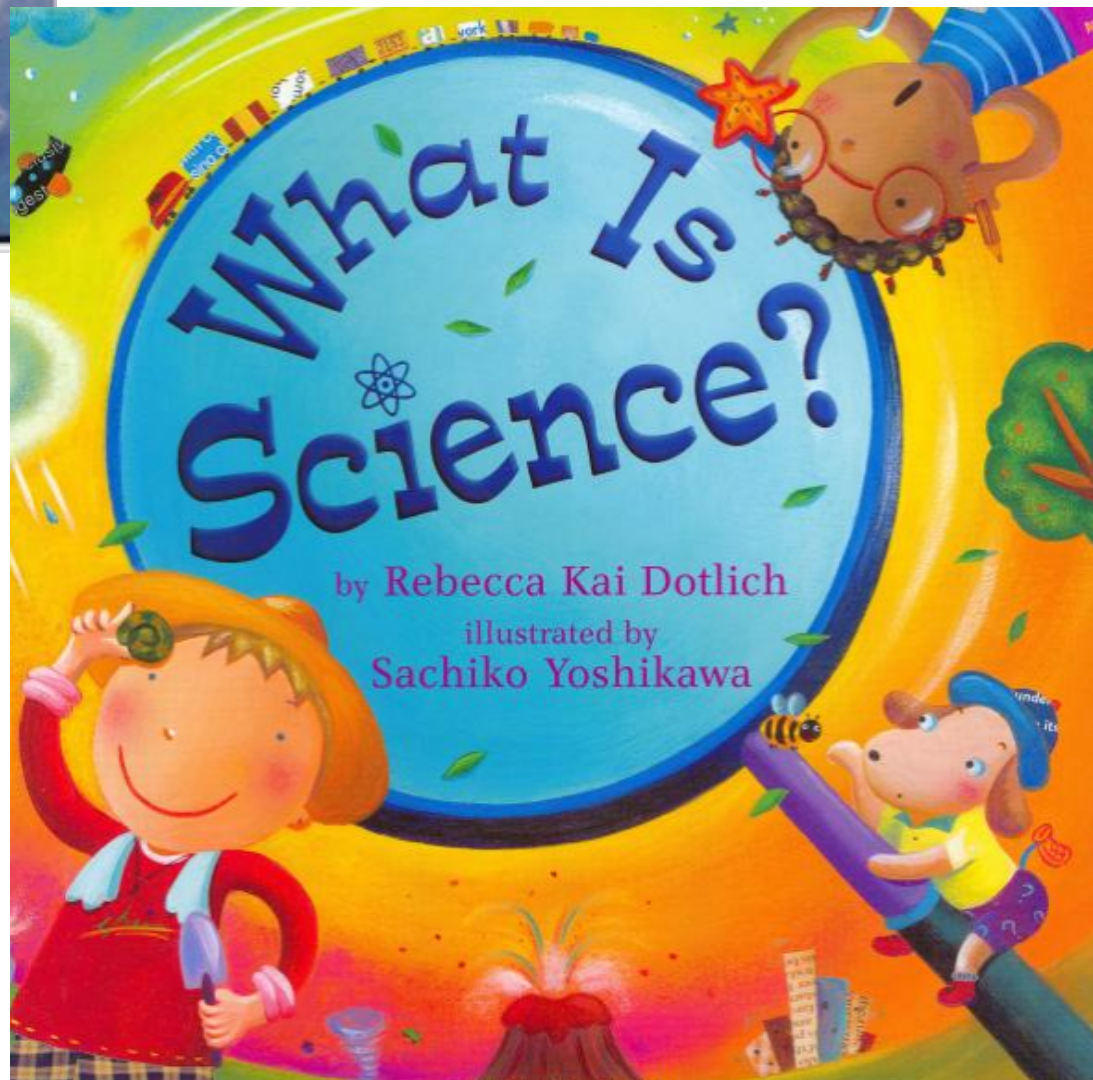
"Garden Helpers." *National Geographic Young Explorers* .....

"Wind Power." *National Geographic Young Explorers* .....

**K-1  
CCSS  
2010**



2014  
CCSS  
Edition



is



This **is** a planet.

how



This is **how** we see a planet.

of



Earth is the name **of** our planet.

so



This spaceship is **so** big!

many



See how **many** stars there are!

where



**Where** on Earth do you live?

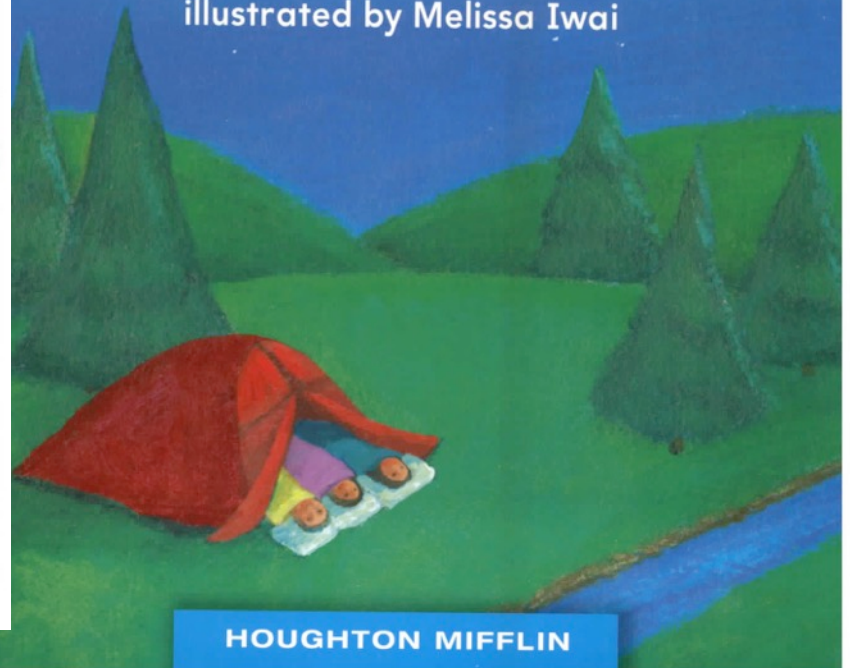


# Camping

## Under the Stars

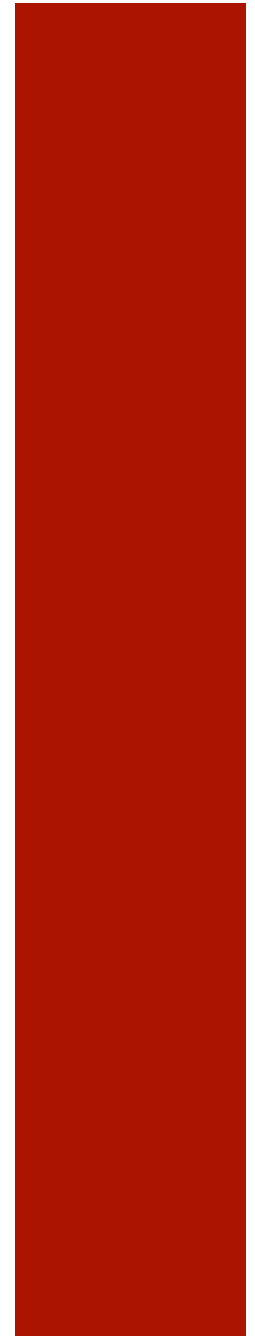
by Nic Grant

illustrated by Melissa Iwai



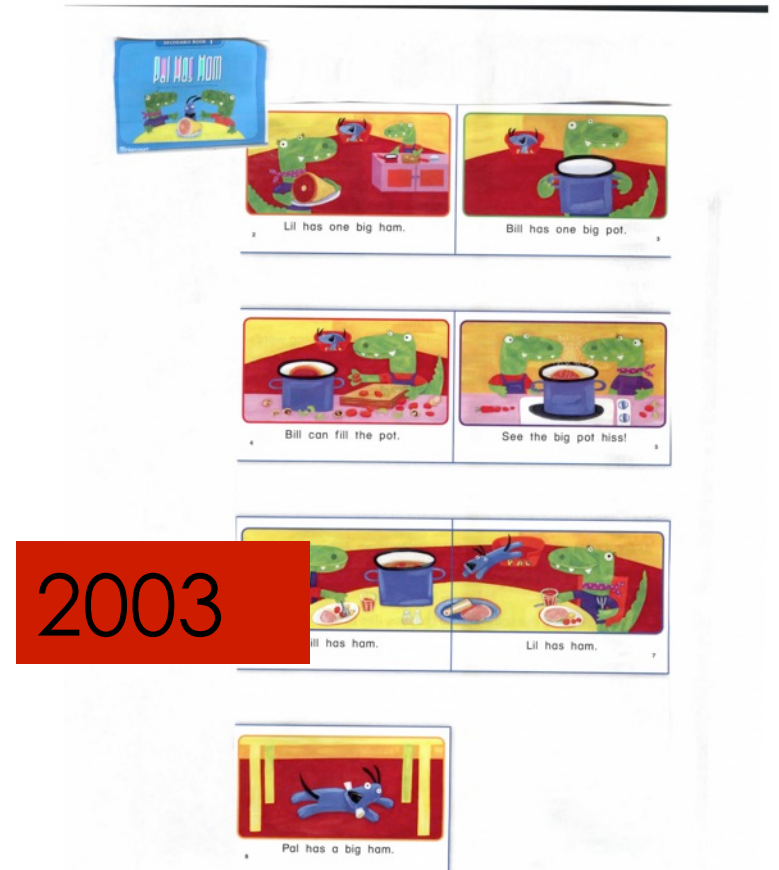
HOUGHTON MIFFLIN

EVIDENCE

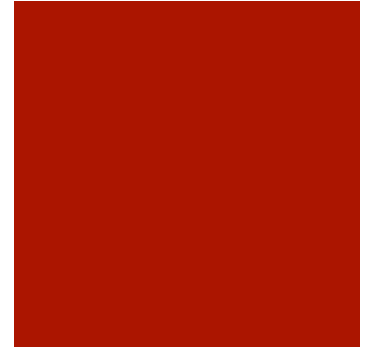


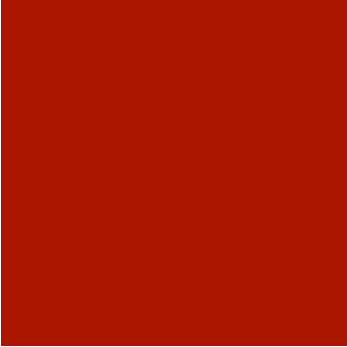
# Potential Topics of Inquiry:

- 1. That texts have been dumbed down from K-12: The answer is fairly clear. No.



2. That pushing down expectations for reading acquisition to kindergarten supports CCR





3. That the expectations for task mastery match the capacity of the majority of kindergartners—especially those in the bottom 66%

# What Kindergartners Know

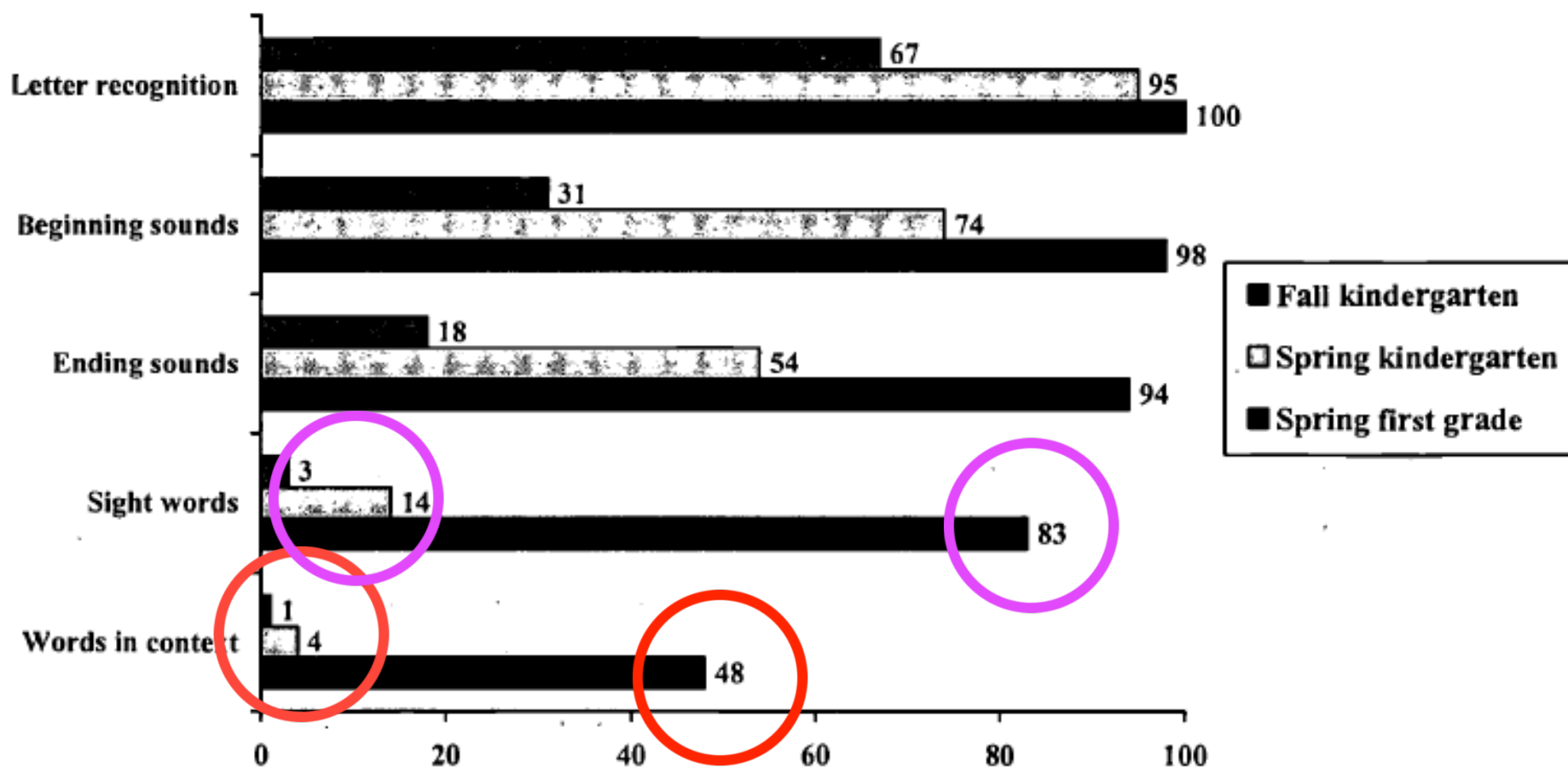
## ECLS: 1998-99 & 2010-11

### (Reading Assessment)

|        | 1998-1999<br>(72 items) | 2010-2011<br>(83 items) |
|--------|-------------------------|-------------------------|
| Fall   | 31%                     | 41.8%                   |
| Spring | 44%                     | 59.6%                   |

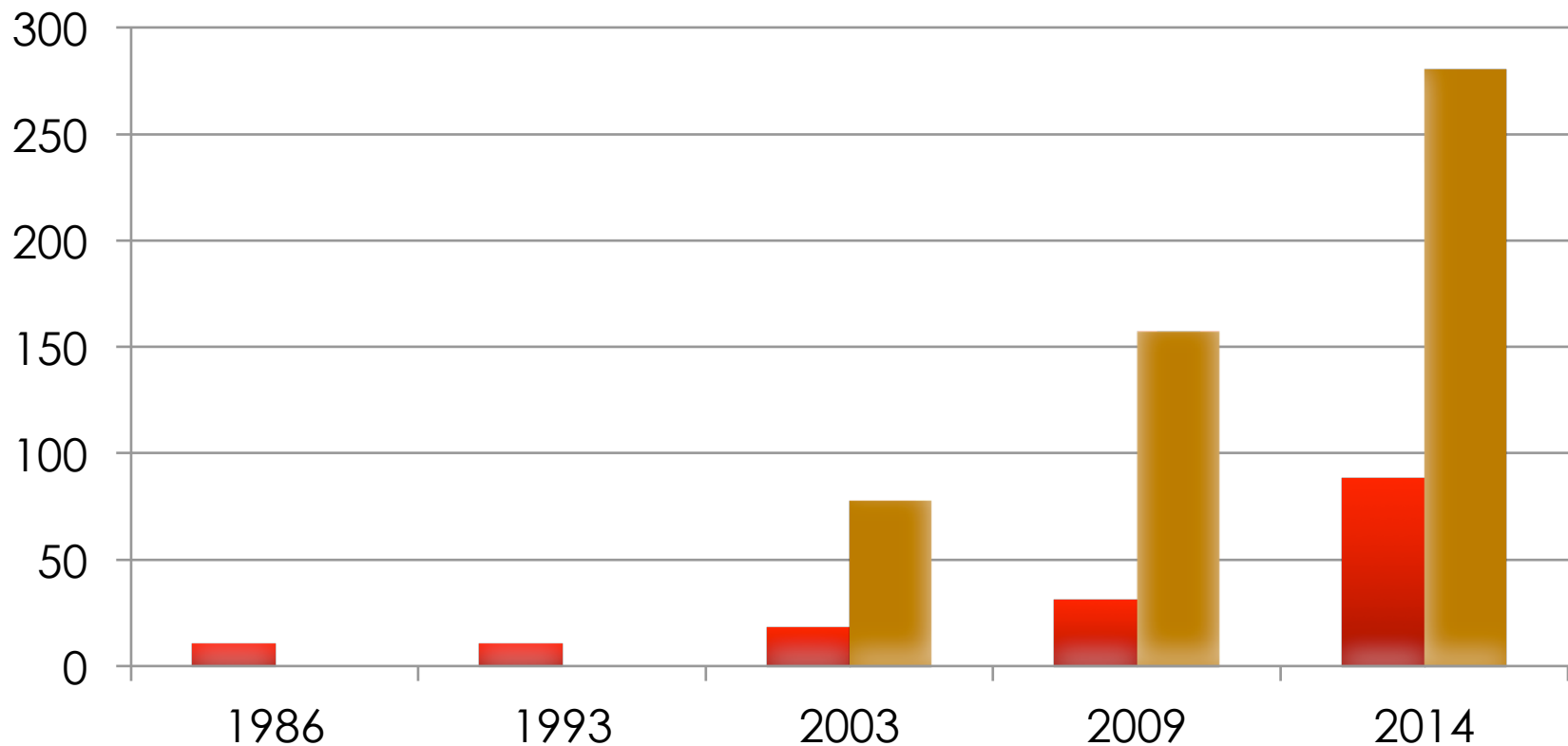
# Young Children's Knowledge: Specific Literacy Content (1998-2000)

Figure 1.—Percentage of children demonstrating specific reading knowledge and skills for fall kindergarten, spring kindergarten, and spring first grade: 1998–99 and 2000



# Task Expectations: Number of Words in Kindergarten Programs

[red: high-frequency words;  
gold: decodable words]



# Mid-Kindergarten Texts

| Bob hid it (Lesson 16)                                                                                                                                                             | Pal has ham (Lesson 16)                                                                                                                                          | Where is my hat? (Lesson 16)                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>This is Bob.<br/>Bob hid one tan bat for Hal.<br/>Hal can see it.<br/>Hal hid one hot rod for Bob.<br/>Bob can see it.<br/>Bob hid on <i>the</i> hill.<br/>Hal can see him.</p> | <p>Lil has a big ham.<br/>Bill has a big pot.<br/>Bill can fill the pot.<br/>See the big pot hiss!<br/>Bill has ham.<br/>Lil has ham.<br/>Pal has a big ham.</p> | <p>Do you see my hat?<br/>Is this the one?<br/>It is not my hat, Hal.<br/>Is this the one?<br/>It is not my hat, Lil.<br/>Look at this, Sal.<br/>Can you see a hat?<br/>I can see my hat!</p> |

## Fall of Grade 1: 50<sup>th</sup> Percentile on Oral Reading Measure

is a big dog. He is a big                      He plays  
with the cat. In the hot sun, he                      to sit  
in the                      . If I                      his

## Winter of Grade 1: 50<sup>th</sup> Percentile on DIBELS Next

It was the day of the jump . Kim and  
were going to . Kim was going  
to do a new was going to help. The  
two girls as children

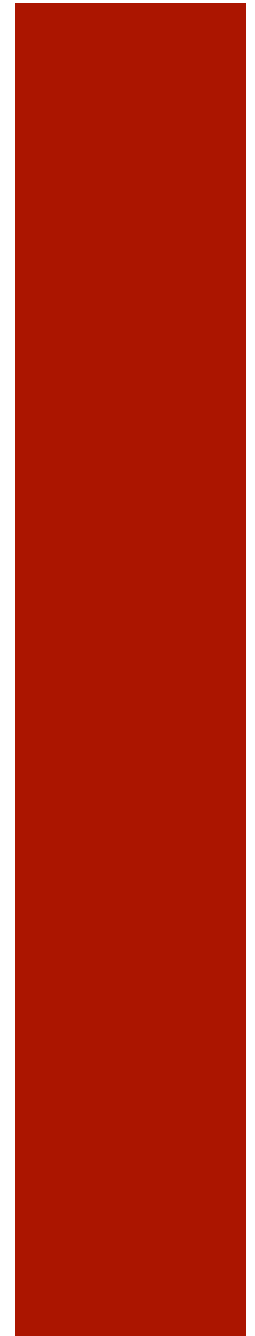
## Spring of Grade 1: 50<sup>th</sup> Percentile on DIBELS Next

Mark and his brother Sam wanted to go to the  
                    but they needed                      In the  
they                      but it was very cold  
outside.

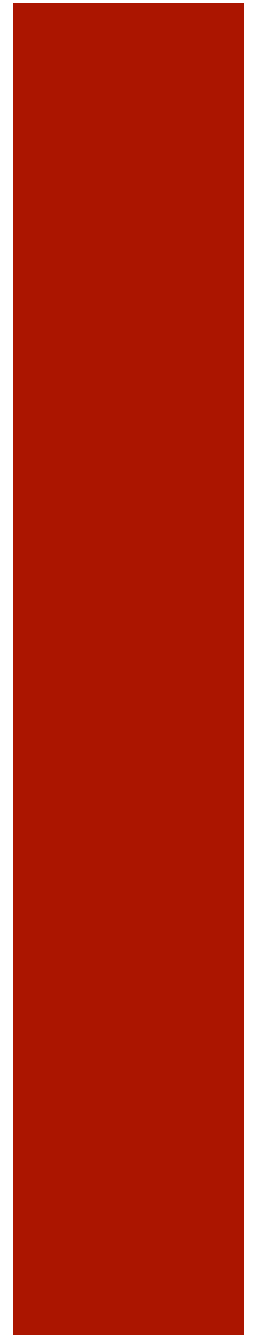
“I have an                      said Sam. “We can make hot  
                    on such a cold day, everyone  
will want some                      to warm them up.”

Mark loved hot                      but he could not make

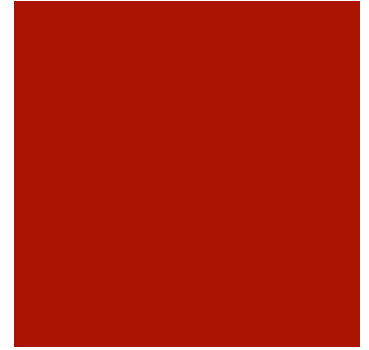
NEXT STEPS



- Debunking the  
“Lesson-to-Text-  
Match” Model  
of Decodable  
Text

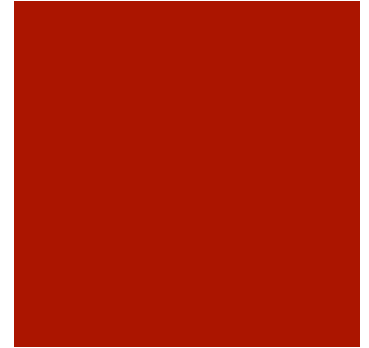


## Textbook Guidelines in CA (CA Board of Education, 2006)



- Those materials in the program designated as decodable must have text with *at least 75 percent of the words consisting solely of previously taught sound-spelling correspondences* and from *15 percent to 20 percent of the words consisting of previously taught high-frequency words and story words.*

The document goes on to establish specific numbers of decodable texts:



- (a) kindergarten: at least 15 pre-decodable books (pre-decodable is defined as small books used to teach simple, beginning, high-frequency words usually coupled with a rebus) and 20 decodable books; ....
- (d) Intensive intervention programs (for grades four through eight): Approximately 9,000 words of decodable text; two decodable reading selections/passages per sound-spelling.

# What makes a text decodable (According to the TX/CA model)

## Decodable by Lesson 16 (Kindergarten)

This is Bob.  
Bob hid one tan bat for  
Hal.  
Hal can see it.  
Hal hid one hot rod for  
Bob.  
Bob can see it.  
Bob hid on the hill.  
Hal can see him.

## Not Decodable (u, e, w, x, v, j, y, z, & q have not been introduced in a lesson)

This is Deb the hen.  
**J**ud had a cu**p** of **j**am.  
**J**eb had a bun.  
**D**eb got the cu**p** of **j**am.  
**D**eb got the bu**n**.  
**D**eb du**g** and du**g**.  
**D**eb hid the **j**am and bu**n**.  
**B**ut the fo**x** got the **j**am  
and bu**n**.

## TEXTS USED IN JUEL & ROPER/SCHNEIDER (1985) STUDY

One of few (only?) empirical studies cited for the decodable model: Juel & Roper/Schneider, 1985

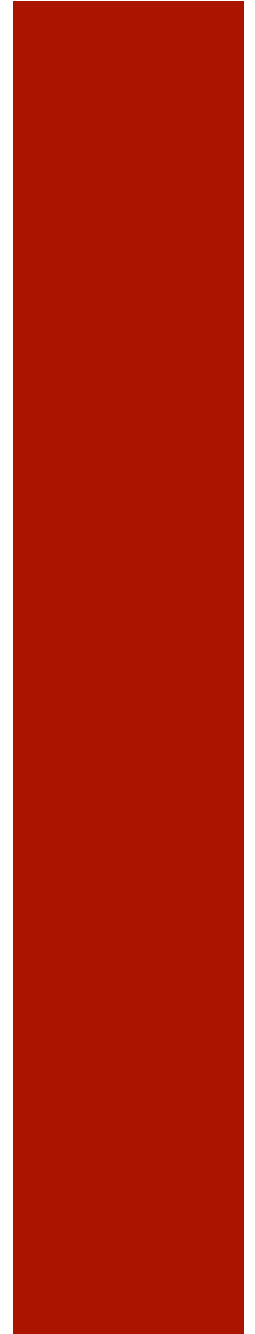


Ted, look at Pug.  
I did see Pug.  
Oh, Pug!



Pug did go.  
Let Pug go, Ted!  
Go, Pug, go.

- Establishing  
Developmental  
Progressions of  
Reading  
Acquisition



## Model of the Program

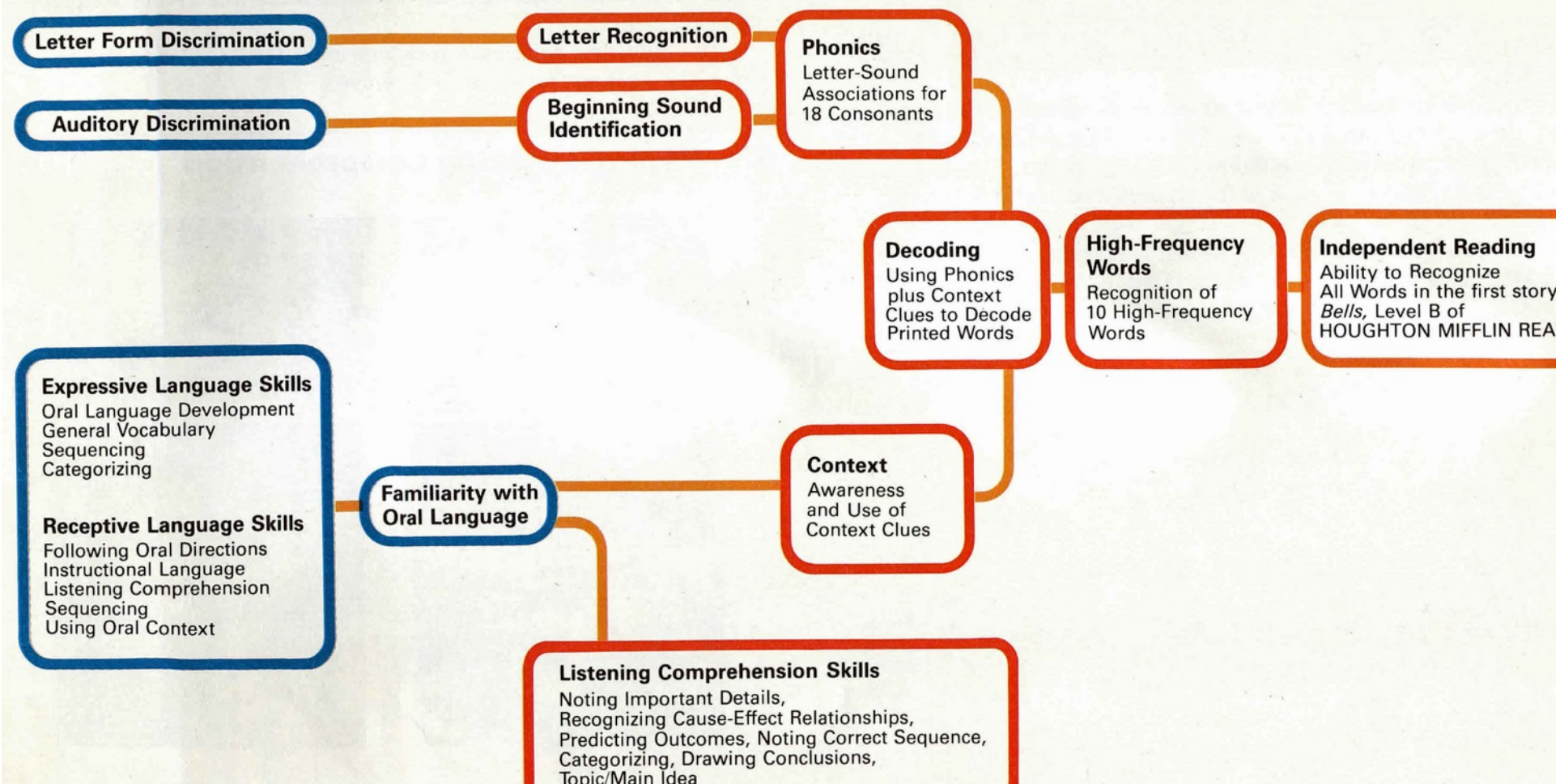
The model below presents a graphic explanation of the *Getting Ready to Read* skills program. This model shows how the instructional program of *Getting Ready to Read* builds on the background that children bring to school, and leads to the ability to read the first story in *Bells*, Level B of HOUGHTON MIFFLIN READING.

# 1970-1986

### Ready Steps

#### Experiential Background

### Getting Ready to Read



# Lesson 16

## WEEK AT A GLANCE

### ✓ Phonemic Awareness

Phoneme Identity: Final  
Spiral Review: Initial Phoneme Identity

### ✓ Phonics

Consonants /l/, /h/

### ✓ High-Frequency Words

one, see

### Reading

**Decodable Book 1:** *Pal Has Ham*

**Decodable Book 2:** *Bob Hid It*

### Literature

**Big Book:** *Chugga-Chugga Choo-Choo*

by Kevin Lewis

**Library Book:** *Snowmen at Night*

by Caralyn Buehner

**Read-Aloud Anthology:** "The Gingerbread Man" retold by John A. Rowe

### ✓ Comprehension

🍷 Setting

🌀 Use Story Structure

### Robust Vocabulary

load, bound, steep, drooped, joyous, thrill

### Writing

Form: Commands

Trait: Word Choice



= Focus Skill



= Focus Strategy



= Tested Skill

# Merging Model of Word Recognition: A View of Word Repetition

| Word Feature                                           | Gr1 Winter        | Gr1 Spring          | Gr2 Fall             | Gr2 Winter           | Gr2 Spring           |
|--------------------------------------------------------|-------------------|---------------------|----------------------|----------------------|----------------------|
| Prototypical Words                                     | get<br>and<br>sun | day<br>make<br>tree | what<br>kids<br>tent | like<br>books<br>mom | pon<br>jumped<br>dad |
| Frequency<br>(predicted<br>appearances per<br>million) | >140              | >80                 | >58                  | >48                  | >39                  |
| Word Length                                            | 3.29              | 3.65                | 3.44                 | 4.28                 | 4.69                 |

# Mid-Kindergarten Texts: Repetition of Words

| Bob hid it (Lesson 16)                                                                                                                                                             | Pal has ham (Lesson 16)                                                                                                                                          | Where is my hat? (Lesson 16)                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>This is Bob.<br/>Bob hid one tan bat for Hal.<br/>Hal can see it.<br/>Hal hid one hot rod for Bob.<br/>Bob can see it.<br/>Bob hid on <i>the</i> hill.<br/>Hal can see him.</p> | <p>Lil has a big ham.<br/>Bill has a big pot.<br/>Bill can fill the pot.<br/>See the big pot hiss!<br/>Bill has ham.<br/>Lil has ham.<br/>Pal has a big ham.</p> | <p>Do you see my hat?<br/>Is this the one?<br/>It is not my hat, Hal.<br/>Is this the one?<br/>It is not my hat, Lil.<br/>Look at this, Sal.<br/>Can you see a hat?<br/>I can see my hat!</p> |

# An Alternative Model of Repetition

Within the same book



The fire fighters are on the way  
to a fire. “We must get to the  
fire! We have to stop the fire!”

they must not stop working.

## Across books within a level



“I have this **snack**,” says Pam. “My mom put this in my backpack, too”

Lesson 3 (Level 2)



Lin had **snacks** in her bag. It was good that we had **snacks** with us.

Lesson 10 (Level 2)

# Across books of different levels



I can see the cat go  
down, down, down!

Level 1



Kip's cat wanted Kip to play with  
her. She went to get her toy.

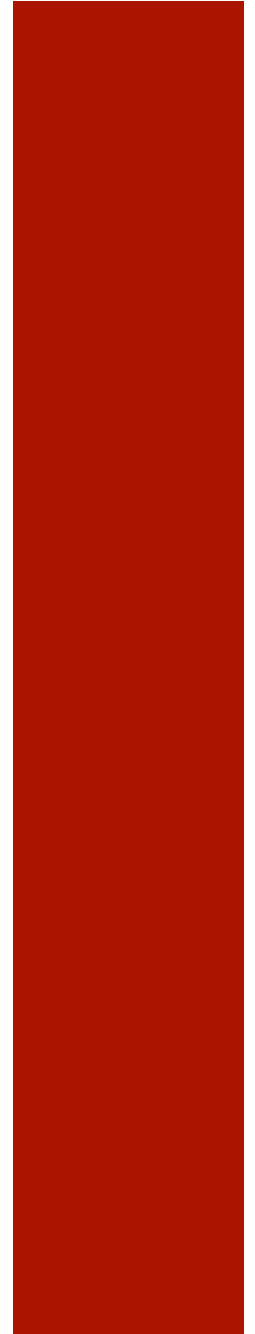
Level 2



"A cat is a good pet, too. Do you  
want to take a cat?"

Level 3

- Kindergarten  
Classrooms  
Where Literacy is  
Challenging &  
Playful





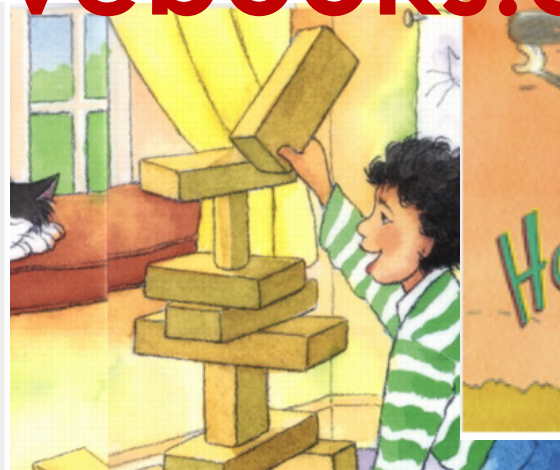






# MY CAT

[Wegivebooks.org](http://Wegivebooks.org)





# Beginning Reads Open access: TextProject.org



Cats  
Dogs



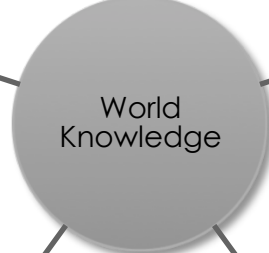
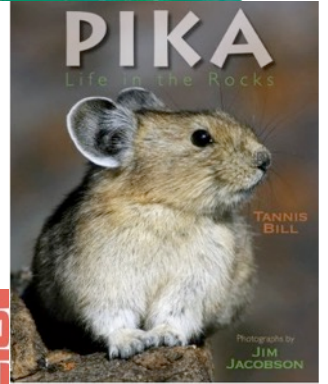
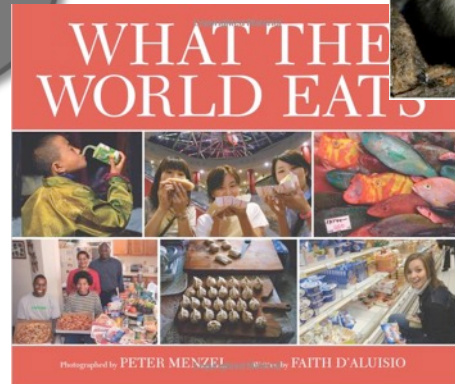
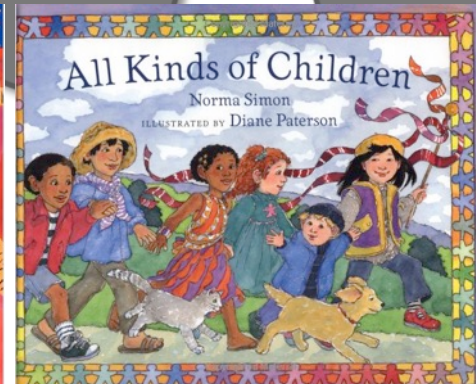
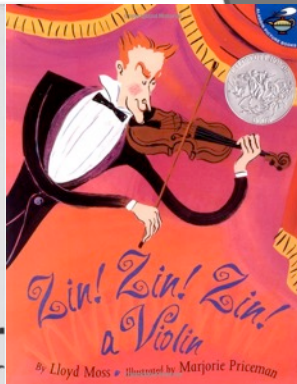
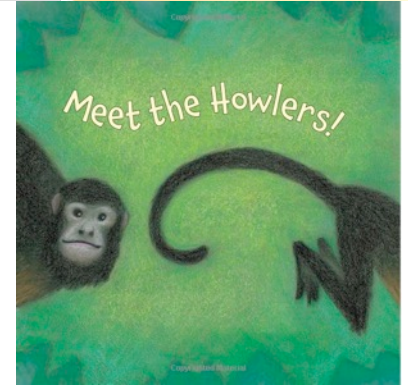
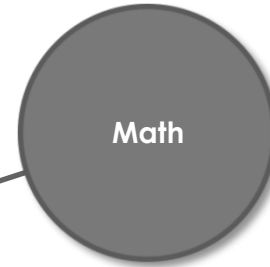
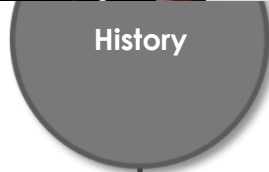
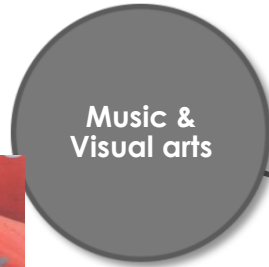
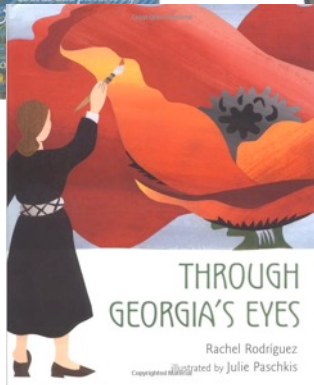
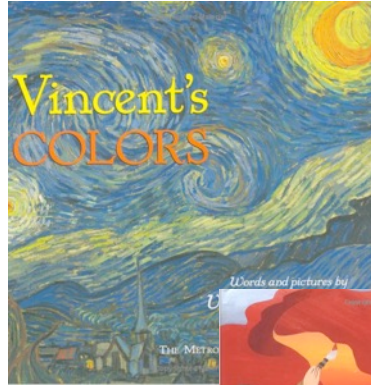
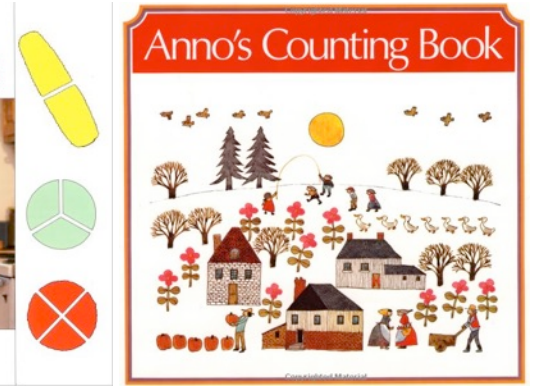
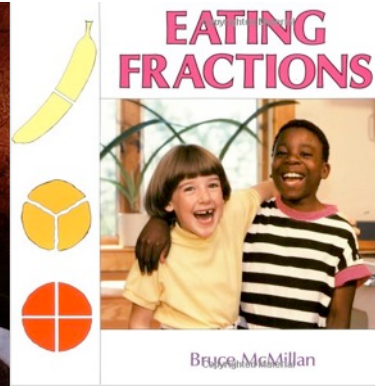
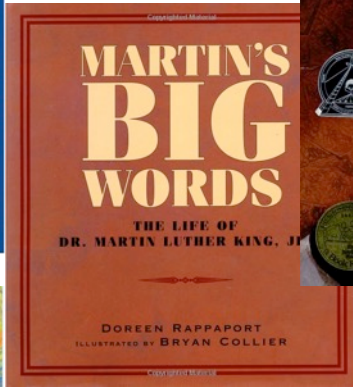
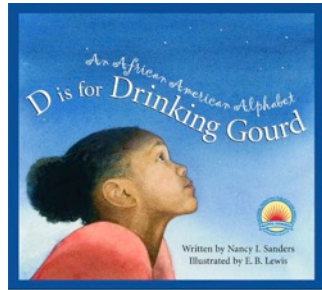
Get the ball, cat.  
No, cat, no.

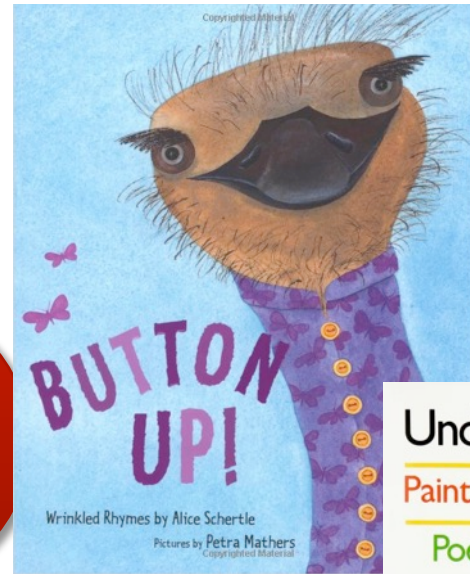
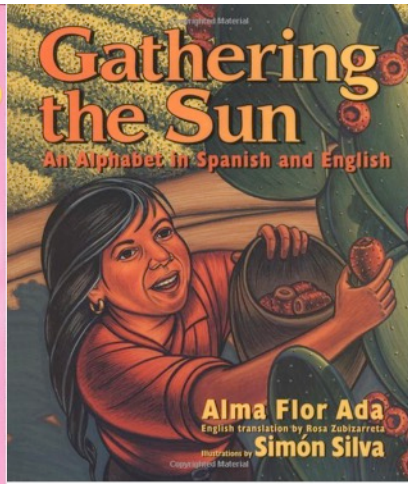
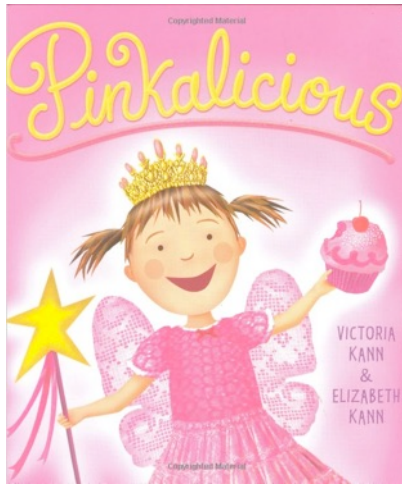


Dogs can run.  
They run and run.



Dogs can dig.  
They dig and dig.



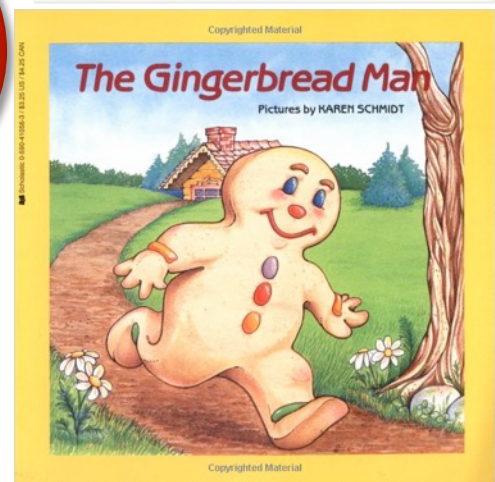
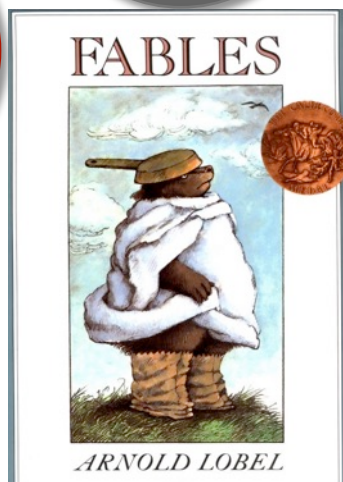
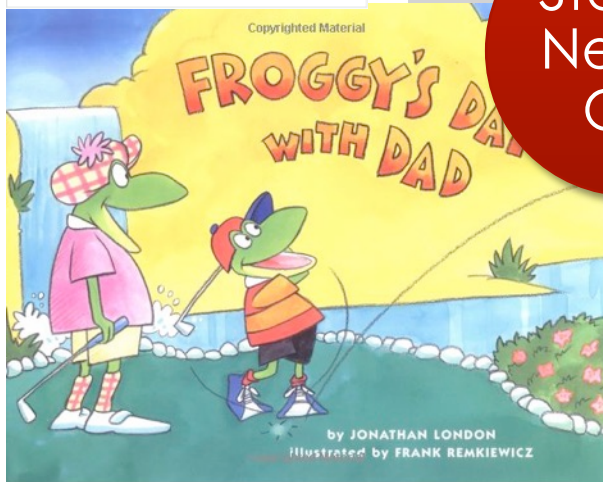
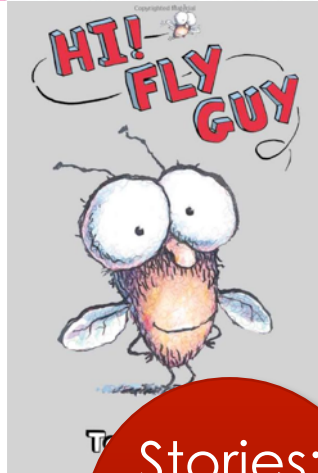
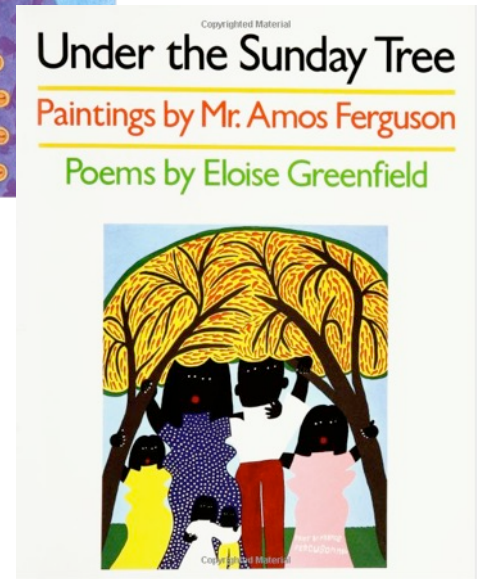


Poems:  
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Stories:  
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