

Effective Elementary Class-wide Reading Instruction

By Lindsay Kemeny



1

Meet Lindsay Kemeny

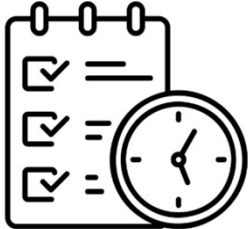


- Author
- 1st grade teacher
- Literacy nerd
- CERI certified Structured Literacy Classroom Teacher
- State Interventionist Endorsement
- LETRS trained
- Dyslexia advocate
- Co-host of Literacy Talks podcast



2

There is not one perfect way to schedule your block.



3

ROCK Your Literacy Block!

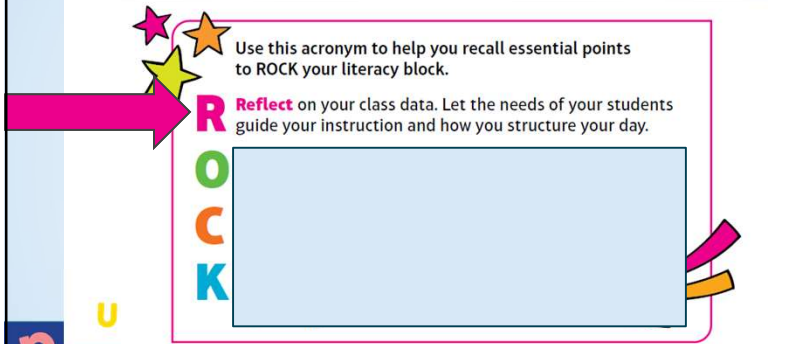
Use this acronym to help you recall essential points to ROCK your literacy block.

R **Reflect** on your class data. Let the needs of your students guide your instruction and how you structure your day.

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If we don't do anything with the data, there is no point in giving the assessment in the first place. Let the data guide you.

Lindsay Kemeny

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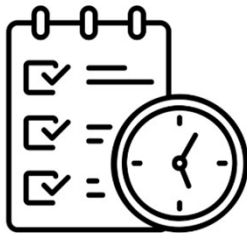
Is Your Literacy Block Effective?

If not, consider:

- Student-related Issues (e.g., student transiency, absences)
- Instruction-related Issues (e.g., teaching experience, choice of curriculum, use of effective practices)
- Time-related Issues

6

How Much Time Should we Devote?



- Moats & Foorman (2008): two or more hours until students have acquired foundational skills
- Shanahan (2019): 120-180 minutes

7

Simple View of Reading

Word Recognition
Ability to apply sound-symbol relationship to read words

x

Language Comprehension
Ability to understand spoken language

=

Reading Comprehension
Ability to understand written language

This model makes it clear that strong reading comprehension cannot occur without strong decoding skills and language comprehension abilities.

Gough & Tunmer, 1986

8

How should the time be divided in primary grades? Older grades?



This model makes it clear that strong reading comprehension cannot occur without strong decoding skills and language comprehension abilities.

Foundational skills instruction should take about half the ELA time in K and 1. (Moats & Tolman, 2019)

U...and somewhat less than that with 2nd and 3rd graders.

(Moats & Tolman, 2019)



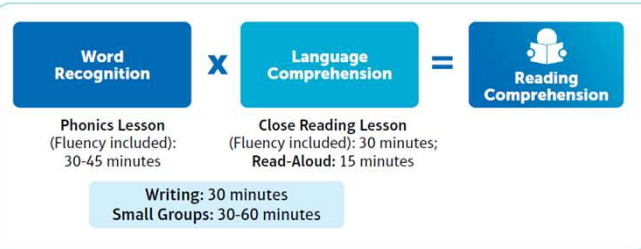
Teachers rated as most effective overall varied the emphasis of their instruction according to the needs of their students.

Moats & Tolman, 2019; Moats & Foorman, 2008

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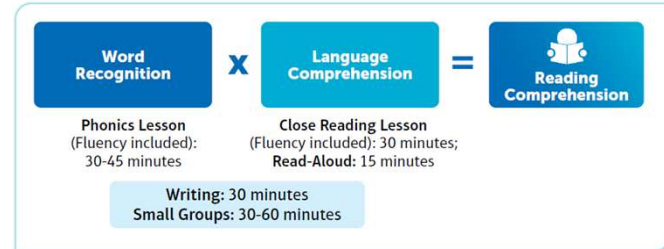
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How I Divide My Time: K-2



11

What about fluency?



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How you use the time is what's most critical.

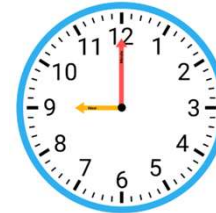
-Lindsay Kemeny

13

Making the Most of Every Minute

Planned time and Academic Learning Time (ALT) are often very different.

(Smith et al., 2001)



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14

ROCK Your Literacy Block!



Use this acronym to help you recall essential points to ROCK your literacy block.

R **Reflect** on your class data. Let the needs of your students guide your instruction and how you structure your day.

O **Optimize** your lessons by establishing consistent routines, a brisk instructional pace, and smooth classroom transitions.

C

K



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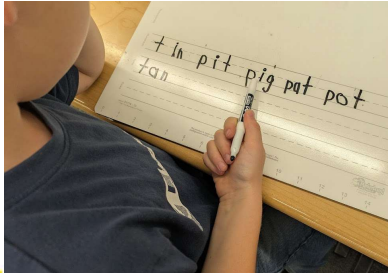
Optimize: Make the Most of Every Minute

- Routines and Procedures
- Transitions
- Delivering Instruction
- Preparation



16

Routines & Procedures



Don't underestimate the power of consistent routines.

17

Routines and Procedures

- Phonemic Awareness Warm Up Routine
- Choral Word Reading Routine
- Dictation Routine
- Arrival Procedure
- Turn & Talk Procedure
- Sharpening Pencils



18

Optimize: Make the Most of Every Minute

- Routines and Procedures
- **Transitions**
- Delivering Instruction
- Preparation



19

Phonics Lesson: Think About Transitions

1. Phonemic Awareness Warm-Up
2. Review
3. Introduce New Concept
4. Choral Word Reading
5. Practice Dictation
6. High Frequency Word Instruction
7. Partner Word Reading
8. Decodable Text
9. Close



Later in small groups: MORE PRACTICE

20

Transitions

- Identify the single most **inefficient transition** in your day.
- How many minutes are you losing during that transition?
- What is the one **procedural change** you can implement to make that transition **seamless**?



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Optimize: Make the Most of Every Minute

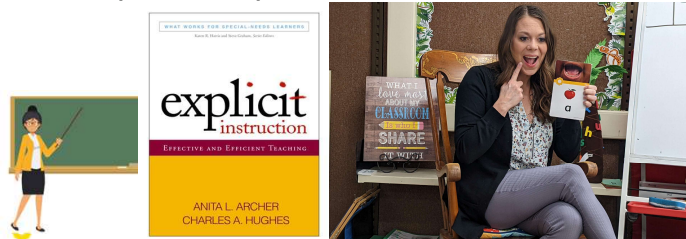
- Routines and Procedures
- Transitions
- **Delivering Instruction**
- Preparation



22

Delivering Instruction

- Explicit Instruction: **I do, we do, you do**
 - Frequent Responses



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23

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- O** **Optimize** your lessons by establishing consistent routines, a brisk instructional pace, and smooth classroom transitions.
- C** **Call** for frequent student responses to boost engagement and learning outcomes.

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24

Delivering Instruction: Frequent Responses

Increases Learning



Reduces Disruptive Behaviors



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25

Delivering Instruction: Frequent Responses

Ways to respond:

- **Verbal**: choral responses, structured partners
- Written
- Physical

Low-risk way to practice new skills

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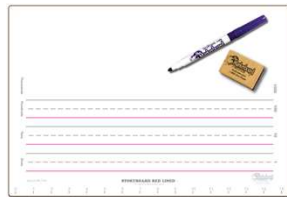
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26

Delivering Instruction: Frequent Responses

Ways to respond:

- Verbal: choral responses, structured partners
- **Written**
- Physical



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27

Delivering Instruction: Frequent Responses

Ways to respond:

- Verbal: choral responses, structured partners
- Written
- **Physical**

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28

Delivering Instruction

- Frequent Responses



- Monitor Students

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YOU CAN'T JUST
“STAND & DELIVER”
 FROM A SCRIPTED
 PROGRAM. YOU MUST

**CONSTANTLY
 MONITOR YOUR
 STUDENTS:**

- DID THEY GET IT?
- WHAT DOES YOUR DATA SAY?

Lindsay Kemper

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29

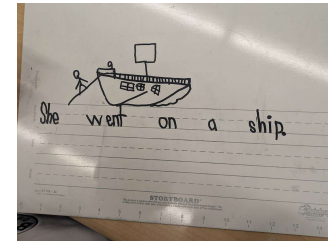
Delivering Instruction: Feedback

- Frequent Responses



- Monitor Students
- Provide Feedback
- Brisk Pace

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30

Delivering Instruction: Feedback

- Frequent Responses



- Monitor Students
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31

Optimize: Make the Most of Every Minute

- Routines and Procedures
- Transitions
- Delivering Instruction
- Preparation



32

Preparation



33

A Quick Look at My Literacy Block

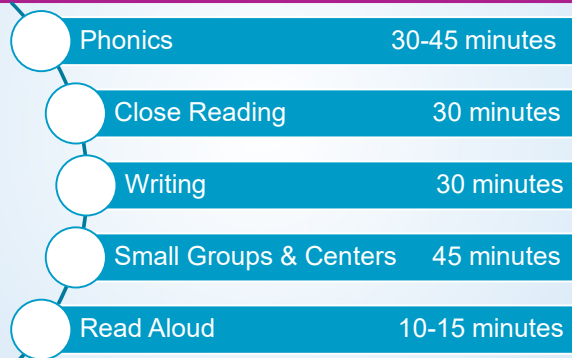
Remember...

There is not one perfect way to schedule your block.



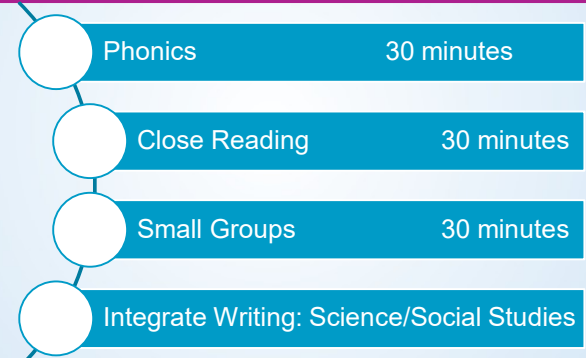
34

My Literacy Block (K-2)



35

Only 90 minutes?



36

Upper Elementary

Spelling/Morphology	15 minutes
Close Reading	30 minutes
Writing	30 minutes
Small Group/Fluency Practice	20 minutes

37

Phonics: 30-45 minutes

Moves 1-5



38

Explicit Phonics Lesson

1. Phonemic Awareness Warm-Up
 2. Review
 3. Introduce New Concept
 4. Choral Word Reading
 5. Practice Dictation
 6. High Frequency Word Instruction
 7. Partner Word Reading
 8. Decodable Text
- Routines
 - Transitions-location
 - Frequent responses
9. Close

P Later in small groups: MORE PRACTICE

39

Close Reading: 30 minutes

Moves 6-7

My Goals for Close Reading:

- Target vocabulary
- Build knowledge
- Develop reading fluency
- Deepen comprehension

40

Close Reading

- Before Reading
- During Reading
- After Reading

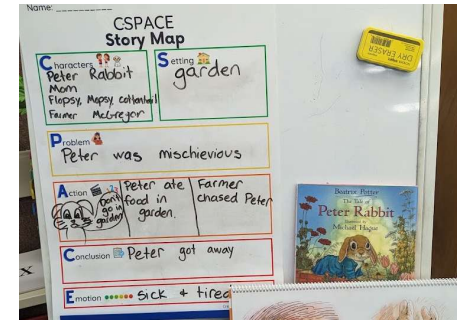
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41

After Reading: Story Elements

CSPACE (MacArthur et al., 1991)



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42

After Reading: Gist Statements



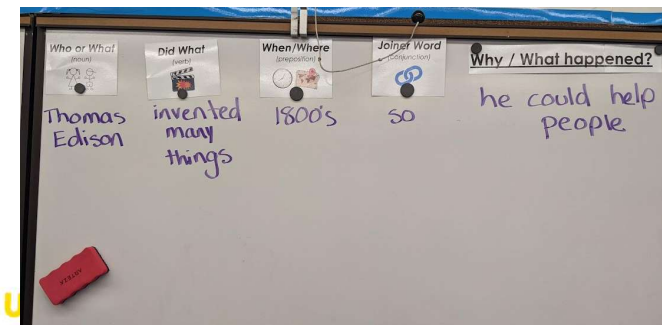
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(Jennings & Haynes 2018; Laud & Patel, 2023)

43

After Reading: Gist Statements

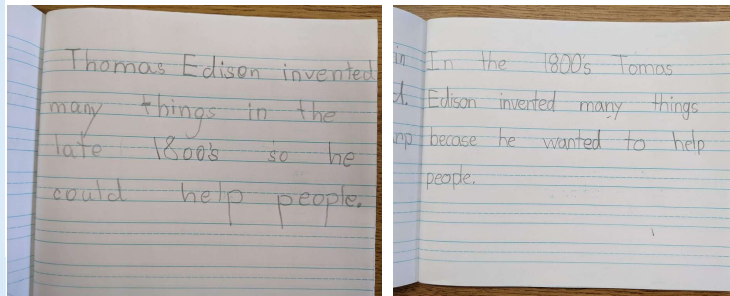


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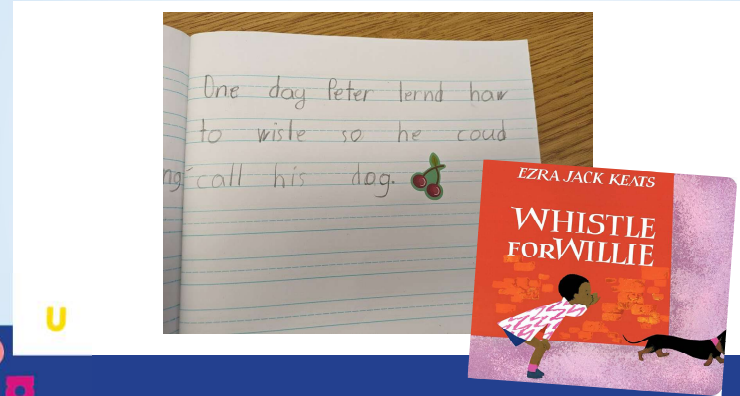
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After Reading: Gist Statements



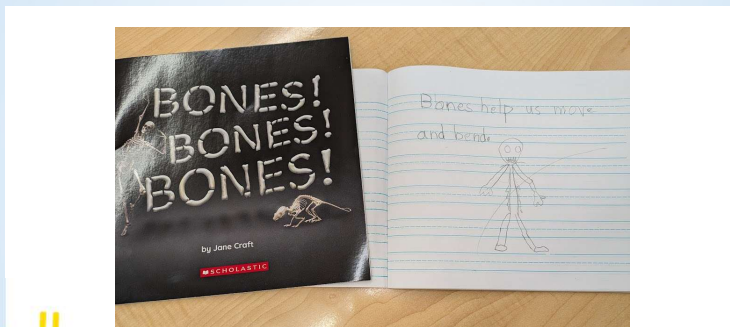
45

After Reading: Gist Statements



46

Start Simple



47

Writing: 30 minutes

Moves 1, 2, 5, 7



48

POW Cycle Each Week

PO W

Monday	Tuesday	Wednesday	Thursday	Friday
30 minutes	30 minutes	30 minutes	30 minutes	20 minutes
Collaborative Practice: Plan and Organize	Collaborative or Independent Practice: Write	Collaborative or Independent Practice: Write	Color Code, Score, Set Goals	Revise



Writing Lesson Steps (Adapted from thinkSRSD)

On Day 1:

1. Review POW
2. Review TIDE
3. Collaborative Practice: Plan and Organize
4. Orally Rehearse the Paragraph

On Subsequent Days:

5. Collaborative or Independent Practice: Write
6. Color Code and Score
7. Set Goals

49

Small Groups & Centers: 30-60 minutes

Moves 1-7

50

Small Group Focus Points

- Alphabet Knowledge
- Decoding
- Fluency
- Vocabulary/Comprehension

U Assessment drives my grouping decisions.

51

What are the other students doing?

Round 1

Reading	Technology	Writing
Oliver	Eugenia	Brooke
Charles	Hayden	Franny
Kendall	Sammy	Nikolai
Danny	Myayah	Hallie
Betsy	Kenny	Ellis
Jeffrey	Teresa	Davia
Spencer	Casey	Zaylee
	Goldie	

my favorite part of class is sentence. I love it when you help us

52

Read Aloud: 10-15 minutes

Move 7



53

My Literacy Block

Arrival

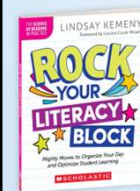
Phonics

Close Reading

Writing

Small Groups & Centers

Read Aloud



54

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- O** **Optimize** your lessons by establishing consistent routines, a brisk instructional pace, and smooth classroom transitions.
- C** **Call** for frequent student responses to boost engagement and learning outcomes.
- K** **Keep** your focus on progress, not perfection—both in your teaching and in your students' reading and writing.



55



Focus on progress, not perfection.

56



Are you ready to rock?

57

Let's Connect

@lindsaykemeny
 Teaching with Lindsay Kemeny
www.lindsaykemeny.com

58