

Abstract

This piece of Action Research investigates both the process of and effects of implementing a research-based pre-reading intervention in a kindergarten classroom in British Columbia. It does so by asking: How can an early literacy intervention be implemented in a kindergarten classroom? How does targeted intervention affect a child's pre-reading skills? The participants are students from one kindergarten classroom in a mainstream elementary school, their classroom teacher, and the researcher, the school's Learning Support Teacher. Working with the classroom teacher, the researcher assessed each student in one kindergarten class on essential pre-reading skills, determined which seven students would benefit from targeted intervention, decided how to conduct the intervention, and then provided the intervention. Data consisted of two early literacy assessments (DIBELS and a locally developed screener), a reflective journal and field notes. An analysis of the data reveals that using a classroom rotation schedule to provide fifteen-minute, small group intervention sessions three times a week over the course of one month that focus on alphabet knowledge, as well as phoneme blending and segmenting, is effective at improving pre-reading skills.