Developing Foundational Skills for Emergent and Struggling Readers in PreK-Grade 2

Vicki Gibson, Ph.D.
Gibson Hasbrouck & Associates
www.gha-pd.com
vickigibson@earthlink.net

Foundational Skills
1. Self-regulation
2. Listen attentively to key details
3. Word knowledge and meaning
4. Expressive language – oral, ASL
5. Phonological awareness

Teach students to follow rules for discussions
- Listen attentively
- Share talking time
- Wait for a turn to speak
- Ask questions to clarify
- Accept opinion of others

Teach students how to engage in a collaborative conversation
- Stop what you are doing
- Locate the speaker
- Listen for speaker purpose
- Repeat words to confirm understanding
- Reflect then respond to request

SPEAKER
- I’m wondering …
- What I’m thinking is …
- My opinion is … because …
- This is confusing to me because …
- I figure out …
- Based on the evidence, I believe

LISTENER
- I was also wondering …
- I think I hear you saying …
- Can you share your reasons for your opinion?
- I understand your confusion because …
- Can you tell me why you think that?
- Can you show me evidence that supports … ?

Teach students how to ask questions and check for understanding
- “So are you saying that…?”
- “Let me see if I understood you correctly. You think …”
- “When you said __________, I understood that to mean …. Is that correct?”
- “Ron, will you say in your own words what you understood Susan to say?”

Resources:
- www.kbumreading.com
- Kathy Bumgardner, M.Ed.
Learning & teaching progression

- **LISTENING COMPREHENSION**, receptive language
- Silent period
- **EXPRESSIVE LANGUAGE, VOCABULARY DEVELOPMENT**
  - labeling, phrases, sentences
- **ORAL LANGUAGE** EXPRESSIVE FLUENCY
- **READING** (sounds, words, phrases, sentences, paragraphs, connected text in books)
- **WRITING** (letters, words, sentences), highest form of language

Explicitly teach vocabulary

- Phonological awareness
- Word meaning in context of use
- Word meaning Illustrated by picture?
- Use to describe key details
- **Phonemic** awareness (beg/end sound)

Concept sorts

<table>
<thead>
<tr>
<th>Naming words</th>
<th>Action words</th>
</tr>
</thead>
<tbody>
<tr>
<td>telephone</td>
<td>phone</td>
</tr>
<tr>
<td>open</td>
<td>closed</td>
</tr>
<tr>
<td>clock</td>
<td>clock</td>
</tr>
<tr>
<td>book</td>
<td>book</td>
</tr>
</tbody>
</table>

Teach concepts of word, sentence and print awareness

**This** is a **dog**

Model how to read print: top-to-bottom and left-to-right. Associate sound of a **word** and recognizing the word in **print**. Explain how words are put together form a **sentence**.

Enhance word knowledge using concept sorts

Use pictures with or without print

(Words Their Way, Bear, Invernizzi, Templeton & Johnston, 2012)

Describe using key details and narrate using **illustrations to tell a story**

Talk about **story parts** and sequence **of events** in a story
Develop oral language

Encourage story telling using Duplo blocks with pictures.

The blocks fit together from left to right and help students tell story using story parts and a sequence of events: Setting, characters, problem, solution.

Develop phonological awareness before phonemic awareness

3-4 words in a spoken sentence
1-3 syllables in a word
Single sounds in a word

Clap/count sound parts (words...then syllables)

Clap/count words in a sentence

Use single-syllable words only (cat, not kitten)
Use 3-4 word sentence

This is a cat

You are teaching foundational skills:
listening comprehension, phonological awareness, concept of word, and print awareness.

You are not teaching children to READ by decoding.

Ensure students develop the correct English “sound system”

Phonological fluency and phonemic awareness

Teach phonemic awareness using American Sign Language
www.garlicpress.com

ASL Classroom management signs

Read and discuss different kinds of text

Informational text

Literature

ICE BEARS
Books & Children's Videos for Bath Time

Copyright 2016 © GHA. All rights reserved.
Website: www.gha-pd.com
### Identify the reading purpose

<table>
<thead>
<tr>
<th>ENTERTAINMENT</th>
<th>INFORMATION</th>
<th>COMPREHENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read fluently with a lot of expression</td>
<td>Read, attending to vocabulary and key details</td>
<td>Read slower, focusing on details</td>
</tr>
<tr>
<td></td>
<td>Skim and scan to locate evidence</td>
<td>Read less text at one time to learn more</td>
</tr>
</tbody>
</table>

### Establish Reading Routines

**Read text aloud at** *reasonable rate*

**Read to a STOPPING POINT**

**Discuss key details; make connections**

**Engage in collaborative conversations**

**Re-read and locate evidence**

**Use evidence to support inferences/predictions**

### Pre-read text before teaching a lesson

- Use pencil to mark **STOPPING POINTS**
- Add **sticky notes** at point of use:
  - Vocabulary words
  - Key details or evidence
  - Support for discussion
  - Asking a question

### Read, label, discuss informational text

Use diagrams and labels to teach print awareness and engage in discussions.

![Diagram of a dog with labels: head, ear, mouth, paw, tail]

Add phrases, extend to sentences.  
*Note use of prepositional phrases.*

- **On the dog’s head**  
  - There is a white spot on the dog’s head.
- **Ear for hearing sounds**  
  - The dog has an ear for hearing sounds.
- **Mouth under his nose**  
  - The dog has a mouth under his nose.
- **Paw for digging in dirt**  
  - The dog uses his paw for digging in dirt.
- **Tail that wags fast**  
  - The dog has a tail that wags fast.

### Identify key details and compare and contrast

- **Setting**
- **Characters**
- **Problem(s)**
- **Events**
- **Ending or solution**
Re-read text, making connections by identifying key details and discussing how story parts or information fits together

Talk about the big ideas and how illustrations may explain concepts and word meanings.

Engage in collaborative conversation before writing in response to text read aloud

Have students draw and dictate in response to story read aloud

Demonstrate how to expand and use more complex sentences

The cat is fat.
The cat is black.
The cat sleeps.
The cat sleeps on the mat.
The fat, black cat sleeps on the mat.

Who … What … Where?

Chunk information using graphic organizers and use to identify and retell a story using story parts

Story Web, Goldilocks, Download: www.gha-pd.com

Extend lesson using Story Web
Add key words, prepositional phrases

Repeated practice
Complete a daily graph of key concepts, important words

Copyright 2016 © GHA. All rights reserved.
Website: www.gha-pd.com
Develop pre-writing mechanics
Age-appropriate prerequisite skills
- Fine motor skills
- Grip, posture, pressure
- Alignment, top to bottom
- Orientation, left to right

Integrate instruction using torn paper activities
- Listening and following directions
- Sequencing: First, next, next, last
- Position words: top, bottom, inside, on top, under (prepositions)
- Identify attributes of shapes (corners, sides)
- Identify and name colors
- Proportions & comparisons: (big/little, tall/short)

TEACH students to listen and follow directions and fold paper

Step 1
Fold bottom to the top
Forms half sheet

Step 2, Turn it tall
Fold the bottom to the top

Step 3, Open to see fold lines
Trace over fold lines; tear paper

5 Pre-Writing Strokes
create shapes & letters
- round
- square
- triangle

Thanks for listening!

Vicki Gibson, Ph.D.
Author, We Can
Author, McGraw Hill
www.gha-pd.com

We Can Early Learning Curriculum, Voyager Learning