


Developing Foundational Skills for CCSS in Early Learning Classrooms



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

What will develop readiness for CCSS Foundational Skills

Access to **high quality** preschool instruction and collaborative practice

It has been proven...

Lack of opportunity to learn does not have to become a child's learning disability

Granite Preschool Program Salt Lake City, Utah

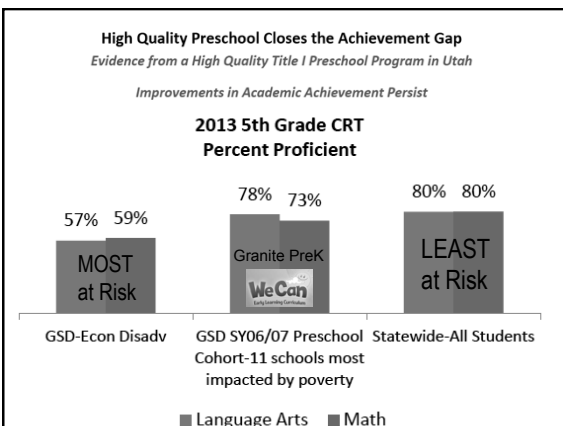
- +9 yr. longitudinal study, 3-4 year old children, most affected by poverty and language differences
- +128 languages in study
- +**Well-informed** teachers, coaches, administrators and teaching assistants
- +4 days per week; 3 hours/day
- +\$1500 per child per year

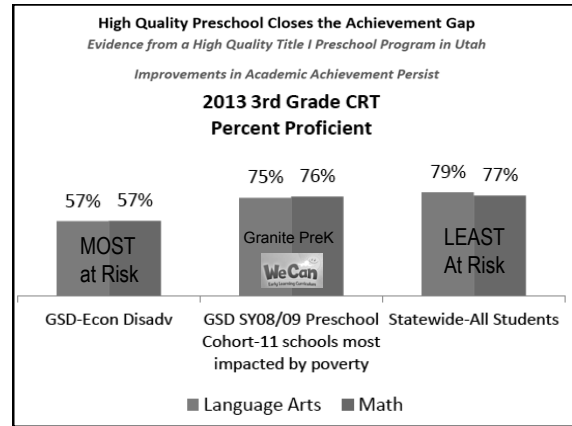
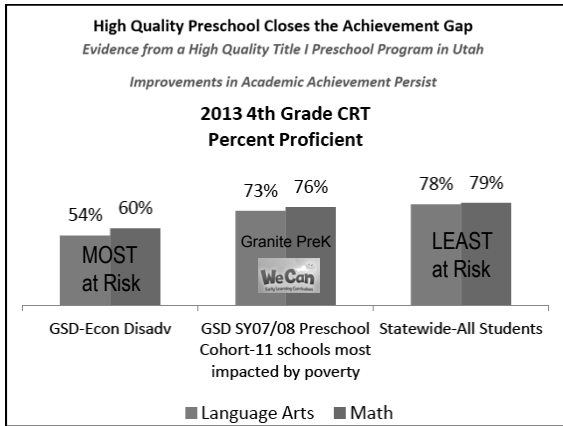
34,000 children in study from 2006-present

Only **11** children served in **SPED**

Reduced SPED referral rate from **30% to 1%**

Research: Voices of Utah Children; Dubno, Duggar, Smith (2013)





ELA Gap Closers

- 1 Explicit instruction in small groups
- 2 Vocabulary word knowledge
- 3 Oral expressive language
- 4 Listen and attend to key details
- 5 Pre-writing readiness

Understand the impact on teaching and learning of CCSS

ELA STANDARDS

Learning progressions

Progress monitoring



CCSS

Reading Standards

Big ideas for Kindergarten children

Ask and answer questions, collaborate

Retell stories, identifying key details

Discuss setting, characters, events

Name/discuss roles of author and illustrator, point of view

Read differently for different purposes

ENTERTAINMENT

Read more fluently with a lot of expression

INFORMATION

Read and attend to vocabulary and key details

COMPREHENSION

Read slower, focusing on details

Read less text at one time to learn more

Develop Reading Routines

- Read text aloud at *reasonable rate*
- Read to a **STOPPING POINT**
- Note **key details** and make connections
- Engage in collaborative conversations
- Re-read and locate **evidence**
- Make inferences and predictions

READ text so it sounds like conversation to enhance listening comprehension

Once upon a time there was a little girl who went into the forest alone. The little girl did not tell anyone where she was going.

Pre-read text before reading aloud

- 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

Look Back Opportunities

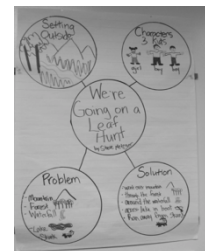
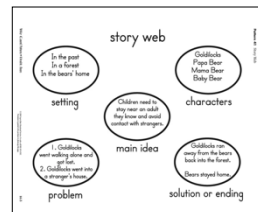
- Discuss **relationships** between illustrations (print concepts) and the text
 - Compare and contrast **opinion** of the author and the illustrator
- CCSS:** Ask and answer questions about **key details**
Retell story using key details
Identify characters, settings, major events
Ask/answer questions about unknown words
Name author and illustrator
Describe relationships of illustrations and text

Read, re-read and **reflect** to enhance listening comprehension and develop oral language

Create a storytelling center

Teach children the difference in telling a story and describing details.

Use graphic organizers to retell a story using story parts



Story Web, Goldilocks
www.gha-pd.com

(We Can Early Learning Curriculum, Voyager Sopris)

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 help to understand concepts and word meanings.



Encourage storytelling

Duplo blocks with pictures



Teach children to answer and ask questions, looking back in story to locate evidence

CCSS: Speaking and Listening

Teach children how to listen attentively and speak using vocabulary words that describe key details and enhance comprehension.

CCSS - Speaking & Listening Standards - Kindergarten

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics & texts with peers & adults in smaller and larger groups
 - SLK.1.a Follow rules for discussions (listen attentively, take turns speaking about topics under discussion)
 - SLK.1.b and LK.1.f Continue a conversation through multiple exchanges using complete sentences
- SLK.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood

Teach children to follow rules for collaborative conversations and discussions

- Listen attentively
- Share talking time
- Wait for a turn to speak
- Ask questions to clarify
- Accept opinion of others

CCSS: Language Standards, Kindergarten

- L.K.1. Demonstrate command of the conventions of standard **English grammar** & usage when writing & speaking
 - a. Print **many** upper- and lowercase letters
 - b. Use frequently occurring nouns and verbs
 - c. Form regular plural nouns (dog, dogs)
 - d. Understand question words
 - e. Use the most frequently occurring prepositions (in, on)
 - f. Produce complete sentences in shared language activities

Adults must speak using correct grammar so that children develop a sensitivity for hearing and using correct grammar.

The dog sit

The dog sits

The dog sits on the floor.

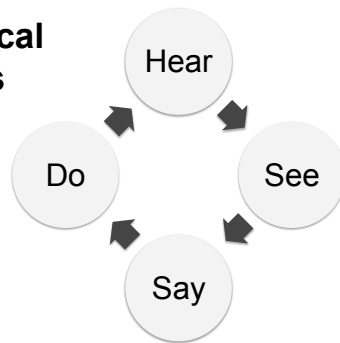


Does that sound right?

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)

Develop phonological awareness



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 emergent readiness skills: listening comprehension, phonological awareness, concept of word, and print awareness
You are not teaching children to READ by decoding

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 & Johnson, 2012)

Use American Sign Language

Use ASL to develop:
Vocabulary word meanings

Download ASL sheets for classroom management from www.gha-pd.com

www.garlicpress.com

CCSS Writing Standards - K

WK.1 Use a combination of **drawing, dictating and writing** to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book

WK.2 Use a combination of **drawing, dictating, and writing** to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic

WK.3 Use a combination of **drawing, dictating, and writing** to narrate a single-event, tell about the events in the order in which they occurred, and provide reaction to what happened

Develop pre-writing mechanics

Age-appropriate prerequisite skills

- Fine motor skills
- Grip, posture, pressure
- Alignment, top to bottom
- Orientation, left to right

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

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)

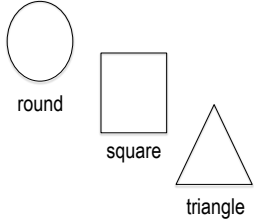
Develop concepts of print

- Top-to-bottom alignment 
- Left-to-right orientation 
- Uses of print to convey meaning
- Using print to express ideas, emotions
- Drawing, copying to express opinion

CCSS Foundational Skills for Kindergarten – End of Year

- Print alphabet letters
- Print name
- Recognize sounds represented by letters
- Name letters
- Simple addition
- Print numerals to represent quantities

5 Pre-Writing Strokes create shapes & letters



FIVE PREWRITING STROKE PATTERNS:

Stroke One: Up and around
The first prewriting stroke pattern, "up and around", teaches students how to form a circle using only two continuous directional movements. The stroke is used to create geometric shapes such as circles, ovals, and alphabet letters: a, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

STROKE DIRECTION: Beginning on the right side and proceeding "up and around" in a counterclockwise direction, students form a circle with one stroke, up and around. Students complete the circle or writing connection to the beginning.

Stroke Two: Touch, pull down
The second prewriting stroke pattern, "touch, pull down", teaches students how to form a vertical straight line. The stroke is used to form geometric shapes such as lines, rectangles, and squares, and alphabet letters: l, i, t, m, n, r, h, p, b, j, k.

STROKE DIRECTION: Students begin at the top of the paper or page and pull straight down while repeating, "touch, pull down!"

Stroke Three: Touch, push over
The third prewriting stroke pattern, "touch, push over", teaches students how to form a horizontal straight line. The stroke is used to form geometric shapes such as squares and rectangles, and alphabet letters: a, f, k, l, n, e, r, h, i, t, u, and z.

STROKE DIRECTION: Students begin on the left and draw across from left to right while repeating, "touch, push over!"

Stroke Four: Flant down to the right
The fourth prewriting stroke pattern, "flant down to the right", teaches students how to form geometric shapes or strokes with angles. Alphabet letters that include this stroke are: v, w, x, y, z, h, k, c, d, e, f, g, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

STROKE DIRECTION: Students begin at the top, slant downward and to the right in a starting motion, while repeating, "flant down to the right!"

Stroke Five: Flant left and down
The fifth prewriting stroke pattern, "flant left and down", teaches students how to form geometric shapes with slanted lines and angles. Alphabet letters that include this stroke are: a, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

STROKE DIRECTION: Students begin at the top and slant downward and to the left in a starting motion, while repeating, "flant left and down!"

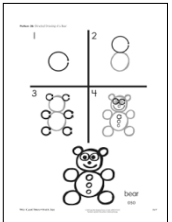
Pre-writing strokes are used to "print" letters and words

- Use pre-writing strokes to printing lowercase letters
- Introduce letters by similar strokes: o, a, c, d, g, s, f using "up & around"
- Use "touch, pull down": l, i, t, m, n, r, h, p, b, j, k
- Use slant strokes: v, w, x, y, z
- Teach e, q, u

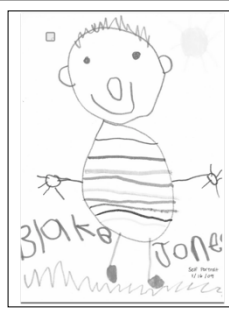
*We Can Early Learning Curriculum,
I Can Draw Pre-Writing Program
WeCan.Voyagerlearning.com*

Integrate instruction to develop Foundational Skills

- Listen and follow directions
- Participate in small group
- Sequencing
- Whole is equal to sum of its parts
- Alignment, orientation
- Fine motor coordination
- Print concepts, language, literacy
- Talk about details; tell story




Directed Drawing



Thanks for listening!

Vicki Gibson, Ph.D.
Author, *We Can*
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Research and evidenced-based

Dubno, J. (2011). *A sustainable financing model: High quality preschool for at-risk children, results from Granite School District in Utah.* Retrieved from <http://www.utahchildren.org/issues/early-care-and-education>