

# Building Independent Readers

The Pre-K Coaching Corner  
Wednesday, March 19<sup>th</sup>, 2025





# Session Norms

- Engage.
- Collaborate.
- Focus on solutions.
- Demonstrate a growth mindset.

# Agenda

- ✓ Emergent Reading
- ✓ Scaffolding
- ✓ Intentionality
- ✓ Exposure and Practice
- ✓ Overcoming Challenges



# Outcomes

## **As a result of today's session, you will be able to:**

- Understand the steps and milestones in the emergent reading process.
- Plan intentional opportunities for students to engage in meaningful, appropriate literacy and reading skills.
- Help students reach their full potential as readers.



## The “Why”



- Designed to provide direct coaching support around foundational literacy skills
- Opportunity to learn new strategies, tools, and techniques

When did you learn to read?  
What do you remember about this  
process?

**Please share in the chat!**



# Emergent Readers



## **Emergent readers...**

- ✓ Know some letters and sounds of the alphabet.
- ✓ Understand that writing conveys a message.
- ✓ Understand basic concepts of print.
- ✓ Use “scribbles” when writing.
- ✓ May recognize some words or letters in their environment.
- ✓ Can read some common, high-frequency words.

# Emergent Readers



## **When reading with emergent readers...**

- ✓ Model finger-point reading.
- ✓ Encourage “reading” or “pretend reading.”
- ✓ Talk about the story.
- ✓ Acknowledge their participation!

# Emergent Readers



## Developmental Stages

- ✓ Pre-Reading
- ✓ Decoding
- ✓ Fluent
- ✓ Expert Reader

# Pre-Reading Stage



- ✓ Introduction to books and print materials
- ✓ Regular introduction of new books and stories
- ✓ Encouragement of storytelling
- ✓ Modeling how to handle books
- ✓ Print-rich environment
- ✓ Alphabet charts and posters present and accessible



# Decoding Stage

- ✓ Beginning to recognize letters and sounds
- ✓ Differentiation between uppercase and lowercase letters
- ✓ Letter-sound correspondence takes priority
- ✓ Explicit teaching and interactive activities are critical
- ✓ Games, songs, and manipulatives help reinforce

# Fluent Stage



- ✓ Comprehension becomes more automatic
- ✓ Development of fluency in simple texts
- ✓ Recognition of common sight words
- ✓ Reading readings of familiar texts, sight word drills, and exposure help build fluency
- ✓ Opportunities for independent engagement with books and texts
- ✓ Offer incentives and rewards

# Expert Readers Stage



- ✓ No assistance needed to read
- ✓ Students select their own books
- ✓ Reading for comprehension
- ✓ Reads aloud with appropriate pauses
- ✓ Focus on comprehension strategies: predicting, summarizing, questioning, making connections
- ✓ Leveled readers accessible in classroom library

What does it mean to scaffold  
student learning?

**Please share in the chat!**





# Scaffolding

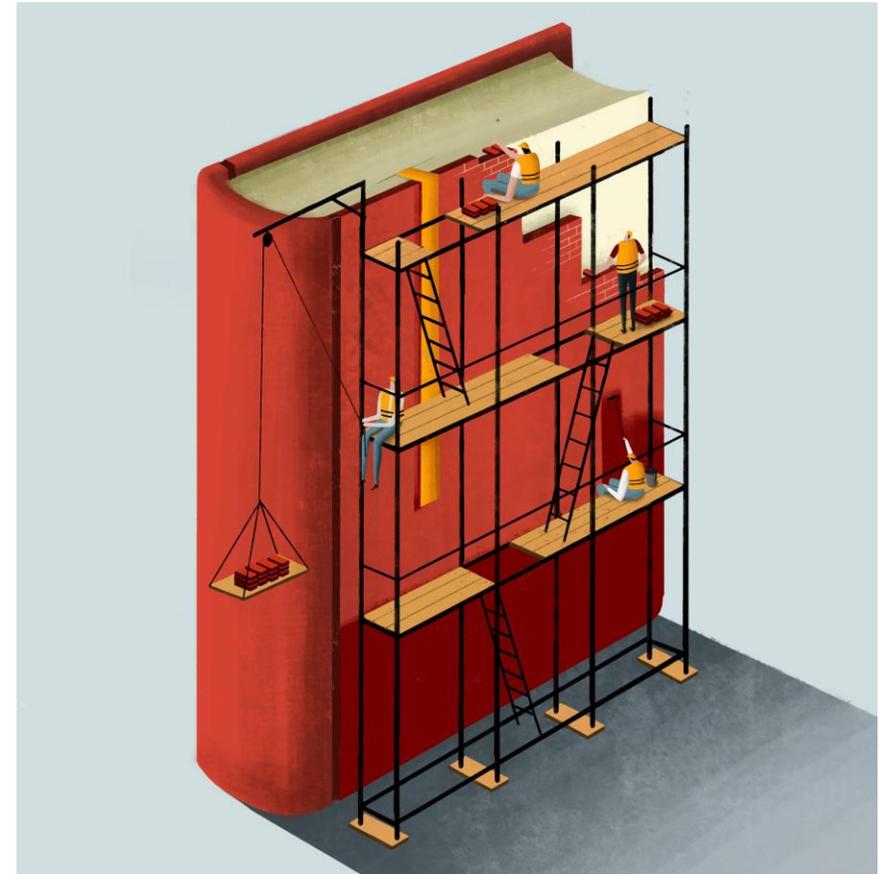


- ✓ Temporary support
- ✓ Shift in responsibility
- ✓ Individualized to each student
- ✓ Goals: increasing learning and fostering ownership

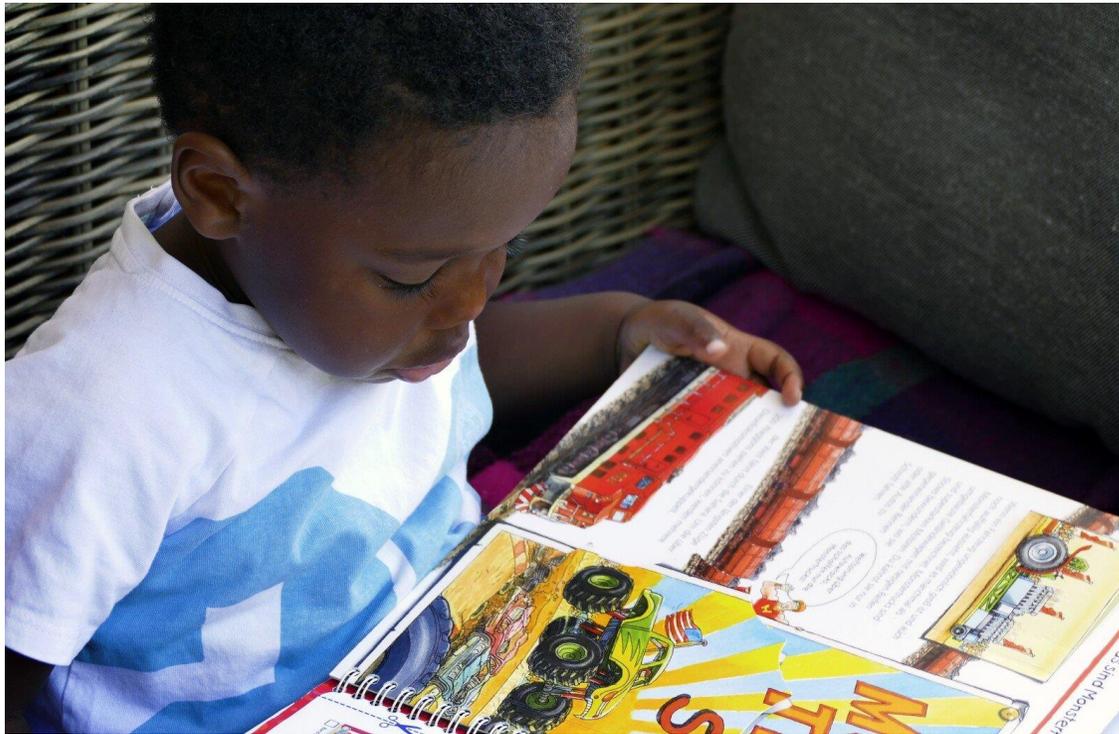
# Scaffolding Strategies



- ✓ Prior knowledge
- ✓ Preteaching vocabulary
- ✓ Visual aids
- ✓ Modeling
- ✓ Materials and resources
- ✓ TNFSCS and SFAM
- ✓ TN-ELDS and HSELOF
- ✓ Student oral expression



# Learning to Read (According to Chris)



- ✓ Letters
- ✓ Sight words
- ✓ Sounds
- ✓ Beginning sounds
- ✓ Ending sounds
- ✓ Word families
- ✓ Rhyming words
- ✓ Middle sounds
- ✓ Simple sentences
- ✓ CVC words
- ✓ Inventive spelling
- ✓ Sight word readers
- ✓ Independent reading

Memorization  
Sounds  
Construction  
Reading

What does intentionality look and sound like in a Pre-K classroom?

**Please share in the chat!**



# Intentionality



- ✓ Well-planned lessons
- ✓ Scripted questions and prompts
- ✓ Data-driven
- ✓ Skill-targeted
- ✓ Individualized
- ✓ Higher-order thinking
- ✓ Challenging



# Intentionality



- ✓ Morning Meeting and Message
- ✓ Whole Group Literacy
- ✓ Small Group Literacy
- ✓ Free Choice Play
- ✓ Transitions (Mighty Minutes)
- ✓ Conversations
- ✓ Procedures and Routines



How do the teachers, classroom  
and schedule help develop  
readers?

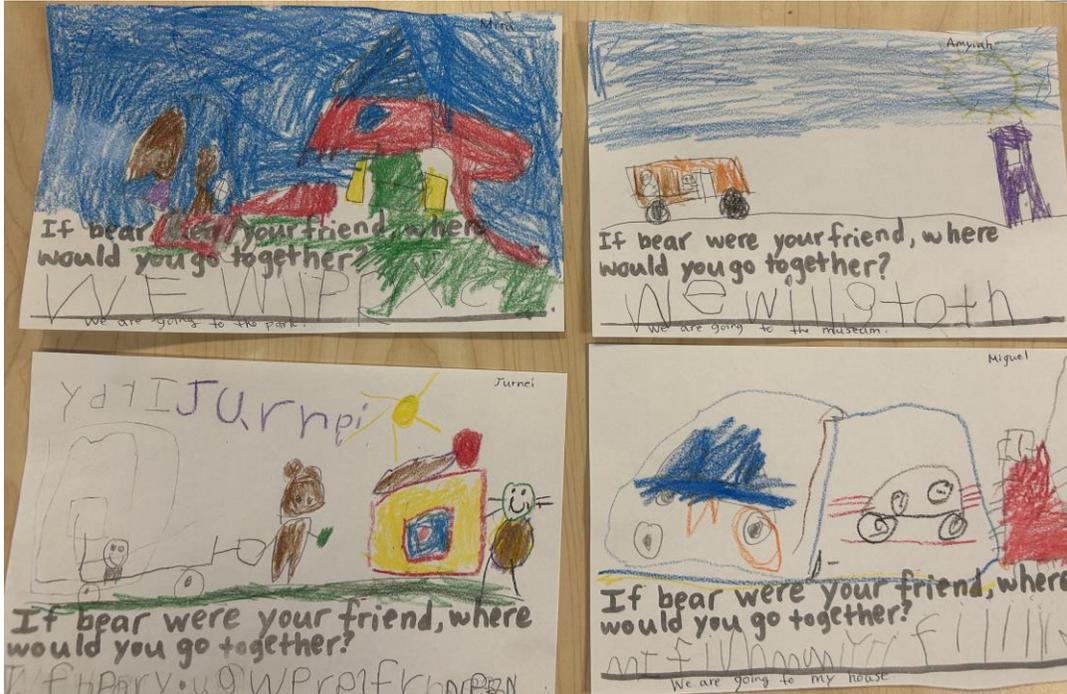
**Please share in the chat!**



# Exposure and Practice



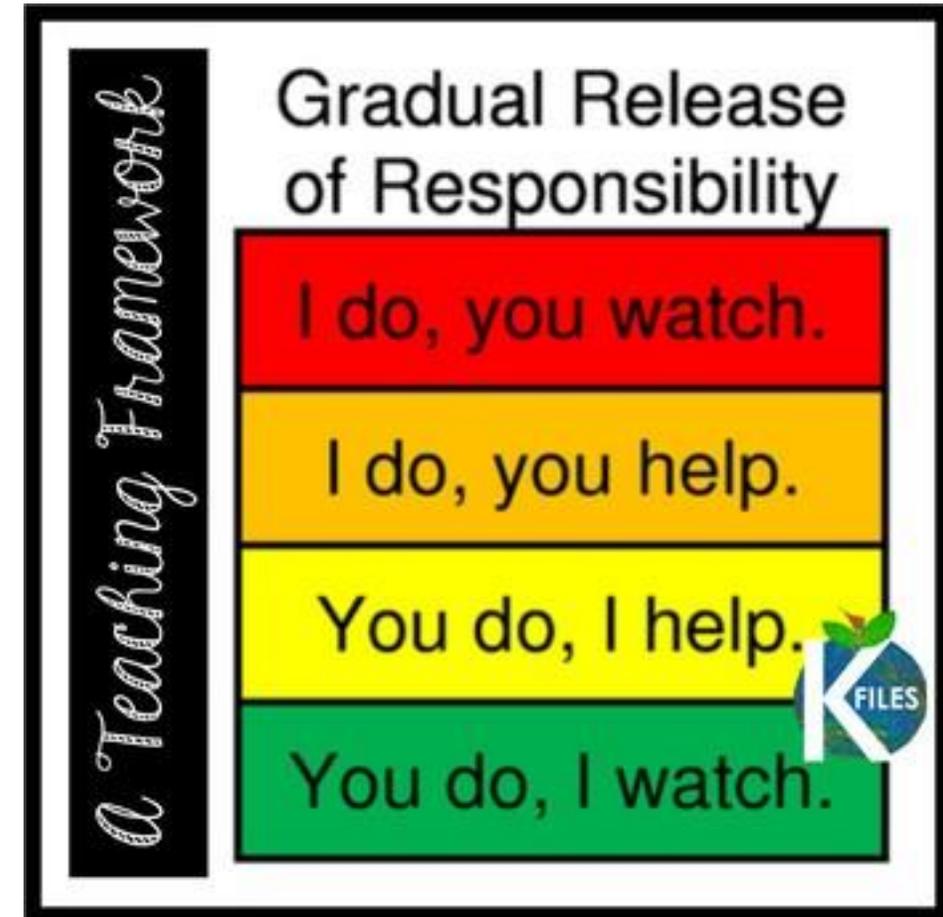
- ✓ Letter formation
- ✓ Alphabet books
- ✓ Phonemic awareness activities
- ✓ Read-aloud books
- ✓ Interactive writing activities
- ✓ Sight word practice
- ✓ Repeated reading passages
- ✓ Vocabulary graphic organizers





# Gradual Release

- ✓ I do
- ✓ We do
- ✓ They do
- ✓ You do
- ✓ All students have their own set of materials
- ✓ Focus on student engagement
- ✓ Teacher serves as facilitator
- ✓ Observe and take notes!



# Library Area



- ✓ Leveled books
- ✓ Big books
- ✓ Listening area (if not separate)
- ✓ Sight word readers
- ✓ Class-made books
- ✓ Sight words, names, familiar words
- ✓ Sight word sentences
- ✓ Puppets and retelling props



# Library Area Questions



- ✓ What are you doing?
- ✓ Tell me about \_\_\_\_.
- ✓ What would you do if \_\_\_\_?
- ✓ What do you think \_\_\_\_ said \_\_\_\_?
- ✓ What do you think will happen?
- ✓ What happened first/next/last?
- ✓ How does \_\_\_\_ make you feel?
- ✓ Who is \_\_\_\_?



# Foundational Literacy Area



- ✓ Print concepts, phonological awareness, phonics and word recognition, fluency
- ✓ Materials and manipulatives
- ✓ Letters, picture cards
- ✓ Graphic organizers
- ✓ Objectives/challenges

# Foundational Literacy Area Questions



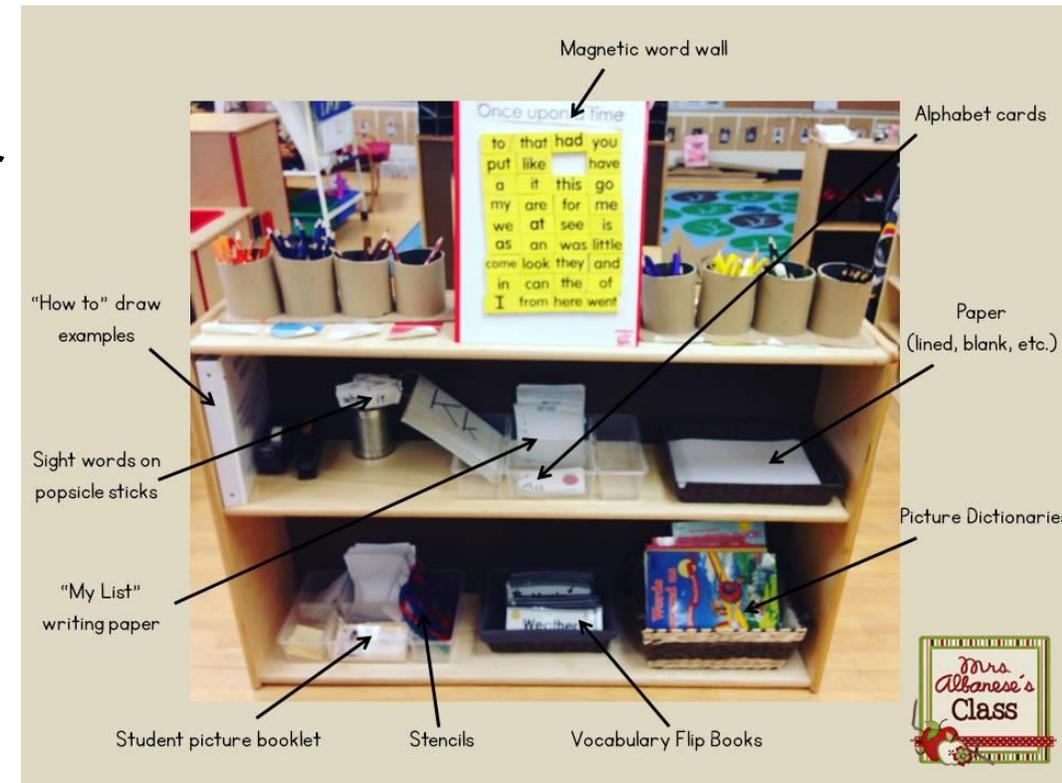
- ✓ What sounds does this letter make?
- ✓ What letters do you need to finish this word?
- ✓ What sound do you hear at the beginning/middle/end of \_\_\_?
- ✓ What would happen if you changed the first/last letter?
- ✓ What letter/sound fits here?



# Writing Area



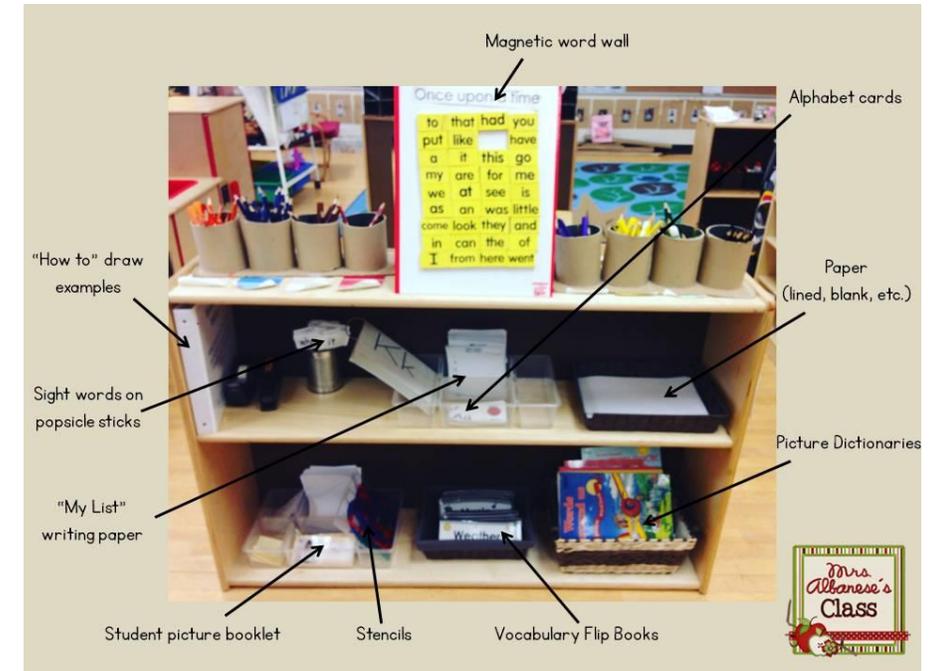
- ✓ Letter formation
- ✓ Assorted writing tools and paper
- ✓ Stamps, letter/name cards, etc.
- ✓ Word building and writing
- ✓ Book making
- ✓ Writing for a purpose
- ✓ Old Morning Messages
- ✓ Involve technology as feasible



# Writing Area Questions



- ✓ What are you writing?
- ✓ Let's make a list for the grocery store.
- ✓ Do you want to trace or write your own
- ✓ Who do you want to write to?
- ✓ What do you want me to write?
- ✓ I want to play, what should I write?



What are some of the challenges that might impact the emergent reading instructional process?

**Please share in the chat!**



# Potential Challenges



- ✓ Phonemic awareness difficulties
- ✓ Limited vocabulary
- ✓ Fluency and expression
- ✓ Behaviors
- ✓ Attention spans
- ✓ Internal/external stress and pressure



# Upcoming PD



**March 25<sup>th</sup>**

*Pre-K Share Show-Studies in Action*  
4-6pm, 3030 Jackson Ave.

**April 9<sup>th</sup>**

*4<sup>th</sup> Quarter Teacher Meeting:*  
*Closing Out the School Year*  
4-5pm, virtual