The background of the slide is a spiral-bound notebook with a light brown, textured cover and a dark brown spine on the left side. The spiral binding is visible on the left edge. The text is centered on the notebook page.

Common Core Standards: Implications for Instruction

**Michael L. Kamil
Stanford University**

TOPICS FOR PRESENTATION

- HOW STUDENTS ARE READING
- WHY READING IS IMPORTANT
- RAISING EXPECTATIONS
- INCREASING CAPACITY

mkamil@stanford.edu

NAEP READING SCORES

Since 2004

- 220 for 9-year-olds, up from 216
- 260 for 13-year-olds, up from 257
- 286 for 17-year-olds, up from 283

mkamil@stanford.edu

URBAN DISTRICTS

- Grade 4
- Scores increased since 2007 for four districts, while the national average shows no change
- 29 to 73% below basic

mkamil@stanford.edu

- **Grade 8**
- **Few districts made gains since 2007, but scores for the nation and large cities increase**
- **27 to 60% below basic**

mkamil@stanford.edu

- **We are doing better at 4th grade than at 8th**
- **WE NEED TO CONTINUE OUR WORK AND DO MORE . . .**

Particularly at upper grades

mkamil@stanford.edu

WHY IS READING IMPORTANT?

	Chance of Later Success	
	Science	Mathematics
Unprepared	1%	15%
Prepared	32%	67%

ACT, The Forgotten Middle, 2008 mkamil@stanford.edu

AND IF THAT ISN'T ENOUGH

"By 2018, we will need 22 million new workers with college degrees"

Help Wanted, Executive Summary

mkamil@stanford.edu

WHAT DO WE NEED TO DO?

- **RAISE EXPECTATIONS**
- **INCREASE CAPACITY**
- **MEASURE and REPORT PROGRESS**

mkamil@stanford.edu

ASSESSMENT FRAMEWORKS

- **NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS**
- **PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT**
- **New for 2009**
- **Similar, but different**

mkamil@stanford.edu

COGNITIVE TARGETS

NAEP 2009	
Locating /Recalling	
Integrating/ Interpreting	
Critiquing/ Evaluating	

mkamil@stanford.edu

COGNITIVE TARGETS

NAEP 2009	PISA 2009
Locating /Recalling	Accessing and retrieving
Integrating/ Interpreting	Integrating and interpreting
Critiquing/ Evaluating	Reflecting and evaluating

mkamil@stanford.edu

MORE INFORMATION

NAEP 2009 FRAMEWORK

<http://www.nagb.org/publications/frameworks/reading09.pdf>

PISA 2009 FRAMEWORK

<http://www.oecd.org/dataoecd/11/40/44455820.pdf>

mkamil@stanford.edu

MORE INFORMATION

- ***THE FORGOTTEN MIDDLE*** available:
<http://www.act.org/research/policymakers/pdf/ForgottenMiddle.pdf>
- ***READING NEXT , WRITING TO READ*** each available:
http://www.all4ed.org/publication_material/adlit

mkamil@stanford.edu

COMMON CORE STANDARDS

mkamil@stanford.edu

COMMON CORE CRITERIA

- Aligned with college and work
- Rigorous content *and* high-order skills
- Use strengths of current standards

mkamil@stanford.edu

COMMON CORE CRITERIA

- Informed by international data
- Evidence and/or research-based

mkamil@stanford.edu

COMMON CORE DETAILS

- Grade levels for K–8;
- Grade bands for 9–10 and 11–12
- Integrated model of literacy
- Includes research and media skills

mkamil@stanford.edu

WHAT COMMON CORE IS NOT

- HOW to teach
- ALL that can or should be taught
- Definition of **ADVANCED** work
- **INTERVENTIONS** for advanced or struggling students

mkamil@stanford.edu

WHAT COMMON CORE IS NOT

- Support for ELL or SPECIAL NEEDS
- WHOLE of college/work readiness

mkamil@stanford.edu

SKILLED READERS

- Demonstrate INDEPENDENCE
- Build strong CONTENT knowledge

mkamil@stanford.edu

SKILLED READERS

- Respond to demands of
 - Audience
 - Task
 - Purpose
 - Discipline
- COMPREHEND as well as CRITIQUE

mkamil@stanford.edu

SKILLED READERS

- Value **EVIDENCE**
- Use **TECHNOLOGY** strategically and capably
- Understand other **CULTURES**

mkamil@stanford.edu

SAMPLE COMMON CORE STANDARDS

mkamil@stanford.edu

KEY IDEAS AND DETAILS

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

mkamil@stanford.edu

CRAFT AND STRUCTURE

- 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6. Assess how point of view or purpose shapes the content and style of a text.

mkamil@stanford.edu

INTEGRATION OF KNOWLEDGE AND IDEAS

- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

mkamil@stanford.edu

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

- 10. Read and comprehend complex literary and informational texts independently and proficiently

mkamil@stanford.edu

**INFORMATION TEXT –
KINDERGARTEN**

INTEGRATION OF KNOWLEDGE AND IDEAS

- 8. With prompting and support, identify the reasons an author gives to support points in a text
- 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)

mkamil@stanford.edu

**INFORMATION TEXT –
GRADE 5**

INTEGRATION OF KNOWLEDGE AND IDEAS

- 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
- 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

mkamil@stanford.edu

**INFORMATION TEXT –
GRADES 11-12**

INTEGRATION OF KNOWLEDGE AND IDEAS

- 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses)
- 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features

mkamil@stanford.edu

GRADES 6-8

TEXT COMPLEXITY

10. **By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.**

mkamil@stanford.edu

FOUNDATION – KINDERGARTEN

PRINT CONCEPTS

- **1. Demonstrate understanding of the organization and basic features of print.**
- Follow words from left to right, top to bottom, and page by page.
- Recognize and name all upper- and lowercase letters of the alphabet

mkamil@stanford.edu

FOUNDATION – KINDERGARTEN

PHONOLOGICAL AWARENESS

- **Demonstrate understanding of spoken words, syllables, and sounds (phonemes)**

mkamil@stanford.edu

FOUNDATION – GRADE 2

PHONICS AND WORD RECOGNITION

- Recognize and read grade-appropriate irregularly spelled words

mkamil@stanford.edu

FOUNDATION – GRADE 4

PHONICS AND WORD RECOGNITION

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.

mkamil@stanford.edu

FOUNDATION – GRADE 5

FLUENCY

- 4. Read with sufficient accuracy and fluency to support comprehension
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

mkamil@stanford.edu

MORE INFORMATION

- **COMMON CORE STANDARDS WEB**

<http://www.corestandards.org/>

mkamil@stanford.edu

EARLY READING SKILLS

- **National Early Literacy Panel**
 - Alphabet Knowledge
 - Phonemic Awareness
 - Concepts About Print
 - Oral Language
- (Rapid Naming Tasks)
- (Name Writing)

mkamil@stanford.edu

MORE INFORMATION

- **NATIONAL EARLY LITERACY PANEL REPORT**

<http://www.nifl.gov/publications/pdf/NELPReport09.pdf>


mkamil@stanford.edu



Doing What Works
ED.gov

<http://dww.ed.gov>






LATER READING SKILLS

- Adolescent Literacy Practice Guide
 - Explicit Vocabulary Instruction
 - Explicit Comprehension Strategy Instruction
 - Discussion Around Text
 - Motivation And Engagement
- (Targeted Tutoring)

mkamil@stanford.edu



MORE INFORMATION

- IMPROVING ADOLESCENT LITERACY PRACTICE GUIDE

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

mkamil@stanford.edu

DOINGWHATWORKS
research-based education practices online

Advanced Search

Home > Adolescent Literacy

Adolescent Literacy

Includes these recommended practices:

- Vocabulary Instruction
- Comprehension Strategies
- Engaging Text Discussion
- Intensive Intervention

Explore these recommended practices:

- Vocabulary Instruction**
Provide explicit vocabulary instruction and strategies to help students become independent vocabulary learners.
- Comprehension Strategies**
Provide direct and explicit comprehension strategy instruction.
- Engaging Text Discussion**
Provide opportunities for extended text discussion and student engagement.
- Intensive Intervention**
Provide intensive intervention for struggling readers and monitor all students' reading progress.

Multimedia Overview

Improving Adolescent Literacy
Data from recent national assessments indicate that many middle and high school students are failing to comprehend text at a proficient level. Even high school students with average reading ability are unprepared for the literacy demands of the workplace and postsecondary settings. Watch this multimedia overview to learn about five research-based instructional practice recommendations for improving literacy levels in middle and high schools. (1:00:00)

Overview Media & Materials | State/District Policy & Practices | Related Links

RECAP

- HOW STUDENTS ARE READING
- WHY READING IS IMPORTANT
- RAISING EXPECTATIONS
- INCREASING CAPACITY

mkamil@stanford.edu

FINAL THOUGHTS

- GOOD JOB SO FAR
- MORE TO BE DONE
- EARLY CHILDHOOD AND ADOLESCENT
- PROFESSIONAL DEVELOPMENT

mkamil@stanford.edu





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