

GUIDING PRINCIPLES:

Aligning Early Reading Instruction with Common Core Standards

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PLAN FOR PRESENTATION

- **IMPORTANT FACTORS IN EARLY READING**
- **COMMON STANDARDS FOR EARLY READING**
- **ALIGNMENT ISSUES**
- **RESEARCH BASED PRACTICES**

SKILLS THAT PREDICT LATER READING

- Alphabet Knowledge
- Phonemic Awareness
- Concepts about print
- Oral language
- Print awareness
- Writing or writing name
- RAN letters and digits
- RAN objects and colors
- Phonological STM
- Visual perception

NELP, 2009

RAPID AUTOMATIC NAMING

- Rapid naming of sequentially repeating random sets of letters, digits, or both.
- Rapid naming of sequentially repeating random sets of pictures of objects (e.g., "car," "tree," "house," "man") or colors.

CONCEPTS ABOUT PRINT

- Knowledge of print conventions (e.g., left–right, front–back) and concepts (book cover, author, text).

PRINT AWARENESS

- Combines elements of Alphabet Knowledge, concepts about print, and protodecoding (beginning or early decoding).

MORE INFORMATION

**National Early Literacy Panel
Report:**

[http://www.nifl.gov/publications/
pdf/NELPReport09.pdf](http://www.nifl.gov/publications/pdf/NELPReport09.pdf)

COMMON CORE STANDARDS

- Currently K-5; 6-12
- Working on Early Childhood Standards
- Foundation Skills

Standard	K	1	2
Key Ideas and Details			
Craft and Structure			
Integration of Knowledge and Ideas			
Text Complexity			

Key Ideas and Details (INFO AND LIT)

- K. With prompting and support, ask and answer questions about key details in a text.
1. Ask and answer questions about key details in a text.
2. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

Craft and Structure (LIT)

- K. Ask and answer questions about unknown words in a text.
- 1. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 2. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Craft and Structure (INFO)

- K. Ask and answer questions about unknown words in a text.
- 1. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 2. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Integration of Knowledge and Ideas (INFO)

- K. With prompting and support, identify the reasons an author gives to support points in a text.
- 1. Identify the reasons an author gives to support points in a text.
- 2. Describe how reasons support specific points the author makes in a text.

**Integration of Knowledge and Ideas
(LIT)**

K. Not applicable to literature

1. Not applicable to literature

2. Not applicable to literature

FOUNDATION SKILLS

- PRINT CONCEPTS
- PHONOLOGICAL AWARENESS
- PHONICS AND WORD RECOGNITION
- FLUENCY
- (VOCABULARY AND COMPREHENSION)

MORE INFORMATION

- COMMON CORE STANDARDS WEB

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

ALIGNMENT DOMAINS

- SKILLS ALIGNED TO STANDARDS
- INTERVENTION ALIGNED TO SKILLS, RESEARCH, AND STANDARDS
- ASSESSMENTS ALIGNED TO SKILLS IN INTERVENTION
- EVALUATION ALIGNED TO ALL OF THE ABOVE

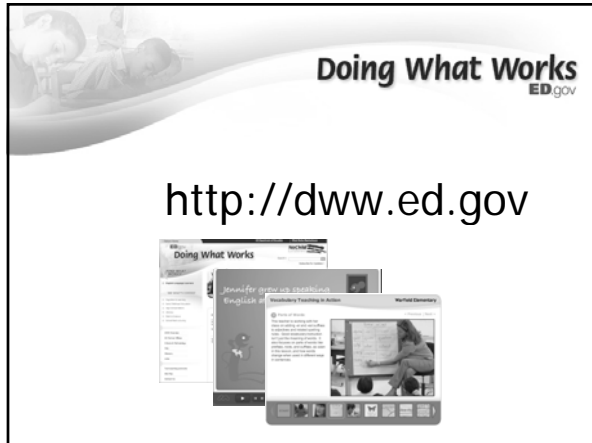
BUT, IT MUST BE "DOABLE"

PROFESSIONAL DEVELOPMENT

- ALIGNED TO
 - INTERVENTION
 - SKILLS
 - STANDARDS
 - RESEARCH
- TEACHER VS STUDENT FOCUS

DOING WHAT WORKS

- PHONEMIC AWARENESS
- SHARED BOOK READING



CONCLUSIONS

- Common Core currently begins at Kindergarten (working on earlier standards)
- Recommendations align with research
- Foundation skills do not include vocabulary or comprehension

- Standards should be a guide to professional development
- Common Core seem difficult, but they raise expectations.

THE END

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