



eMailNews

TO: DOE Partners
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- TUESDAY TELEGRAPH -

News from the Office of Early Childhood Education at the DOE

**Dedicated Issue:
Common Core State Standards (CCSS) Reading Foundational (RF) Skills K-5**

RF - Reading Standards: Foundational Skills (K–5)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know -- to discern when particular children or activities warrant more or less attention.

The Common Core State Standards, ELA, page 15

The Center on Instruction has developed three books to align with the instructional expectations of the CCSS Reading Foundational Standards. **All three books are free downloads, available by website** at:

<http://www.centeroninstruction.org/topic.cfm?s=1&k=L&c=45>.

As a trio, these books provide a scope and sequence for Reading Foundations instruction within a K-5 literacy block.

- **Book 1 - [BUILDING THE FOUNDATION - A Suggested Progression of Sub-skills to Achieve the Reading Standards: Foundational Skills in the Common Core State Standards](#) - Developed by Center on Instruction - Orange Cover**
Published: 6/14/2012

This document is based on an analysis that determined the sub-skills students need to achieve in each of the Foundational Skills (K–5) in the CCSS. It contains five sections, each targeting one grade level in: Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency. It also includes instructional examples aligned to the sub-skills,

giving teachers samples of activity types that facilitate acquisition of the sub-skills. Each chart includes up to three grade levels to inform instruction for students who are either struggling and need extra support or intervention, or for students performing above grade-level expectations and require enrichment, to allow a teacher to see which skills should have been mastered in the previous year and what students are preparing for in the upcoming years.

- **Book 2 - [Student Center Activities Aligned to the Common Core State Standards](#)** - *Developed by Center on Instruction - Blue Cover* Published: 3/6/2012

This publication helps educators create differentiated reading instruction experiences for their students by showing the relationship between two distinct resources: Student Center Activities (SCAs), created by the Florida Center for Reading Research for K–5 classroom teachers as differentiated reading activities for use in small student groups, and the Common Core State Standards (CCSS). It contains crosswalks that map the relationships between each SCA and corresponding, grade-specific standards in CCSS in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects K–5 (ELA-Literacy).

- **Book 3 - [Using Instructional Routines to Differentiate Instruction: A Guide for Teachers](#)** - *Developed by Center on Instruction - Turquoise Cover* Published: 3/7/2012

This publication helps educators plan differentiated instruction using 72 formatted activities called Instructional Routines, which provide a structure for teaching specific foundational reading skills. Included is a table which displays the alignment between the Instructional Routines and the Common Core State Standards organized by the five reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

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