The following chart demonstrates the alignment of the NH GLE's/GSE's clusters and main ideas with those of the English Language Arts, CCSS.

NH GLE/GSE CLUSTER	COMMON CORE STATE STANDARDS ANCHOR
Reading	
Early Reading Strategies	Reading: Foundational Skills: Print Concepts Reading: Foundational Skills: Phonological Awareness
Reading Fluency and Accuracy	Reading: Range of Reading and Level of Text Complexity Reading: Foundational Skills: Fluency
Word Identification Skills and Strategies	Reading: Foundational Skills: Phonics and Word Recognition (K-5)
Vocabulary	Language: Knowledge of Language Vocabulary Acquisition and Use
Literary Texts	Reading: Key Ideas and Details Reading: Craft and Structure Reading: Integration of Knowledge and Ideas
Informational Texts: Expository and Practical Texts across Content Areas	Reading: Key Ideas and Details Reading: Craft and Structure Reading: Integration of Knowledge and Ideas
Breadth of Reading	Reading: Range of Reading and Level of Text Complexity
Written and Oral Communication	
Structures of Language	Language: Knowledge of Language Writing: Text Types and Purposes Writing: Production and Distribution of Writing
Reading Connection	Writing: Text Types and Purposes Writing: Research to Build and Present Knowledge Reading: Key Ideas and Details
Expressive Writing	Writing: Text Types and Purposes Writing: Production and Distribution of Writing Writing: Range of Writing
Written and Oral Communication	
Informational Writing	Writing: Text Types and Purposes Writing: Production and Distribution of Writing Writing: Range of Writing Writing: Research to Build and Present Knowledge
Conventions	Language: Conventions of Standard English
Habits of Writing	Writing: Production and Distribution of Writing Writing: Range of Writing
Oral Communications	Speaking/Listening: Comprehension and Collaboration Speaking /Listening:Presentation of Knowledge & Ideas Fluency and Breadth

A. Essential Components of Reading Instruction – The Five Pillars

According to the Report of the National Reading Panel: Teaching Children to Read, *(2002)* there are five components to an effective reading instruction program, also known as The Five Pillars or Dimensions.

1) **Phonemic Awareness:** Phonemic awareness is defined by the National Reading Panel (NRP) as the ability to hear, identifies, and manipulate individual sounds (phonemes) in spoken words. The NRP concluded that phonemic awareness instruction helps all children. **Phonemic awareness is best addressed before grade 3** and in most cases a minimum of 20 hours of instruction during the school year yields the most gain.

2) **Phonics:** Phonics teaches children the relationship between the letters of written language and the individual sounds of the spoken language.

3) **Fluency:** Fluency is defined by the NRP as reading text with speed, accuracy, and proper expression. Teacher modeling followed by guided student rereading or "repeated reading" is key to developing fluency. Readers who are **not** able to rapidly and smoothly process text often fail to comprehend what they are reading and lose their enthusiasm for reading.

4) **Vocabulary:** The NRP determined that vocabulary growth entails the development of stored information about the meanings and pronunciation of words, prefixes, and suffixes needed for communication. Vocabulary should be taught both directly and indirectly and should be incorporated into reading instruction as part of a balanced literacy program at all levels and in all content areas.

5) **Comprehension:** The NRP points out that comprehension "is the reason for reading. "If readers can read the word but do not understand what they are reading, they are not really reading" (Ambruster et al., 2003, p.48). Text comprehension improvement strategies include: monitoring comprehension, using graphic and semantic organizers, answering teacher-developed questions, asking/answering student-generated questions, recognizing story structure and text summary. Effective comprehension strategy instruction is explicit and includes direct explanation, teacher modeling, guided practice, and independent application.

B. Essential Components of Writing Instruction – A Comprehensive Instructional Program

In order to provide writers with an effective writing instructional program the following components need to be included:

- **Oral Language**, **Illustrations:** Writing instruction includes oral language as a tool for thinking that leads to the understanding, clarifying, and focusing on ideas before writing the words.
- **Word Study:** Word study is embedded within the writing instruction.
- **The Writing Process:** Writers move back and forth between drafting, pre-planning, revising, editing, sharing, and conferring when they are composing text.
- **Writing Genres:** Writers use a variety of genres to express and convey their thoughts, ideas, and understanding of the world around them, such as: nonfiction, fiction, poetry, expository, narrative, informational, persuasive, technical, and essay.

- **Writing to Learn:** Instruction that uses daily, informal writing exercises as a 'thinking' organizer across content areas: quick writes, brainstorming, note-taking, reflections.
- **Writing to Demonstrate Knowledge:** Instruction that teaches students how to synthesize, explain, or apply information through writing in a style that is appropriate to the task, purpose, and audience.
- **Technology:** Instruction that teaches students how to use: electronic portfolios, digital storytelling, multi-media presentations, and how to compose text online through discussion groups and social networking.
- **Reading and Writing Connections:** Students gather information about how words work in sentences and how sentences work together to relay information in writing. Exemplar texts should be used to illustrate the four domains of writing.
- **Four Domains of Writing:**
  - Informative/functional: to convey information or explain ideas, facts, or processes
  - Literary/poetic texts: to give shape to an idea, experience, or observation
  - Argumentative/persuasive: to influence or convince
  - Expressive/writing to learn: to discover, identify, or clarify ideas or experiences for self or others