

K-5 Teachers: Laying Foundations *for the* Common Core



From the
Oregon Literacy Plan:
[K-12 Reading—Common Core Instruction](#)

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for the
Common Core

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Before reading about Common Core Foundational Skills, please answer the following “have you ever” questions:

- *Have you ever* wanted a straight, “pendulum-free” answer about what is really important in K-5 reading instruction? What’s truly most important when teaching students how to read—print concepts, phonological awareness, phonics, word study, fluency, vocabulary, or comprehension? All of it? If “all of it” is important, what should the scope and sequence of K-5 reading look like, and how do you teach *all* essential components of reading in an already “packed” teaching schedule?
- *Have you ever* wondered how to help students with comprehension difficulties when they “can’t really read or understand the text at all,” “read the text and totally change all the meaning,” “misread the text by taking words and phrases out of context,” or “word call?”
- *Have you ever* taught a lesson and realized that several (or more) students didn’t have the reading skills to fully participate? As a result, perhaps you spent time backtracking or doing your best to find ways to teach missing reading skills like phonological awareness and phonics?
- *Have you ever* struggled to figure out how to *effectively* and *efficiently* differentiate instruction? Differentiating instruction for a full range of beginning readers can often be quite time-consuming to plan and implement.
- *Have you ever* wondered what to teach in reading when working with English learners and students who struggle with reading?
- *Have you ever* assembled your own lesson materials, purchased books for your classroom library, and/or designed your own thematic units because your grade’s or your school’s curriculum wasn’t cohesive and comprehensive?
- *Have you ever* been challenged (or felt frustrated) with inconsistencies and gaps in student print awareness, exposure to print, ability to identify sounds in spoken words, and word reading skills, particularly when working with students from disadvantaged environments or students who have moved frequently?
- *Have you ever* noticed “curricular incoherence” in your building? For example, as a third-grade teacher, have you ever felt that teachers in the lower grades may be unaware of what you need to teach in third grade? As a result, students may enter third grade “unprepared” for the third-grade curriculum? (If you’re not a third-grade teacher, think about if you’ve experienced “curricular incoherence” from your own teaching perspective.)
- *Have you ever* felt that you use the first part of the school year to review reading skills because students begin the school year with so many gaps and inconsistencies with their understanding of print and word reading abilities? Perhaps it seems like you never really have the chance to introduce new content until late fall or even later in the school year.
- *Have you ever* been hesitant about integrating assessment into your regular instructional routines because you weren’t sure what assessments to use, thought assessment would take too much time, or didn’t have access to assessment materials aligned with your curriculum?

- *Have you ever*, if you are a K-2 teacher, focused more on the immediate needs of your classroom, day-to-day instruction, and the everyday school-related tasks and responsibilities than the content and outcomes specified by state standards as the K-2 standards are not assessed?
- *Have you ever* seen or heard early reading achievement connected to things like the “Fourth Grade Slump,” “Matthew Effect” (the “word-rich” get richer, while the “word-poor” get poorer), “cognitive consequences of early reading failure,” “snowballing or spiraling consequences of early reading failure,” and dropout statistics?
- *Have you* seen or heard news about the shift to more rigorous standards and assessments? For example:
 - The goal of the Governor’s [Early Childhood and Family Investment Transition Report](#) (January 2011) “to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.”
 - The new [reading achievement standards](#) with more rigorous cut scores adopted by the Oregon State Board of Education to help prepare students for the increased rigor of the Common Core State Standards, the SMARTER Balanced assessment, and the Oregon Diploma.
<http://www.ode.state.or.us/search/page/?id=3296>

If you answered “yes” to any of these questions, reading more about the **Common Core Reading Standards: Foundational Skills (K-5)** will answer the questions related to “**what**”—such as, what aspects of reading are taught at each grade level. Questions related to “**how**”—such as, how to develop program cohesiveness, differentiate instruction, understand the complexities of reading, provide instruction for English learners and students who struggle with reading, utilize effective and efficient assessments, and use assessments for instructional decision-making—are answered in the [Oregon K-12 Literacy Framework](#). It will be discussed later in this chapter.

But first, you may have wondered why the Common Core Reading Standards: Foundational Skills (K-5) are featured separately in the Common Core State Standards (CCSS). To understand why, it is helpful to know that the Common Core Foundational Skills *do not include* comprehension and vocabulary. Rather, they focus on **print concepts, phonological awareness, phonics and word recognition, and fluency**. That is because **comprehension and vocabulary** are the central focus of the College and Career Readiness (CCR) Anchor Standards and related grade-specific K-12 Common Core State Standards (CCSS). **From kindergarten through the end-of-high school**, the CCRs and CCSS for comprehension and vocabulary are integrated across the four Common Core strands—Reading, Writing, Speaking and Listening, and Language. Acquiring comprehension and vocabulary skills is a 13-year process in the Common Core, one year building on the next, until students are college and career-ready. (For descriptions and illustrations of CCR and CCSS comprehension and vocabulary instruction at the classroom level for English language arts and the content areas, see “[K-12 Teachers: Building Comprehension in the Common Core](#)” from the *Oregon Literacy Plan*.)

Back-mapping to the Foundations

One way of thinking about the Common Core is that it identifies a destination. Knowing where we are going makes it easier to get there. What destination do we program into our “educational GPS” navigation system? In Oregon and other Common Core states, the GPS destination is **all high school**

graduates will be college and career-ready without the need for remediation. Now that the destination has been identified, our educational GPS back-maps to locate the route. Back-mapping determines how to get to the **destination—college and career readiness** from the **starting location—kindergarten**. Specifically, standards for each grade level are identified, working backward from grade 11/12, to 9/10, to 8, etc., to enable students to reach the final result: literacy skills honed for college and career readiness. A back-mapping design supports the preparation of all students to be successful in school, from the beginning of school, and proficient in reading, writing, and speaking and listening required for an **Oregon Diploma and college and career readiness**. From a design perspective, there isn't a standard that is not required for student success after high school.

The back-mapping design establishes a clear, aligned K-12 pathway, linking elementary, middle, high school, and end-of-high school college and career readiness. As practitioners, we often see the consequences when there is a disconnect between kindergarten and what happens in first grade, for example, or when a third grade curriculum is not aligned with second, fourth, and fifth grades. A disconnected system puts students at risk of acquiring skill inconsistencies and developing fragmented background knowledge. Instructional time can be lost with beginning of the year re-teaching. By implementing the Common Core, all educators know exactly how instruction is focused. A common language of purpose is also established that builds continuity and fosters collaboration and teaming across grades so curriculum gaps and inconsistencies in the focus of instruction gradually disappear.

Through the K-12 Common Core State Standards (CCSS), young students learn to comprehend literature, informational text, and new vocabulary, not only **as listeners** but soon, also **as readers**, once the Foundational Skills are in place. From birth, children learn language and vocabulary through listening. That continues as teachers read high-quality (see [Appendix B](#), pp. 14-76), complex (see [Appendix A](#), pp. 5-17) literature and informational text aloud to students and lead them in discussions of the text, using text-dependent questions. However, at the same time students are honing comprehension and vocabulary skills *orally* through the K-12 CCSS, they are learning the Common Core Foundational Skills—and *becoming readers*. Listening to others read and reading yourself are likely to be motivating. Soon children begin reading well, and their vocabulary, comprehension, and knowledge of the world expand.

The Common Core Foundational Skills are literally the FOUNDATION of the entire K-12 pathway. Without Common Core Foundational Skills in place, students won't learn to read well on their own, and the educational GPS—with its meticulous back-mapping system from the **destination—college and career-readiness without the need for remediation...** to the **starting location—kindergarten**—won't work. Without the Foundational Skills—phonological awareness, phonics and word recognition, and fluency—there is a risk of wrong turns, detours, rerouting, and lost instructional time. Some of these hazards—“can't really read or understand the text at all,” “read the text and totally change all the meaning,” “misread the text by taking words and phrases out of context,” or “word call”—translate to students not learning to read well enough to meet grade-level goals in the Common Core. Without the ability to read well, **students will have difficulty comprehending the increasingly more rigorous text and vocabulary** in the *K-12 Common Core State Standards for English language arts (ELA) & literacy in history/social studies, science*.

What can be done to address these *hazards before* children fall behind? What kind of help do they need when they *do* fall behind? Oregon has guidance, the *Oregon K-12 Literacy Framework*, developed to provide resources and strategies to the state, districts, and schools on **how** to help *all* students read at

grade level or above. The *Framework* is a differentiated approach to reading instruction, using screening and progress-monitoring in a **Response to Intervention (RTI)** model. Ensuring students learn to read well from the beginning of school is the goal of the Common Core and of the *Framework*. The supporting role of the *Framework* will be discussed later in this chapter.

Common Core Foundational Skills

Now that we know our final destination, **all high school graduates will be college and career-ready without the need for remediation**, let's look more closely at the critical content of the Foundational Skills designed to teach young students *to read*, and upper-grade students *to read with facility*. First, a Common Core Snapshot of the Reading Standards for Foundational Skills ([Common Core State Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects](#), pp. 15-17) is presented. Second, a Classroom Snapshot illustrates how instruction looks in the Foundational Skills. Finally, an overview of the online [Oregon K-12 Literacy Framework](#) highlights the guidance and resources designed for the state, districts, and schools to use collaboratively, supporting all students to read at grade level or above.

Common Core Snapshot (Foundational Skills: K-5)

The Foundational Skills are focused on developing students' understanding and working-knowledge of **print concepts, phonological awareness, phonics and word recognition, and fluency**. A key design feature of the Common Core is that at the same time students are developing strong Foundational Skills (learning to read well) they are also developing strong comprehension and vocabulary skills by listening to and reading stories and informational texts about animals, space, the history of where they live, the founding of our country, etc. In fact, Common Core Foundational Skills development is stronger because it occurs *simultaneously* with skill development in the K-12 CCSS across the English language arts, social studies, science, and mathematics. Note that the Foundational Skills are not an end in and of themselves. Rather, teaching the Foundational Skills to students enables them to become proficient readers with the capacity to comprehend a wide range of complex texts.

Information on how the Common Core Reading Standards define Foundational Skills is provided in [Appendix A](#), pp. 17-22, of the Common Core.

(<http://www.ode.state.or.us/wma/teachlearn/commoncore/ela-appendix-a.pdf>). *Appendix A* outlines some of the more technical Foundational Skills content by detailing things such as the general progression of phonological awareness skills in PreK-1, consonant graphemes, and useful principles for chunking longer words into syllables. Because of the complexity and critical nature of Foundational skills, details about scope and sequence are important to consider—particularly for at-risk or struggling readers.

The table that follows presents the Common Core Foundational Skills by grade level. When looking at the skills progression, notice the emphasis on **print concepts** and **phonological awareness** in kindergarten and first grade. **Phonics and word recognition** and **fluency** are addressed in kindergarten through fifth grade. Also, notice the skills students need **at the end of each grade level**. For example:

- By the end of **kindergarten**, students are comfortable recognizing and writing letters of the alphabet and know the primary sound/symbol relationship for every letter. Students are able to read emergent-reader texts with purpose and understanding so they will be ready to read grade-level texts in first grade.

- **First grade** students leave first grade reading grade-level texts with purpose and understanding. Students will also use context to confirm or self-correct word recognition and understanding, rereading as necessary. When reading grade-level texts orally, students will be reading with accuracy, appropriate rate, and expression.
- Finally, by the time they complete **second grade**, students are decoding automatically and reading with fluency. Overall, by the end of second grade, it is essential that students be able to read independently with automaticity and flow to ensure that they have full attentional resources available for high level comprehension.
- By the end of **first grade**, students should have sufficient working knowledge of English spelling patterns and conventions to decode regular, one- and two-syllable words, including those with inflections. First grade students are also expected to apply their knowledge of English spelling patterns and conventions in writing, so they can produce regular one- and two syllable words that are phonemically complete and decipherable, even if not formally correct.
- Learning about irregularly spelled words needs to be **distributed across grades** in accordance with the language demands of children’s texts. The introduction of irregular words begins in **kindergarten** with very high-frequency grammatical words, including articles, prepositions, and common irregular verbs such as *is* and *do*.

Grade	Standards	
K	Print Concepts	<ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
	Phonological Awareness	<ol style="list-style-type: none"> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words.

Grade	Standards
	<p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with / l /, / r /, or / x /.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>Fluency</p> <p>4. Read emergent-reader texts with purpose and understanding.</p>
1	<p>Print Concepts</p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>

Grade	Standards
	<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2	<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.

Grade	Standards	
	Fluency	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3	<p>Phonics and Word Recognition</p> <p>Fluency</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words. <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4	<p>Phonics and Word Recognition</p> <p>Fluency</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Grade	Standards
	<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
5	<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Making Connections

(1) **K-2:** Using the following web-link to review Oregon’s Reading Standards (2002) for [K-2](http://www.ode.state.or.us/teachlearn/real/documents/elk12.pdf) (<http://www.ode.state.or.us/teachlearn/real/documents/elk12.pdf>), notice the **close alignment and overlap** between Oregon’s K-2 Reading Standards and the Common Core Reading Standards: Foundational Skills.

(2) Did you notice that assessment was integrated within the context of instruction across the Common Core K-5 Foundational Skills? For example, the Foundational Skills require that students *know*, *demonstrate*, *apply*, and *read*. Performance-based actions such as **know**, **demonstrate**, **apply**, and **read** require the use of assessment to determine if students **do know** and **can demonstrate**, *apply*, and *read*.

Assessment is also mentioned in the Classroom Snapshot that follows (pp. 10-14). For example, the Instructional Guidelines for all of the Foundational Skills in the Classroom Snapshot (Santoro, 2011) include one of the following statements: “Use systematic classroom-based instructional assessment to inform instruction” or “Apply systematic classroom-based instructional assessment to monitor student progress in both rate and accuracy.”

Overall, Foundational Skills instruction must include assessment opportunities that genuinely measure progress in the Common Core Foundational Skills of reading. Activities used for assessment should clearly denote what Standards are being assessed. Curriculum materials that include frequent and easily-implemented assessments (including systems for record-keeping and follow-up) are recommended. When fluency is being measured in Common Core Foundational Skills instruction it is important to include opportunities to assess oral reading accuracy, rate, and expression

with a *variety* of text types.

The following assessment systems include curriculum-based assessment materials for **screening**, **benchmarking**, **progress monitoring**, and **comprehensive reporting**, and are designed to help differentiate instruction within the context of a Response to Intervention (RTI) model. Also note that the following are intended as *examples only* to help start or build your thinking about assessment.

- EasyCBM (http://easycbm.com/info/reading_assessments.php). While exploring the EasyCBM site, note the alignment of the K-8 assessment probes with Common Core instruction. There are assessments that are specifically aligned with K-5 Foundational Skills (e.g., Letter Names, Letter Sounds, Phoneme Segmenting, Word Reading Fluency, and Passage Reading Fluency).
- The DIBELS (<https://dibels.uoregon.edu/>). Similar to EasyCBM, note the alignment between the DIBELS assessments and the K-5 Foundational Skills (e.g., Initial Sound Fluency, Letter Naming Fluency, Phonemic Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency).

For additional assessment ideas and resources for evaluating K-5 Foundational Skills, see the *Oregon K-12 Literacy Framework* chapter on [Assessment](#).

Classroom Snapshot (Foundational Skills: K-5)

The following table provides guidelines for instruction and a list of potential materials for each of the K-5 Common Core Foundational Skills. For the purpose of thinking about what instruction in the Foundational Skills might look like in a classroom, note that “materials” are defined as things you would see used or displayed in the classroom: manipulatives, demonstration props, tangible resources, “hands-on” learning tools, etc. In other words, “materials” do not mean curricula or comprehensive reading programs; rather, they are resources that supplement, enhance, and/or “work with” a curriculum. The materials and Instructional Guidelines are also not intended as an exhaustive list. Note, too, that classrooms don’t necessarily need to have all the materials listed in the table. Overall, use the lists in the table to get your instructional ideas flowing!

Finally, observe in the table how the Instructional Guidelines for the Foundational Skills are used to make abstract concepts like print concepts, phonological awareness, word reading, and fluency more **explicit** and **concrete** for students.

Foundation	Materials	Instructional Guidelines
Print Concepts (K-1)	<ul style="list-style-type: none"> • Books! Books! Books! Big Books, concept books, alphabet books, “how to” books, wordless picture books, etc. • Environmental print. • Signs (e.g., stop, go around, slow) and classroom labels (e.g., quiet sign, block area, desk). 	<ul style="list-style-type: none"> • Use shared book reading experiences and read alouds to develop print concepts. • Children’s book experiences usually begin with shared stories (e.g., <i>Goodnight</i>

Foundation	Materials	Instructional Guidelines
	<ul style="list-style-type: none"> • “I Found” --Looking at print. • Classroom post office. • Sorting objects. • Making books and writing materials. <p style="margin-left: 40px;">Children’s writing can also be part of their play activity as they compile grocery lists or recreate signs in their own writing.</p> <p style="margin-left: 40px;">Large sheets of paper (e.g., newspaper rolls) and writing implements (e.g., larger markers, crayons, pens, and pencils) are available for children’s independent attempts at writing.</p>	<p><i>Moon, Millions of Cats</i>).</p> <ul style="list-style-type: none"> • Opportunities to handle books –learn how to hold a book, open it, turn its pages, take care of it. • Texts are read in an informal, secure atmosphere, often using the Big Book versions of stories. • In a language-rich classroom, print is everywhere! –in displays of children’s books, on word lists related to areas of interest, on charts of stories that children have dictated, signs, and posters. • Use systematic classroom-based instructional assessment to inform instruction.
<p>Phonological Awareness (K-1)</p>	<p>Make phonological awareness more concrete by using visuals and manipulatives.</p> <ul style="list-style-type: none"> • Blank tiles for “Say it and Move it.” (e.g., move a tile when hearing and/or saying a sound from a spoken word) • Slinky to visually show how to stretch (segment or say a word slowly) and shrink (blend or say a word fast) words. • Pictures/picture cards (e.g., “This is a boat. What is the first sound in boat?”). • Musical instruments. Use music to discriminate sounds and segment words. Children learn to produce, discriminate, and manipulate sounds of objects in words. • Environmental sounds (e.g., coins, finger snap, door closing). Play “Guess the Sound game.” Ask children to determine the order of sounds, etc. 	<ul style="list-style-type: none"> • Students’ mental manipulations of sound should be made explicit through the use of concrete representation of sounds. • Individual sounds should be modeled by the teacher and produced by the student. • Explicit instruction should be used throughout phonological awareness activities. • Provide explicit and systematic instruction focusing on only one or two phonemic awareness skills, such as segmenting and blending

Foundation	Materials	Instructional Guidelines
	<ul style="list-style-type: none"> • Sound magnification devices. • Puppets or cardboard characters like “Rocky the Robot.” <i>In this activity, we have a friend to help us called Rocky the Robot. Rocky talks in a funny way because he is a robot. When he talks, he cannot put all the sounds in words together. You have to put the sounds together to understand what he is saying. If he says /d/-og, he means <u>dog</u>. If he says /m/-om, he means _____?</i> (Torgesen & Bryant, 1994) 	<ul style="list-style-type: none"> • Link sounds to letters as soon as possible. • Scaffold difficulty. • Use systematic classroom-based instructional assessment to inform instruction.
Phonics and Word Recognition (K-5)	<ul style="list-style-type: none"> • Word building/making words materials. For example: lists of words for instruction; index cards with individual letters printed on them; index cards in different colors for vowels and consonants; plastic zipper bags to store letter cards; pocket chart or holder for placement of these letters during teacher demonstration; timer • Letter tiles, magnetic letters, Scrabble letters. • Word study strategy prompt cards, “at a glance” bookmarks (e.g., 5 Step Method or Copy-Cover-Compare). For example, 5 Step Method: Look at the whole word carefully. Read the word. Spell the word. Write the word from memory (Cover the word and write it). Check your written word against the correct spelling (Circle errors and repeat the 5 Steps). • Things for color coding and/or highlighting letters/word parts (highlighters, colored pens and pencils, etc.). • Word study/spelling logs and scrapbooks. • Word rings/spelling rings. 	<ul style="list-style-type: none"> • Provide explicit, systematic phonics instruction that teaches a set of letter-sound relations. • Provide explicit instruction in blending sounds to read words. • Include practice in reading texts that are written for students to use their phonics knowledge to decode and read words. • Give substantial practice for students to apply phonics as they spell words. • Use systematic classroom-based instructional assessment to inform instruction.

Foundation	Materials	Instructional Guidelines
	<ul style="list-style-type: none"> • <i>Interactive</i> word walls and/or making words bulletin boards (create word charts; practice reading quickly to build fluency; categorize words based on common characteristics such as spelling patterns or beginning sounds; teach alphabetizing or other skills; reinforce language; have students self-check spelling in written work). • Word games (e.g., Bingo, Tic-Tac-Toe featuring an element such as <i>ee</i>, <i>ea</i> and words like <i>dream</i>, <i>feel</i>, <i>street</i>; Scrabblegrams: e.g., “What 3 letters can be placed in the blanks to make 3 different words?”) ___take ___chief ___sing (Answer: <i>mis</i>) • Root webs, “Root of the Day.” • Web Sites: <ul style="list-style-type: none"> - Color ABC Magnets on a Mini-Refrigerator Door (http://www.shambles.net/ABC/) - Magnetic Chat: Drag letters and letter combinations to make words, make sentences, make your own words and letter combinations (http://www.woodlands-junior.kent.sch.uk/Games/mag/spelling.html) 	
Fluency (K-5)	<ul style="list-style-type: none"> • Multiple sets of practice text (different levels, sets for repeated reading practice) • Log to record fluency rate and accuracy. • Graphs to chart fluency rate and number of errors. • Timer(s). • Audio recorder. • Reading partner/reading buddy (e.g., classroom peer, peer tutor, instructional assistant, adult volunteer, audio recorder). 	<ul style="list-style-type: none"> • Provide opportunities for guided oral repeated reading that includes support and feedback from teachers, peers, and/or parents. • Match reading texts and instruction to individual students. • Model fluent reading to expose students to prosodic features of different texts. • Teach early skills (e.g., phonemic awareness, phonics) effectively. • Provide ample and repeated

Foundation	Materials	Instructional Guidelines
		<p>opportunities to read widely in leveled reading materials from a variety of genre.</p> <ul style="list-style-type: none"> • Target specific fluency improvement activities for students not making sufficient progress. • Use systematic classroom-based instructional assessment to monitor student progress in both rate and accuracy.

Idea Box

(1) Did you notice that assessment was listed for each of the Foundational Skills in the Instructional Guidelines column of this table? For example, “use systematic classroom-based assessment to inform instruction” is considered part of instructional practice (Santoro, 2011). For more information about the use of assessment, see the **Making Connections** box (pp. F-9-10).

(2) The [Oregon K-12 Literacy Framework](http://www.ode.state.or.us/search/page/?id=2568) (<http://www.ode.state.or.us/search/page/?id=2568>) is Oregon’s guidance for implementing the Common Core State Standards (CCSS). The K-5 Common Core Foundational Skills focus on the first three essential elements of reading discussed in the *Framework*—**phonemic awareness, phonics, and accuracy and fluency**. See the essential elements of reading for K-3 and 4-12 in the [Instruction](#) chapter, pp. I-11-26. The remaining two essential elements of reading—**vocabulary and comprehension**—are discussed at length in the *Framework* and also in [“K-12 Teachers: Building Comprehension in the Common Core”](#) from the *Oregon Literacy Plan*.

Oregon K-12 Literacy Framework (Supporting the Implementation of Foundational Skills: K-5)

How do teachers work with students to ensure they are reading grade-level text by the end of first grade? How do teachers monitor the progress of students in accuracy, fluency, and word recognition and provide them the support they need to comprehend fourth and fifth grade texts *well*?

If the Common Core State Standards (CCSS) *do not include interventions* to assist students who are *not reading at grade level*, or who are reading *above grade level* (see [Common Core](#), p. 6), what do states, districts, and schools do? The answer: Every Common Core **state**, and its **districts** and **schools**, needs collaborative guidance to ensure all students are moving each year toward the Common Core destination—college and career readiness without the need for remediation. The *Oregon K-12 Literacy Framework* **is** that guidance for our state, districts, and schools.

The Common Core Reading Standards: Foundational Skills (K-5) address the “**what**”—grade-level expectations for students, and the *Framework* addresses the “**how**”—strategies for instruction and

assessment to ensure that students who are *at risk of not meeting* the grade-level expectations will be able to meet them, and that students who are reading *at grade level or above* will continue to make commensurate progress. It is *important to note* that reading interventions implemented when a student first enters school are more time and cost-efficient.

In an opening statement about the Foundational Skills, the authors of the [Common Core](#) (p. 15) write, “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.”

With the availability of a wide range of screening and progress-monitoring assessment tools to determine which *students need help* with a specific Foundational Skill or sub-skill and *which students do not*, the recommendation noted above makes sense. For example, students may enter school with some of the Foundational Skills partially in place. **Screening** assessments, administered to *all* students at the beginning of the year, and at two other times during the year, help teachers determine the instructional needs of *each student* ([Assessment](#), pp. A-4-6). For those students whose Foundational Skills are not yet at grade level, reading interventions are implemented with **progress monitoring** assessments used at frequent intervals to determine if the interventions are effective ([Assessment](#), pp. A-6-8). For those students who are reading *above* grade level, *continued challenge is necessary*.

As illustrated in the example above, the *Framework* includes information for districts and schools on how to teach reading using **data** to determine the **instruction** students need. In the *Framework*, a four-tiered **Response to Intervention (RTI)** model is used to differentiate levels of instructional support ([Instruction](#), pp. I-37-41):

- Advanced—Students who are reading above grade level.
- Tier 1—Students who are reading at grade level and are *low-risk* for long-term reading difficulties.
- Tier 2—Students who are reading slightly below grade level and are *moderately at risk* for long-term reading difficulties.
- Tier 3—Students who are reading significantly below grade level and are at *high-risk* for long-term reading difficulties.

The chapter on [Instruction](#), central to the *Framework*, also addresses *effective* instructional delivery. How do teachers make potentially difficult material accessible to all students? How do teachers ensure all students are challenged by the material presented? *Nine features* of effective teacher-delivery describe how teachers actively engage students to make the progress necessary to reach grade-level or above reading goals ([Instruction](#), p. I-42-53).

Framework Links

For discussion and examples, presented by grade bands K-3 and 4-5 and related to Foundational Skills instruction, see the [Oregon K-12 Literacy Framework](#):

Phonological awareness, [Instruction](#), pp. I-11-12; [Goals](#), pp. G-9-10; [Assessment](#), pp. A-4-5

Phonics and Word Study, [Instruction](#), pp. I-13 and I-18; [Goals](#), pp. G-9-10; [Assessment](#), pp. A-4-5

Accuracy and fluency, [Instruction](#), pp. I-13-14 and I-19; [Goals](#), pp. G-11; [Assessment](#), pp. A-5

For guidance in selecting comprehensive, supplemental, and intervention programs, see [Instruction](#), pp. I-29-32 and I-34-35.

For information and resources on how to set reading goals, administer assessments, and collect, analyze, and use data, see the following *Framework* chapters: [Goals](#), pp. G-2-12; [Assessment](#), pp. A-13-17; [Leadership](#), pp. L-12-15; and [Commitment](#), pp. C-4-11.

To help districts and schools implement a differentiated instruction model *gradually*, the [Professional Development for the Oregon K-12 Literacy Framework](#) portal was developed. It features multiple series of **ready-to-use** “lesson” modules (audio presentations with Power Point slides, activities, and related resources) presenting key concepts and related understandings teachers and principals need to implement a comprehensive reading program with an RTI model. Intended for use with **professional learning communities or grade-and-department level teams**, the professional development is designed to be embedded, on-going, and reaching full implementation over time. The professional development portal is organized around the six components of the *Framework*: Goals, Assessment, Instruction, Leadership, Professional Development, and Commitment.

The *Oregon K-12 Literacy Framework* provides guidance to the state, districts, and schools on implementing a system of support to enable *all* young students to learn to read. Being able to read well *early on* is necessary in order to reach the Common Core **destination—all high school graduates will be college and career-ready without the need for remediation**. That is why the College and Career Readiness (CCR) Anchor Standards and the grade-specific Common Core State Standards (CCSS) must, of necessity, be *anchored* to a base or *foundation*, from which students can build toward *College and Career Readiness*. With Foundational Skills in place, students will develop and flourish as readers on the K-12 pathway.