

Literacy Links

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Monthly E-Newsletter of Maine Reading First



The Common Core State Standards Initiative (CCSSI) is a state-led effort to create shared, research-based and rigorous K-12 standards to insure that all American students are ready for college and careers. In the September 2010 edition of Literacy Links, we described this initiative and shared the standard strands for English-Language Arts. During the next two months, we'll begin to examine the standards in the Reading strand. Subsequent months will focus on the Writing, Listening and Speaking, and Language strands.

Spotlight on...

Common Core State Standards for ELA: Reading Strand

“I have
always
imagined
that
Paradise will
be a kind of
library.”

-- Jorge Luis Borges

According to the Council of Chief State School Officers and the National Governor's Association (2010), the Reading standards “establish a ‘staircase’ of increasing complexity related to what students must be able to read so that all students are ready for the demands of college- and career-level reading. The standards also require the progressive development of reading comprehension. Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective.”

At the K-5 grade span, the Reading strand is broken into three categories. These categories are:

- Reading Standards for Literature
- Reading Standards for Informational Text
- K-5 Foundational Skills



Each reading standard is constructed across a K-5 continuum, building in complexity as the grades increase. The standards continue in their development across grades 6-12, and are linked to College and Career Anchor Standards. The standards for Literature and Informational Text both focus attention on comprehension development, including connections to vocabulary

UPCOMING EVENTS



Save the Dates

**May 18-20
2011**

Tim Rasinski will be coming to Maine. His sessions will focus on fluency development across the K-5 span. These workshops will be sponsored by the MDOE's Maine Reading First initiative. More details will follow soon. For information contact:

Leeann.Larsen@maine.gov

and language development, genre study, textual elements, and text structures. The Foundational Reading Standards are unique to the grade K-5 span, and are designed to insure that students have the underpinnings of the reading process in place to comprehend texts. *When exploring the standards at the K-5 span, it is important to not only read down through them in a vertical fashion to get an idea of what the expectations are for a particular grade level, but to also read across each standard in a horizontal fashion to understand their development across the grade span.*

Within **Reading Standards for Literature**, nine standards are organized within four subcategories as follows:

Key Ideas and Details

- Read closely to determine what the text says explicitly, to make logical inferences, to cite textual evidence, and to support conclusions drawn from the text
- Determine central ideas and themes, analyze their development, and summarize supporting ideas and details
- Analyze how and why characters, events, and ideas develop and interact throughout a text

Craft and Structure

- Interpret words and phrases used in a text, including literal meaning and figurative meaning
- Analyze the structure of texts at the sentence, paragraph, chapter, and genre levels
- Assess how point of view or purpose shapes a text

Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse media and format
- Compare and contrast characters, settings, events, plots, and themes within and across stories and genres

Range of Reading and Level of Text Complexity

- Read and comprehend literary texts of increasing complexity independently and proficiently within grade appropriate bands

Within **Reading Standards for Informational Text**, ten standards are organized within four subcategories as follows:

Key Ideas and Details

- Read closely to determine what the text says explicitly, to make logical inferences, to cite textual evidence, and to support inferences drawn from the text
- Determine main idea(s) and key details in the text

April 1, 2011

Mary Lose will be at the University of Maine. Sponsored by the College of Education and Human Development. For further information email Amy Cates: amy.cates@umit.maine.edu

May 20, 2011

Peter Johnston will be at the University of Maine. Sponsored by the College of Education and Human Development. For further information email Amy Cates: amy.cates@umit.maine.edu

- Describe relationships and interactions between individuals, events, ideas, or pieces of information in a text

Craft and Structure

- Determine the meaning of general academic and domain-specific words and phrases in a text
- Know and use various text features to obtain information from a text, and be able to describe text structure, and compare and contrast structures across texts
- Identify the main purpose of a text, and compare, contrast, and analyze multiple accounts of an event

Integration of Knowledge and Ideas

- Interpret information presented visually, orally, or quantitatively to answer questions and/or solve problems
- Explain how authors use reasons and evidence to support specific points in a text
- Integrate information from several texts on the same topic to write or speak about the subject knowledgeably

Range of Reading and Level of Text Complexity

- Read and comprehend informational texts of increasing complexity, independently and proficiently, within grade appropriate bands

Within **Foundational Skills**, four standards are organized as follows:

Print Concepts

- Demonstrate understanding of the organization and basic features of print

Phonological Awareness

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

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words

Fluency

- Read with sufficient accuracy and fluency to support comprehension

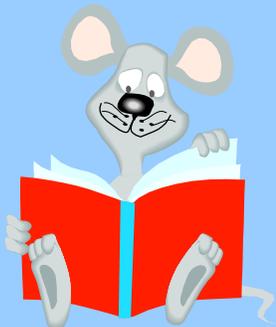
Information that helps support understanding of the reading standards can be found in **Appendix A-Research Regarding Key Elements of Standards**. In particular, the description of text complexity and foundational skills are useful sections to review when exploring the reading standards.

To develop a richer understanding of each reading standard, it is critical to have a grasp of text complexity and its relationship to the standards. Additionally, **Appendix B-Illustrative Texts** is a must read. This appendix contains sample texts from a variety of genres that demonstrate text



“Beware of the man of one book.”

---Thomas Aquinas



complexity appropriate to grade levels. Performance tasks aligned to the reading standards are also included in this appendix. Text complexity and an explanation of ways to utilize Appendix B will be the topics of the November 2010 Spotlight section.

Instructional Ideas...

“Treasure Hunt”

Take a “Treasure Hunt” through the Common Core State Standards by using the tool developed and posted at:

<http://www.maine.gov/education/lres/ela/elem.html>

This activity will lead participants through an exercise in discovering the Common Core State Standards for ELA and the associated supporting tools.

Online Instructional Resources...

The following online web-resources provide literacy educators with some background information and details used in development of the standards.

- <http://corestandards.org/> This is the official site of The Common Core State Standards Initiative; developed the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) who organized this state-led effort. Details and information on the process, purpose, and support and implementation timelines are included.
- <http://www.fcrr.org/assessment/ET/routines/routines.html> The Florida Center for Reading Research once again offers efficient teacher tools. Instructional Routines are provided to use during small group instruction. Choose the routines to use with each group based on students' needs. Explicit guidance is provided for each instructional routine.
- <http://reading.uoregon.edu/resources/maps.php> This is the site for the Curriculum maps developed by the University of

Oregon that provide an explicit hierarchy of learning for foundational skills. The maps are broken down into the five essential elements of phonemic awareness, alphabetic principal, spelling, fluency, vocabulary, and comprehension for each grade level K-3.



“The oldest books are still only just old to those who have read them”

--- Samuel Butler



Summary of Professional Texts...

Word Journeys: Assessment-Guided Phonics, Spelling and Vocabulary Instruction

Katherine Ganske PhD

This book presents a highly practical approach to assessing children's spelling and word knowledge abilities and offering effective, appropriate instruction. Included is the Developmental Spelling Analysis (DSA), a dictated word inventory that enables teachers to quickly and easily evaluate students' stages of spelling development and their knowledge of important orthographic features. Detailed guidelines are set forth for engaging students in hands-on word study that is tailored to their specific strengths and weaknesses. Validated and field-tested, the instructional techniques described here reflect the author's many years of classroom experience. Particularly useful features of the book include narrative "snapshots" of children at different stages of spelling development; numerous examples of student work; suggested word sort activities for each orthographic feature; lists of recommended books and poems; and a focus on fostering a love of words through word play and language appreciation. Provided in the appendices are reproducible forms for administering the DSA, plus a list of over 12,000 words arranged by sound, pattern, and meaning-related features (Amazon product description).

Word Journeys: Assessment-Guided Phonics, Spelling and Vocabulary Instruction (2000) by Katherine Ganske is available from Guilford Press and the ISBN-13: 978-1572305595

Speech to Print: Language Essentials for Teachers, 2nd Edition

Louisa C. Moats

One of the most popular and influential reading textbooks of the past 10 years gets a comprehensive update in this highly anticipated second edition, straight from renowned NCTQ-recommended expert Louisa Moats. Updated meticulously with the very latest research, the new edition of this bestselling text helps elementary educators grasp the structure of written and spoken English, understand how children learn to read, and apply this foundational knowledge as they deliver explicit, high-quality literacy instruction (Amazon Product description).

Speech to Print: language Essentials for Teachers, 2nd Edition (2010) by Louisa Cook Moats is available from Brookes Publishing and the ISBN-13 is 978-1598570502.

“What a school
thinks about
its library
is a measure
of what it feels
about
education.”

--- Howard Howe,
Professor Emeritus at the
Harvard Graduate School
of Education, and
A former
U.S. Commissioner
of Education



ADDITIONAL PROFESSIONAL TEXTS:

Strategies Tha Work (2nd Edition) (2007). By Stephanie Harvey and Anne Goudvis is available from Stenhouse and the ISBN-13: 978-1571104816.

Make It Real, Strategies for Success with Informational Texts, Includes reproducibles (2002). By Linda Hoyt is available from Heinemann and the ISBN-13 is 978-0325005379.

Children's Literature...

Art and Max

By David Wiesner

Picture Book lovers of the world beware!!! Three time Cadicott Medal Winner, David Wiesner has once again awed us with an engaging text for all ages. In Art and Max two lizards, Art (Arthur the Artist) and Max (the fledgling artist) interact as Art supports Max's attempt at becoming an Artist. A variety of artistic media are explored as the story unfolds and as the characters are developed through minimal text and remarkable images! Many underlying messages can be learned as Art helps Max solve problems as he paints. The humor and cleverly designed story will be enjoyed and appreciated by readers and **art** teachers alike.

Art and Max (2010) by David Wiesner is available from Clarion Books and the ISBN-13 is 978-0618756636.

Home Connections...

The National
Parent-Teachers Association
informs parents of positive purpose of
Common Core State Standards @

<http://www.pta.org/3944.htm>

The site offers both teachers and parents information and details for understanding and implementing the Common Core State Standards. Additional information at this site supports schools and districts with resources for forming and maintaining strong Parent-Teacher Groups.

News from Maine Reading First...



For additional information about any of the items in this newsletter or to sign up to receive this e-newsletter, please email Leann.Larsen@maine.gov

Click here to view the Maine Reading First website
<http://www.maine.gov/education/rf/homepage.htm>

The professional development opportunities and materials are listed in *Literacy Links* for informational purposes only and are not necessarily endorsed by the Maine Department of Education's Maine Reading First Initiative.