

**From:** Miller, Cari  
**Sent time:** Monday, September 19, 2011 10:13:56 AM  
**To:** cari@excelined.org  
**Subject:** FW: Common CoRe Question  
**Attachments:** COI CCS\_Foundational Skills K-5\_Chart\_Final.doc

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Sincerely,

Cari Miller

Deputy Director

Just Read, Florida!

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-----Original Message-----

**From:** Barbara Foorman [mailto:bfoorman@fccr.org]

**Sent:** Thursday, September 15, 2011 10:51 AM

**To:** Greenberg, Stuart

**Cc:** Miller, Cari

**Subject:** RE: Common CoRe Question

Stu and Cari,

I think what you wrote below is good. Attached is a guidance document that we've done for states on the CCSS Foundational Reading Skills as part of our Center on Instruction project. You might find this helpful.

Best,

Barbara

-----Original Message-----

**From:** Greenberg, Stuart [mailto:Stuart.Greenberg@fldoe.org]

**Sent:** Thursday, September 15, 2011 4:53 AM

**To:** Barbara Foorman

**Cc:** Cari Miller

**Subject:** Common CoRe Question

Questions have been posed about the foundational reading skill standards for Kindergarten students. The CCSS establish higher expectations for our Kindergarten students and require mastery of particular foundational reading skills earlier than the NGSSS. For example:

Phonics and Word Recognition:

- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels
- Read common high-frequency words by sight
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Any guidance that you can provide us to assist teacher to better understand the standards is very much appreciated.

We drafted a response to bullet 1 above. For your review

Given the complexity of the English language, teachers cannot hope to cover all of the rules of spelling. Instead, they should focus on teaching the ways in which English spelling is regular and predictable, as well as helping students memorize the most common irregular words. Even with young children, such instruction need not focus just on rules: Spelling can be approached as an exploration of language and then applied in various writing exercises. The less easily a child understands the structure of words, the more vital is direct, systematic, long term instruction in how our writing system works. With CCLA.RF.K.3.b: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels, this generally refers to long vowels (open syllable end of word) such as in the words me and go. In grade 1 the expectation is that students know final e (for example c-v-c-e, such as cake), and common vowel team conventions (for example \_ie in pie, tie) for representing long vowel sounds