

CORE[®] *Teaching Reading Sourcebook, 2nd Edition* and the Common Core State Standards 6–12

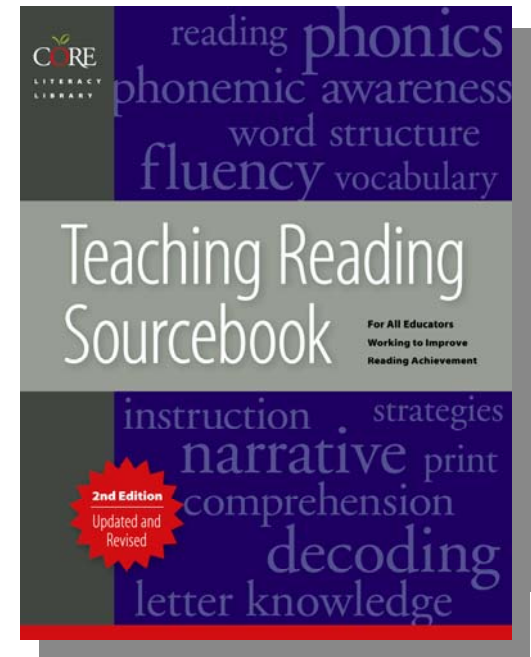
CORE *Teaching Reading Sourcebook, 2nd Edition* Alignment with Common Core State Standards

CORE's *Teaching Reading Sourcebook, 2nd Edition*, Adolescent Reading Academy, and on-site implementation support the research-based elements of effective literacy instruction as defined by the National Reading Panel:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

These correspond to the English language arts focus areas in the Common Core State Standards for adolescent grade levels, as follows:

1. Reading: Foundational Skills (Phonological Awareness, Phonics, Fluency)
2. Language (Vocabulary)
3. Reading: Literature (Comprehension)
4. Reading: Informational Text (Comprehension)



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Common Core Strand	Focus Area	Standards	Teaching Reading Sourcebook
Intervention Not Identified in Common Core		These sections serve as an intervention for struggling adolescent readers, focusing on phonemic awareness, phonics, and multisyllabic word attack skills and fluency (including morphemic analysis).	Intervention Sections for Older Struggling Readers Section III, Chapters 6–8 Sample Lesson Models, pages 196–240, 252–258, and 272–318
		<ul style="list-style-type: none"> • Read from a variety of genres of grade-level text orally with accuracy, automaticity, appropriate rate, and expression. 	Section IV, Chapters 9–10 Sample Lesson Models, pages 340–358 and 374–404
Language	Vocabulary Acquisition and Use/ Knowledge of Language	<ul style="list-style-type: none"> • Use context, affixes, and roots to figure out unfamiliar words. • Use sentence/paragraph-level context as a clue to the meaning of a word or phrase. • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • Understand word families and patterns of word changes that indicate different meanings or parts of speech (<i>analysis, analyze</i>). • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. • Interpret figures of speech, idioms, and figurative language. • Develop precision in language usage and understanding of connotation versus denotation. 	Section V, Chapters 11–13 Sample Lesson Models, pages 453, 470, 474, 478, 481, 484, 507, 511, 516, 527, 533, 537, 541, 545, 551, and 555

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Common Core Strand	Focus Area	Standards	<i>Teaching Reading Sourcebook</i>
Reading: Literature and Informational Text	Key Ideas and Details	<ul style="list-style-type: none"> • Cite evidence to support analysis. • Summarize information. • Use graphic organizers. • Ask and answer questions (literal, inferential, and evaluative). • Identify literary elements (character, setting, major events, plot, theme). • Demonstrate understanding of the central message. • Identify who is telling the story. 	Section V, Chapters 14 and 15 Sample Lesson Models, pages 651, 659, 702, 711, 720, 733, and 739
	Integration of Knowledge and Ideas	<ul style="list-style-type: none"> • Compare/contrast stories and classical works from a variety of cultures and genres. • Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. • Read from a variety of genres. 	
	Craft and Structures	<ul style="list-style-type: none"> • Identify text structures in literary and narrative text. • Identify and explain point of view. 	
	Range of Reading and Level of Text Complexity	<ul style="list-style-type: none"> • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grade-level complexity band. 	