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The *Teaching Reading Sourcebook, Updated Second Edition* combines the best features of an academic text and a practical hands-on teacher’s guide. It is an indispensable resource for teaching reading and language arts to both beginning and older struggling readers.

**WHAT? • WHY? • WHEN? • HOW?**

**what?**
A thorough but concise graphic explanation of research-based content and best practices.

**why?**
A readable summary of scientifically based research, selected quotes from researchers, and a bibliography of suggested reading.

**when?**
Information about instructional sequence, assessment, and intervention strategies.

**how?**
Sample lesson models with suggestions for corrective feedback; providing a bridge between research and practice, and making explicit instruction easy.
RESOURCES

The Resources section provides reproducible sample texts, activity masters, and teaching charts designed to be used in conjunction with sample lesson models. Sample texts include literary and informational texts that provide a context for explicit instruction.
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The Reading Deficit

Literacy is an essential skill needed to participate in today's world. Whether we are reading a ballot, a map, a train schedule, a driver's test, a job application, a text message, a label on a medicine container, or a textbook, reading is required to fully function in our society. Unfortunately, an enormous proportion of young citizens cannot read well enough to adequately function or to expand their knowledge about the world. This situation is especially distressing because we now know that the majority of students can learn to read regardless of their backgrounds (Lyon 2002).

The State of Reading Today

The focus on learning to read has never been greater. The latest National Assessment of Educational Progress (NAEP) indicates that fourth- and eighth-grade reading scores are abysmally low. According to the achievement-level results in reading, 68 percent of fourth graders and 68 percent of eighth graders scored at or below the basic level of reading achievement.

### NAEP Achievement-Level Results in Reading

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
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<tr>
<td>Grade 4</td>
<td>34%</td>
<td>34%</td>
<td>25%</td>
<td>7%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>25%</td>
<td>43%</td>
<td>29%</td>
<td>3%</td>
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National Center for Education Statistics 2011.
Common Core State Standards
The Common Core State Standards (CCSS) for English Language Arts (National Governors Association Center for Best Practices and Council of Chief State School Officers 2010) are the culmination of an extended, broad-based effort to create the next generation of K–12 standards to help ensure that all students are college and career ready in literacy no later than the end of high school. The Standards aim to be research and evidence based, aligned with college and work expectations, rigorous, and internationally benchmarked. Until now, most states have had their own set of English language arts standards, meaning public education students at the same grade level in different states have been expected to achieve at different levels. It is believed that common standards will provide more clarity about and consistency in what is expected of student learning across the country. They will allow states to share information effectively and will help provide all students with an equal opportunity for an education that will prepare them to go to college or enter the workforce, regardless of where they live.

What’s Not Working?
With all this focus on reading and education, one might wonder why scores have not dramatically changed for the better. Research suggests that using ineffective teaching methods along with instructional strategies that are without “enough research evidence” limit student mastery of essential skills and new concepts (Rosenshine 2012; Moats 2007; Sweet 2004). For example, even though extensive research clearly shows that students, regardless of their learning difficulties, reach higher and faster achievement with systematic and explicit instruction, this type of instruction is still not always used (Gill and Kozloff 2004).
**The Text**

One of the key requirements of the Common Core State Standards for Reading (NGA and CCSSO 2010) is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Text is any printed or electronic form of connected written language. Most texts fall into one of two broad categories—literary and informational. Literary text includes stories, dramas, and poetry. Informational text includes literary nonfiction and historical, scientific, and technical texts. Texts can be easy or difficult to understand, depending on factors inherent in the text, on relationship between the text and the knowledge and abilities of the reader, and on the activities or tasks in which the reader is engaged (RRSG 2002). The Common Core model for measuring text complexity consists of three equally important, interrelated components: qualitative measures of text complexity, quantitative measures of text complexity, and reader and task considerations.

| **Common Core State Standard’s Model for Measuring Text Complexity** |
|-------------------------------------------------|-------------------------------|-----------------------------|
| **COMPONENT**                                   | **DIMENSIONS OR VARIABLES**  | **HOW BEST MEASURED?**      |
| Qualitative Measures of Text                    | • Levels of Meaning or Purpose | By an attentive human reader |
|                                                | • Structure                   |                             |
|                                                | • Language Conventionality and Clarity |                             |
|                                                | • World Knowledge Demands     |                             |
| Quantitative Measures of Text                  | • Readability formulas (word length or frequency, sentence length, text cohesion) | By computer software tools |
| Reader & Task Considerations                    | READER                        |                             |
| Matching texts to particular readers and tasks | • Motivation                  | By educators employing their professional judgment, experience, and knowledge of their students and the subject matter |
|                                                | • Knowledge                   |                             |
|                                                | • Experiences                 |                             |
|                                                | TASK                          |                             |
|                                                | • Purpose for reading         |                             |
|                                                | • Complexity of task itself   |                             |
|                                                | • Complexity of questions asked |                             |

NGA and CCSSO 2010.
## Qualitative Measures of Text Complexity

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<th><strong>EASY</strong></th>
<th><strong>DIFFICULT</strong></th>
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<tr>
<td>Levels of Meaning</td>
<td>Single and literal levels of meaning which are explicitly stated</td>
<td>Multiple levels of complex meaning which may be ambiguous</td>
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<tr>
<td><strong>STRUCTURE</strong></td>
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<tr>
<td>Narrative Structure</td>
<td>Simple, explicit, and conventional</td>
<td>Complex, implicit, and unconventional</td>
</tr>
<tr>
<td>Narration</td>
<td>No shifts in point of view</td>
<td>Many shifts in point of view</td>
</tr>
<tr>
<td>Order of Events</td>
<td>Chronological or sequential</td>
<td>Frequent shifts in time and sequence; use of flashback</td>
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<td><strong>LANGUAGE</strong></td>
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<tr>
<td>Conventionality</td>
<td>Easy-to-understand, literal, clear, contemporary, familiar, conversational</td>
<td>Generally unfamiliar figurative, ambiguous, ironic, archaic, or overly academic</td>
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<tr>
<td>Clarity</td>
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<td><strong>WORLD KNOWLEDGE DEMANDS</strong></td>
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<tr>
<td>Life Experiences</td>
<td>Simple, single theme; everyday experiences that are common to most readers; single perspective presented</td>
<td>Complex, multiple themes; experiences that are uncommon to most readers; multiple perspectives presented</td>
</tr>
<tr>
<td>Cultural/Literary Knowledge</td>
<td>Common, everyday cultural/literary knowledge required</td>
<td>Extensive depth of cultural/literary knowledge required</td>
</tr>
<tr>
<td>Intertextuality</td>
<td>No references or allusions to other texts and/or cultural elements</td>
<td>Many references or allusions to other texts and/or cultural elements</td>
</tr>
</tbody>
</table>

## Levels of Meaning

- **Structure**
  - Narrative Structure: Simple, explicit, and conventional
  - Narration: No shifts in point of view
  - Order of Events: Chronological or sequential

- **Language**
  - Clarity: Easy-to-understand, literal, clear, contemporary, familiar, conversational

- **World Knowledge Demands**
  - Life Experiences: Simple, single theme; everyday experiences that are common to most readers; single perspective presented
  - Cultural/Literary Knowledge: Common, everyday cultural/literary knowledge required
  - Intertextuality: No references or allusions to other texts and/or cultural elements

## Purpose

- **Easy**
  - Explicitly stated purpose or main idea

- **Difficult**
  - Implicit purpose or main idea which may be hidden or obscure

## Structure

- **Organization**
  - Simple; explicit connections between ideas; conforms to the conventions of the genre

- **Text Features**
  - If used, are helpful, but not essential, to understanding the text

- **Graphics**
  - If used, are helpful, but not essential, to understanding the text

## Language

- **Conventionality**
  - Easy-to-understand literal, clear, contemporary, familiar, conversational language

- **Clarity**
  - Generally unfamiliar figurative, ambiguous, ironic, archaic, content-specific, or overly academic language

## World Knowledge Demands

- **Content-Area Knowledge**
  - Only everyday, practical knowledge required

- **Intertextuality**
  - No references to or citations of other texts or outside ideas

Based on NGA and CCSSO 2010.