Teaching Reading Sourcebook

UPDATED SECOND EDITION

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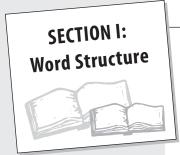
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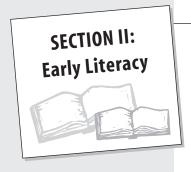
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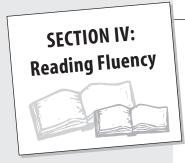
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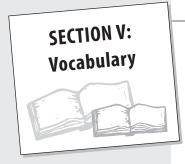
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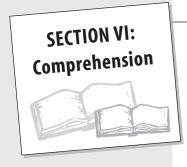
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ABOUT THE TEACHING READING SOURCEBOOK

For educators at every level, the *Teaching Reading Sourcebook* is a comprehensive reference about reading instruction. Organized according to the elements of explicit instruction (what? why? when? and how?), the Sourcebook includes both a research-informed knowledge base and practical sample lesson models.

a thorough but concise graphic explanation of research-based content and best practices

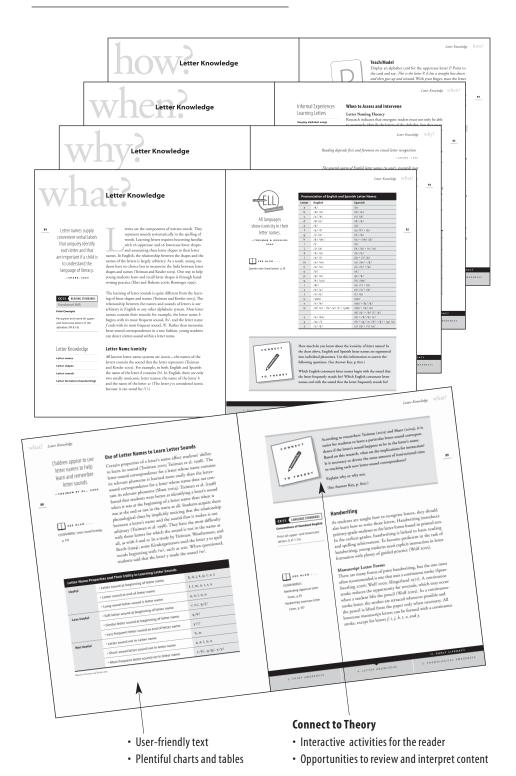
a readable summary of scientifically based research, selected quotes from researchers, and a bibliography of suggested reading

information about instructional sequence, assessment, and intervention strategies.

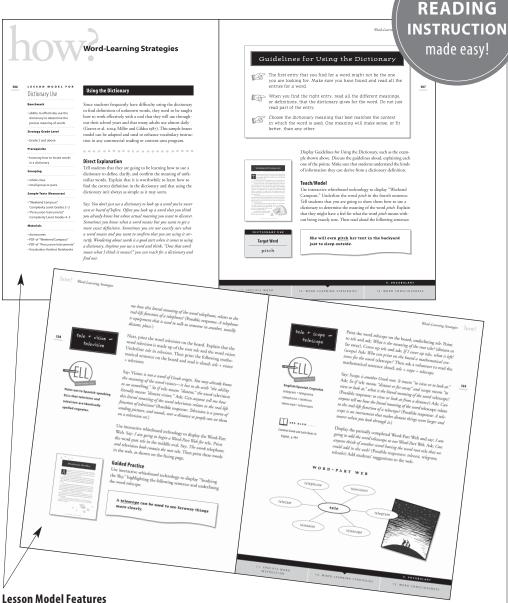
sample lesson models with suggestions for corrective feedback; providing a bridge between research and practice, and making explicit instruction easy

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?



SAMPLE LESSON MODELS



Lesson Model Features

- Focus and materials sidebar
- · Explicit instruction
- · Clear explanation
- Teacher modeling
- Useful background information
- · Identification of research base
- · Support for English-language learners
- Suggestions for corrective feedback

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. **Weekend Camport** **The assessment who he relative the form of the size of th

The Teaching Reading Sourcebook can be used by ...

Explicit

- elementary teachers
 to enhance reading instruction in core reading programs
- middle and high school teachers to enhance language arts and content-area instruction
- college professors and students as a textbook for pre-service teacher education
- providers of professional development
 as an educational resource tool
- school or district administrators to support and facilitate effective literacy instruction
- literacy coaches as a resource for implementation
- teachers of English-language learners (ELLs)
 to support reading acquisition
- teachers of older struggling readers for research-based strategies tailored to individual needs
- new teachers
 as a comprehensive foundation
 for reading instruction

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CCSS Correlation: Sourcebook Sample Lesson Models to Common Core State Standards TEACHING READING SOURCEBOOK COMMON CORE STATE STANDARDS LANGUAGE READING CHAPTER SAMPLE LESSON MODEL PAGE RF.1 RF.2 RF.3 RF.4 RL RI L.2 L.4,5,6 3. Print Awareness Print Referencing in Shared Storybook Reading 78 Χ Χ Χ 4. Letter Knowledge Letter Names and Shapes: Uppercase Letters 96 Х Handwriting: Uppercase Letter Forms 99 Χ Letter Names and Shapes: Lowercase Letters 103 Х Handwriting: Lowercase Letter Forms 107 Χ Letter-Sound Strategy 110 Χ Χ Χ 5. Phonological Awareness The Hungry Thing 128 Χ **Phonological Medley** 132 Х Salad Toss 137 Х Critter Sitter 140 Х Bridge Game 143 Χ Sound Match 146 Χ Odd One Out 149 Χ Simon Says 151 Х Say-It-and-Move-It 154 Х **Elkonin Sound Boxes** 156 Х 6. Phonics **Integrated Picture Mnemonics** 196 Χ **Introducing Consonant Digraphs** 200 Χ **Introducing Short Vowels** 204 Χ Reading and Writing CVC Words 208 Χ Χ Reading and Writing CCVC Words 214 Χ Χ Reading and Writing CVCe Words 221 Х Reading and Writing Words with Vowel Combinations 226 Χ Reading and Writing Words with Phonograms 232 Method for Reading Decodable Text 235 Χ Х Х 7. Irregular Word Reading 252 Sound-Out Strategy Х χ Spell-Out Strategy 255 Χ Χ 8. Multisyllabic Word Reading Introducing Open and Closed Syllables 272 Χ Syllable Division Strategy: VC/CV 276 Χ Χ Syllable Division Strategy: VCV 283 Χ Syllable Segmentation Strategy 292 Χ Χ Syllasearch Procedure 298 Х **Introducing Affixes** 304 Χ Flexible Strategy for Reading Big Words 308 Χ **Root Word Transformation Strategy** 314 9. Fluency Assessment Assessment of ORF Rate and Accuracy 340 Χ Digital Graphing of ORF Scores 349 Χ Assessment of Prosodic Reading 355 Χ 10. Fluency Instruction Timed Repeated Oral Reading 374 Х Partner Reading 384 Χ Phrase-Cued Reading 391 Χ **Readers Theatre** 398

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KEY Common Core State Standards

RF.1	Print Concepts	RL	Literature		
RF.2	Phonological Awareness	RI	Informational Text		
RF.3	Phonics & Word Recognition	L.2	Conventions of Standard English		
RF.4	Fluency	L.4,5,6	Vocabulary Acquisition and Use		

Note: RF stands for Reading: Foundational Skills.



The Big Picture

Democracy...
can survive and flourish
only with a
literate citizenry.

-THOMAS JEFFERSON

NAEP Achievement Levels

basic

partial mastery of knowledge and skills fundamental for proficient academic performance

proficient

solid academic performance

advanced

superior academic performance

The Reading Deficit

iteracy 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 Achie	NAEP Achievement-Level Results in Reading					
GRADE	Below Basic	Basic	Proficient	Advanced		
Grade 4	34%	34%	25%	7%		
Grade 8	25%	43%	29%	3%		

National Center for Education Statistics 2011.

Source

Common Core State Standards Initiative

http://www.corestandards.org

Educational standards
help teachers ensure their
students have the skills
and knowledge they
need to be successful by
providing clear goals for
student learning.

— COMMON CORE STATE STANDARDS INITIATIVE, 2012

ccss

Sources of Reading Failure

Neurological factors (brain metabolism)

Familial factors (environment)

Socioeconomic factors (poverty)

Instructional factors (teaching)

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).

CCSS READING STANDARDS

Literature • Informational Text

Range of Reading and Level of Text Complexity

Read and comprehend complex literary and informational texts independently and proficiently. (CCR.10)



Considerate Texts, p. 686

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

NGA and CCSSO 2010.

Qı	ualitative Measures of Text Complexity					
	DIMENSION		E A S Y -	DIFFICULT		
	Levels of Meaning		Single and literal levels of meaning which are explicitly stated	Multiple levels of complex meaning which may be ambiguous		
	Structure	Narrative Structure	Simple, explicit, and conventional	Complex, implicit, and unconventional		
-		Narration	No shifts in point of view	Many shifts in point of view		
YTEX		Order of Events	Chronological or sequential	Frequent shifts in time and sequence; use of flashback		
RAR	Language	Conventionality Clarity	Easy-to-understand, literal, clear, contemporary, familiar, conversational	Generally unfamiliar figurative, ambiguous, ironic, archaic, or overly academic		
LITE	World Knowledge Demands	Life Experiences	Simple, single theme; everyday experiences that are common to most readers; single perspective presented	Complex, multiple themes; experiences that are uncommon to most readers; multiple perspectives presented		
		Cultural/Literary Knowledge	Common, everyday cultural/literary knowl- edge required	Extensive depth of cultural/literary knowledge required		
		Intertextuality	No references or allusions to other texts and/or cultural elements	Many references or allusions to other texts and/or cultural elements		
	DIMENSION		E A S Y -	DIFFICULT		
	Purpose		Explicitly stated purpose or main idea	Implicit purpose or main idea which may be hidden or obscure		
TEXT	Structure	Organization	Simple; explicit connections between ideas; conforms to the conventions of the genre	Highly complex; implicit connections between ideas; conforms to the conventions of a specific content area		
NAL		Text Features	If used, are helpful, but not essential, to understanding the text	If used, are essential to understanding the text		
ATIO		Graphics	If used, are helpful, but not essential, to understanding the text	If used, are essential to understanding the text; may provide information not conveyed in the text		
NFORM	Language	Conventionality Clarity	Easy-to-understand literal, clear, contempo- rary, familiar, conversational language	Generally unfamiliar figurative, ambiguous, ironic, archaic, content-specific, or overly academic language		
-	World Knowledge Demands	Content-Area Knowledge	Only everyday, practical knowledge required	Extensive, specialized content-area knowledge required		
		Intertextuality	No references to or citations of other texts or outside ideas	Many references to or citations of other texts or outside ideas		

Based on NGA and CCSSO 2010.

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