

CORE LITERACY LIBRARY

Teaching Reading Sourcebook

UPDATED SECOND EDITION

**Bill Honig, Linda Diamond,
Linda Gutlohn**

CONTRIBUTING AUTHORS: *Carrie L. Cole,
Pamela Beard El-Dinary, Roxanne F. Hudson, Holly B. Lane,
Jacalyn Mahler, Paige C. Pullen*

Arena Press NOVATO, CALIFORNIA

CORE[®] BERKELEY, CALIFORNIA

Arena Press
20 Commercial Boulevard
Novato, California 94949-6191
800-422-7249
www.AcademicTherapy.com

Consortium on Reaching Excellence in Education, Inc. (CORE)
2550 Ninth Street, Suite 102
Berkeley, California 94710
888-249-6155
www.corelearn.com

Copyright © 2013 by Consortium on Reaching Excellence in Education, Inc. (CORE). All rights reserved.

Purchasers of the *Teaching Reading Sourcebook* are granted permission to photocopy the reproducible pages in the Resources section (pp. 755–799) for educational purposes. No other part of this publication may be reproduced in whole or in part, translated, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission from CORE.

ISBN: 978-1-57128-690-1
Print Number: 10 09 08 07 06 05 04 03 02 01
Library of Congress Control Number: 2012941438

CREDITS

Editorial Director: Linda Gutlohn
Book Design and Production: Lucy Nielsen
Marketing: Christine Fleming McIsaac
Contributors: Frances Bessellieu, Susan Blackaby, Catherine Boote, Carrie L. Cole, Pamela Beard El-Dinary, Jan E. Hasbrouck, Roxanne F. Hudson, Holly B. Lane, Jacalyn Mahler, Christine Fleming McIsaac, Paige C. Pullen, Small Planet Communications, Glenda Taylor
Editorial: Shelle Epton, Lawrence DiStasi, Tom Hassett, David Sweet, Lynn Trepicchio

For their valuable contributions to scientifically based reading instruction, special acknowledgment is given to Marilyn J. Adams, Anita L. Archer, James F. Baumann, Isabel L. Beck, Andrew Biemiller, Cathy Collins Block, Douglas W. Carnine, Linnea C. Ehri, Douglas Fuchs, Linda B. Gambrell, Michael F. Graves, John T. Guthrie, Jan E. Hasbrouck, Edward J. Kame'enui, Louisa C. Moats, Michael Pressley, Taffy E. Raphael, Tim Rasinski, S. Jay Samuels, John Shefelbine, Deborah C. Simmons, Steven Stahl, Joseph K. Torgesen, Rebecca Treiman, and Joanna P. Williams.

ACKNOWLEDGMENTS

For each of the following selections, grateful acknowledgment is made for permission to adapt and/or reprint original or copyrighted material.

Fran Avni: "There's a Starfish Hidden Under My Bed," by Fran Avni. Copyright © 1997 by Fran Avni. Reprinted by permission of Fran Avni. For information about the audiocassette "I'm All Ears," school concerts, and workshops, contact Fran Avni at 510-595-9132 or FAVNI@aol.com.

Cambridge University Press: "Selected Statistics for Major Sources of Spoken and Written Language," from "Vocabulary Simplification for Children: A Special Case of 'Motherese?'" by Donald P. Hayes and Margaret G. Ahrens in *Journal of Child Language*, Vol. 15, No. 2 (June 1988), pp. 395–410. Reprinted with the permission of Cambridge University Press.

International Reading Association: "Variation in Amount of Independent Reading" figure from Anderson, R. C. (1996). "Research Foundations to Support Wide Reading." In V. Greany (ed.) *Promoting Reading in Developing Countries*. Newark, DE: International Reading Association. Adapted from R. C. Anderson, P. T. Wilson, and L. G. Fielding (1988), "Growth in Reading and How Children Spend Their Time Outside School," *Reading Research Quarterly* 23 (3), pp. 285–303. Reprinted by permission of Richard C. Anderson and the International Reading Association.

Lawrence Erlbaum Associates, Inc.: "Correlation Between Decoding and Comprehension in the Connecticut Longitudinal Study," from "The Case for Early Reading Intervention" by Barbara R. Foorman, David J. Francis, Sally E. Shaywitz, Bennett A. Shaywitz, and Jack M. Fletcher, in *Foundations of Reading Acquisition and Dyslexia: Implications for Early Intervention*, edited by Benita A. Blachman. Copyright © 1997 by Lawrence Erlbaum Associates, Inc. Reprinted by permission of Barbara R. Foorman and Lawrence Erlbaum Associates, Inc.

LinguiSystems, Inc.: "The Hungry Thing" activity, adapted from "The Hungry Thing" activity in *The Sounds Abound™ Program* developed at the Stern Center for Language and Learning by Orna Lenchner and Blanche Podhajski. Copyright © 1998 by LinguiSystems, Inc. Adapted by permission of LinguiSystems, Inc., East Moline, IL. 800-776-4332.

John Ross: "Albert Einstein Asks a Question," by John Ross. Copyright © 1999 by John Ross. Used by permission of the author.

San Francisco Mime Troupe: "TV Dinner," by the San Francisco Mime Troupe. Script by Joaquin Aranda, Daniel Chumley, and Joan Holden. Based on a story by Sophia and Kate Chumley. Songs by Bruce Barthol. Copyright © 1979 by the San Francisco Mime Troupe. Adapted by permission of The San Francisco Mime Troupe. 415-285-1717.

Ann Seidler: "The Hungry Thing," by Jan Slepian and Ann Seidler. Copyright © 1967 by Ann G. Seidler and Janice B. Slepian. Currently out of print. Reprinted by permission of Ann G. Seidler.

Illustration Credits: Art Parts™

Photo Credits: JupiterImages (pp. 760, 761)

CONTENTS

About the Teaching Reading Sourcebook xiv

About the Common Core State Standards and the Teaching Reading Sourcebook xvi

Correlation: Sourcebook Sample Lesson Models to Common Core State Standards xviii

The Big Picture I

The Reading Deficit 2

The Brain and Reading 4

Scientific Approach to Reading Instruction 6

Essential Components of Reading Instruction 7

Reading Assessment 10

Downward Spiral of Reading Failure 13

Academic Language 14

Differentiated Instruction 16

v

SECTION I: Word Structure



SECTION I: Word Structure 19

Chapter 1: Structure of English 21

what?

Phonemes 22

Consonant Phoneme Classifications 24

Vowel Phoneme Classifications 26

Sound/Spellings 28

Syllables 36

Onset-Rime 38

Morphemes 42

Chapter 2: Structure of Spanish 49

what?

Spanish Letter/Sound System 50

Spanish Sound/Spelling Sequence 56

Spanish Syllable Types and Patterns 58

English/Spanish Language Differences 60

Spanish/English Cross-Language Transfer 62

English/Spanish Cognates 64

**SECTION II:
Early Literacy**



SECTION II: Early Literacy 67

Introduction 69

Chapter 3: Print Awareness 71

- what? Print Awareness 72
- Print Referencing 73
- why? Print Awareness 74
- when? Print Awareness 76
- how? Sample Lesson Model:
Print Referencing in Shared Storybook Reading 78

Chapter 4: Letter Knowledge 83

- what? Letter Knowledge 84
- Letter-Name Iconicity 84
- Letter Characteristics 86
- Use of Letter Names to Learn Letter Sounds 88
- Handwriting 89
- why? Letter Knowledge 92
- when? Letter Knowledge 94
- how? Sample Lesson Models:
Letter Names and Shapes: Uppercase Letters 96
- Handwriting: Uppercase Letter Forms 99
- Letter Names and Shapes: Lowercase Letters 103
- Handwriting: Lowercase Letter Forms 107
- Letter-Sound Strategy 110

Chapter 5: Phonological Awareness 115

- what? Phonological Awareness 116
- Levels of Phonological Awareness 117
- Effective Phonological Awareness Instruction 120
- why? Phonological Awareness 122
- when? Phonological Awareness 124
- how? Sample Lesson Models:
The Hungry Thing 128
- Phonological Medley 132

Salad Toss	137
Critter Sitter	140
Bridge Game	143
Sound Match	146
Odd One Out	149
Simon Says	151
Say-It-and-Move-It	154
Elkonin Sound Boxes	156

**SECTION III:
Decoding and
Word Recognition**



SECTION III: Decoding and Word Recognition 159

Introduction 161

The Road to Reading Words	161
The Adams Model of Skilled Reading	162
Ehri's Phases of Word Recognition Development	163
Decoding Is Connected with All Aspects of Reading	167

Chapter 6: Phonics 169

what?	Phonics	170
	Systematic and Explicit Phonics Instruction	170
	Approaches to Phonics Instruction	172
	Good Phonics Instruction	174
	Effective Instructional Techniques	176
	Phonics Scope & Sequence	177
	Decoding Regular Words	179
	Blending Routines	181
	Automatic Word Recognition	183
	Decodable Text	183
	Phonograms	186
	Word Work for Encoding and Decoding	187

why?	Phonics	190
when?	Phonics	192
how?	Sample Lesson Models:	
	Integrated Picture Mnemonics	196
	Introducing Consonant Digraphs	200

Introducing Short Vowels	204
Reading and Writing CVC Words	208
Reading and Writing CCVC Words	214
Reading and Writing CVCe Words	221
Reading and Writing Words with Vowel Combinations	226
Reading and Writing Words with Phonograms	232
Method for Reading Decodable Text	235

Chapter 7: Irregular Word Reading 241

what?	Irregular Word Reading	242
	High-Frequency Irregular Words in Printed Text	243
	Teaching Irregular Word Reading	246
why?	Irregular Word Reading	248
when?	Irregular Word Reading	250
how?	Sample Lesson Models:	
	Sound-Out Strategy	252
	Spell-Out Strategy	255

Chapter 8: Multisyllabic Word Reading 259

what?	Multisyllabic Word Reading	260
	Syllabication	261
	Syllable Types and Division Principles	263
	Affixes as Syllables	266
	Flexible Syllabication	267
why?	Multisyllabic Word Reading	268
when?	Multisyllabic Word Reading	270
how?	Sample Lesson Models:	
	Introducing Open and Closed Syllables	272
	Syllable Division Strategy: VC/CV	276
	Syllable Division Strategy: VCV	283
	Syllable Segmentation Strategy	292
	Syllasearch Procedure	298
	Introducing Affixes	304
	Flexible Strategy for Reading Big Words	308
	Root Word Transformation Strategy	314

SECTION IV: Reading Fluency



SECTION IV: Reading Fluency 319

Introduction 321

Accuracy 322

Rate 322

Prosody 323

Fluency Influences 323

Chapter 9: Fluency Assessment 327

what?

Fluency Assessment 328

Assessment of ORF: Rate and Accuracy 328

ORF Performance Expectations 330

ORF CBM and Upper-Grade Students 333

Assessment of Prosodic Reading 333

Diagnosis of Dysfluent Reading 335

why?

Fluency Assessment 336

when?

Fluency Assessment 338

how?

Sample Assessment Models:

Assessment of ORF Rate and Accuracy 340

Digital Graphing of ORF Scores 349

Assessment of Prosodic Reading 355

Chapter 10: Fluency Instruction 359

what?

Fluency Instruction 360

Independent Silent Reading 361

Assisted Reading 361

Repeated Oral Reading 363

Integrated Fluency Instruction 366

Choosing the Right Text 367

why?

Fluency Instruction 370

when?

Fluency Instruction 372

how?

Sample Lesson Models:

Timed Repeated Oral Reading 374

Partner Reading 384

Phrase-Cued Reading 391

Readers Theatre 398

SECTION V: Vocabulary



x

SECTION V: Vocabulary 405

Introduction 407

Forms of Vocabulary 408

Extent of Word Knowledge 409

Vocabulary Size 410

The Vocabulary Gap 412

Links Between Vocabulary and Comprehension 414

Components of Vocabulary Instruction 415

Instruction for English-Language Learners (ELLs) 418

Chapter 11: Specific Word Instruction 419

what? Specific Word Instruction 420

Selecting Words to Teach 421

Rich and Robust Instruction 427

why? Specific Word Instruction 432

when? Specific Word Instruction 434

how? Sample Lesson Models:

Text Talk: Read-Aloud Method 436

Meaning Vocabulary: Direct Explanation Method 443

Method for Independently Read Text 453

Introducing Function Words 462

Concept Picture Sort 467

Semantic Map 470

Semantic Feature Analysis 474

Possible Sentences 478

Word Map 481

Keyword Method 484

Chapter 12: Word-Learning Strategies 487

what? Word-Learning Strategies 488

Dictionary Use 488

Morphemic Analysis 490

	Cognate Awareness	496
	Contextual Analysis	498
	Combined Morphemic and Contextual Analysis	501
why?	Word-Learning Strategies	502
when?	Word-Learning Strategies	504
how?	Sample Lesson Models:	
	Using the Dictionary	506
	PAVE Procedure	511
	Concept of Definition Map	516
	Compound Words	521
	Word Families	524
	Word-Part Clues: Prefixes	527
	Word-Part Clues: Suffixes	533
	Word-Part Clues: Roots	537
	Context Clues	541
	Introducing Types of Context Clues	545
	Applying Types of Context Clues	551
	Introducing The Vocabulary Strategy	555
	Practicing The Vocabulary Strategy	562

Chapter 13: Word Consciousness 569

what?	Word Consciousness	570
	Adept Diction	570
	Word Play	575
	Word Histories and Origins	576
why?	Word Consciousness	578
how?	Sample Lesson Models:	
	Animal Idioms	580
	Latin and Greek Number Words	584
	Antonym Scales	588
	<i>Web</i> Word Web	592
	Five-Senses Simile Web	595
	Poetry as Word Play	598
	Vocabulary Hotshot Notebook	601

SECTION VI: Comprehension



SECTION VI: Comprehension 607

Introduction 609

Fundamentals of Comprehension 609

What Good Readers Do 613

Comprehension Strategies 614

Explicit Comprehension Strategies Instruction 624

Reader Response 629

Instruction for English-Language Learners (ELLs) 631

Chapter 14: Literary Text 633

what?

Literary Text 634

Story Structure 634

Strategy Application 636

Multiple-Strategy Instruction Program: TSI 642

Reader Response 642

why?

Literary Text 644

when?

Literary Text 646

how?

Sample Lesson Models:

Dialogic Reading: Picture Book Read-Aloud Method 648

Story Structure 651

TSI (Transactional Strategies Instruction) 659

Book Club: Writing in Response to Literature 677

Chapter 15: Informational Text 681

what?

Informational Text 682

Informational Text Structure 683

Considerate Texts 686

Strategy Application 687

Multiple-Strategy Instruction Program: CSR 694

Reader Response 694

Motivation and Engagement with Reading 695

Web-Based Text 696

why?	Informational Text	698
when?	Informational Text	700
how?	Sample Lesson Models:	
	QAR (Question-Answer Relationships)	702
	Strategies for Summarizing	711
	CSR (Collaborative Strategic Reading)	720
	QtA (Questioning the Author)	733
	CORI (Concept-Oriented Reading Instruction)	739

Comprehensive Reading Model	743
Three-Tier Model of Instruction	744
Tier I: Core Reading Program	747
Tier II: Strategic Supplemental Intervention	748
Tier III: Intensive Intervention	749
Response to Intervention (RtI)	751
Plan for Implementation	753

Resources	755
Sample Texts	756
Activity Masters	781
Teaching Charts	797

Connect to Theory Answer Key	800
References	804
Index	817

For printable
PDFs of the Resources
section, go to
[www.corelearn.com/
SB2Resources.html](http://www.corelearn.com/SB2Resources.html)

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.

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

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?

- User-friendly text
- Plentiful charts and tables

Connect to Theory

- Interactive activities for the reader
- Opportunities to review and interpret content



The Teaching Reading Sourcebook can be used by...

- 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

how? Word-Learning Strategies

556 LESSON MODEL FOR Dictionary Use

Using the Dictionary

Benchmark
• ability to effectively use the dictionary to determine the precise meaning of words

Strategic Grade Level
• Grade 2 and above

Prerequisite
• knowing how to locate words in a dictionary

Grouping
• whole class
• small group or pairs

Sample Texts (Resource)
• "Weekend Campout"
• Comprehension Level Grades 2-3
• "Perception Instrument"
• Comprehension Level Grades 4-5

Materials
• PDF of "Weekend Campout"
• PDF of "Perception Instrument"
• Vocabulary Worksheet

Guidelines for Using the Dictionary

- The first entry that you find for a word might not be the one you are looking for. Make sure you have found and read all the entries for a word.
- When you find the right entry, read all the different meanings, or definitions, that the dictionary gives for the word. Do not just read part of the entry.
- Choose the dictionary meaning that best matches the context in which the word is used. One meaning will make sense, or fit better, than any other.

Teach/Model
Use interactive whiteboard technology to display "Weekend Campout." Underline the word *pitch* in the fourth sentence. Tell students that you are going to show them how to use a dictionary to determine the meaning of the word *pitch*. Explain that they might have a feel for what the word *pitch* means without being exactly sure. Then read aloud the following sentence:

She will even pitch her tent in the backyard just to sleep outside.

Target Word
pitch

567

Explicit Instruction
Display Guidelines for Using the Dictionary, such as the example shown above. Discuss the guidelines aloud, explaining each one of the points. Make sure that students understand the kinds of information they can derive from a dictionary definition.

Teach/Model
Use interactive whiteboard technology to display "Weekend Campout." Underline the word *pitch* in the fourth sentence. Tell students that you are going to show them how to use a dictionary to determine the meaning of the word *pitch*. Explain that they might have a feel for what the word *pitch* means without being exactly sure. Then read aloud the following sentence:

She will even pitch her tent in the backyard just to sleep outside.

Target Word
pitch

Lesson Model Features

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

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.

Weekend Campout

The first entry that you find for a word might not be the one you are looking for. Make sure you have found and read all the entries for a word.

BESTER PICTURE WORKSHEET

1. Draw a picture of the house.

2. Draw a picture of the tent.

3. Draw a picture of the campfire.

4. Draw a picture of the tent.

VOCABULARY STRATEGY

Use the dictionary to find the meaning of the word *pitch*.

5. Use the Dictionary. If Necessary, to Confirm Your Meaning

Discover...
THE SOURCEBOOK COMPANION website
www.sourcebookcompanion.com
a valuable online resource for teacher educators

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

TEACHING READING SOURCEBOOK			COMMON CORE STATE STANDARDS							
CHAPTER	SAMPLE LESSON MODEL	PAGE	READING				LANGUAGE			
			RF.1	RF.2	RF.3	RF.4	RL	RI	L.2	L.4,5,6
11. Specific Word Instruction	Text Talk: Read-Aloud Method	436					x	x		x
	Meaning Vocabulary: Direct Explanation Method	443					x	x		x
	Method for Independently Read Text	453					x	x		x
	Introducing Function Words	462							x	x
	Concept Picture Sort	467								x
	Semantic Map	470								x
	Semantic Feature Analysis	474								x
	Possible Sentences	478								x
	Word Map	481								x
Keyword Method	484								x	
12. Word-Learning Strategies	Using the Dictionary	506								x
	PAVE Procedure	511				x				x
	Concept of Definition Map	516								x
	Compound Words	521			x					x
	Word Families	524								x
	Word-Part Clues: Prefixes	527			x					x
	Word-Part Clues: Suffixes	533			x					x
	Word-Part Clues: Roots	537			x					x
	Context Clues	541				x	x	x		x
	Introducing Types of Context Clues	545				x	x	x		x
	Applying Types of Context Clues	551				x	x	x		x
	Introducing The Vocabulary Strategy	555				x	x	x		x
	Practicing The Vocabulary Strategy	562				x	x	x		x
13. Word Consciousness	Animal Idioms	580					x			x
	Latin and Greek Number Words	584			x					x
	Antonym Scales	588								x
	Web Word Web	592								x
	Five-Senses Simile Web	595					x			x
	Poetry as Word Play	598					x			x
	Vocabulary Hotshot Notebook	601								x
14. Literary Text	Dialogic Reading: Picture Book Read-Aloud Method	648					x	x		
	Story Structure	651					x			
	TSI (Transactional Strategies Instruction)	659					x	x		x
	Book Club: Writing in Response to Literature	677					x			
15. Informational Text	QAR (Question-Answer Relationships)	702					x	x		
	Strategies for Summarizing	711					x	x		
	CSR (Collaborative Strategic Reading)	720				x		x		x
	QtA (Questioning the Author)	733					x	x		
	CORI (Concept-Oriented Reading Instruction)	739						x		x



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 profi-
cient academic performance

proficient

solid academic performance

advanced

superior academic performance

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				
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)

610



SEE ALSO . . .

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, inter-related 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	<ul style="list-style-type: none"> • Levels of Meaning or Purpose • Structure • Language Conventionality and Clarity • World Knowledge Demands 		By an attentive human reader
Quantitative Measures of Text	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Motivation • Knowledge • Experiences 	TASK <ul style="list-style-type: none"> • 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.

Qualitative Measures of Text Complexity				
LITERARY TEXT	DIMENSION		EASY →	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
		Order of Events	Chronological or sequential	Frequent shifts in time and sequence; use of flashback
	Language	Conventionality Clarity	Easy-to-understand, literal, clear, contemporary, familiar, conversational	Generally unfamiliar figurative, ambiguous, ironic, archaic, or overly academic
	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 knowledge 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
	INFORMATIONAL TEXT	DIMENSION		EASY →
Purpose			Explicitly stated purpose or main idea	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	Highly complex; implicit connections between ideas; conforms to the conventions of a specific content area
		Text Features	If used, are helpful, but not essential, to understanding the text	If used, are essential to understanding the text
		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
Language		Conventionality Clarity	Easy-to-understand literal, clear, contemporary, 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.