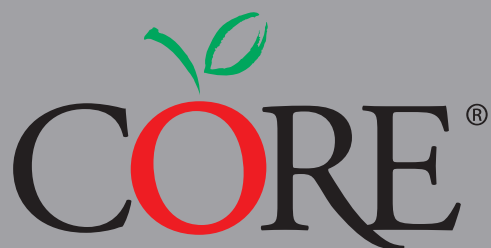


word structure

structure of english

structure of spanish

early literacy



Consortium on Reaching Excellence
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*Your Implementation Partner
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structure of spanish

early literacy

print awareness

letter knowledge

program connection

word structure

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print awareness



Aligns with the
CCSS for English
Language Arts

Study Guide

Teaching Reading Sourcebook, Updated 2nd Edition

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CORE Mission

CORE serves as a trusted advisor at all levels of preK–12 education, working collaboratively with educators to support literacy and math achievement growth for all students.

Our implementation support services and products help our customers build their own capacity for effective instruction by laying a foundation of research-based knowledge, supporting the use of proven tools, and developing leadership.

As an organization committed to integrity, excellence, and service, we believe that with informed school and district administrators, expert teaching, and well-implemented programs, all students can become proficient academically.

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| CCSS and Sourcebook Front Matter | | | | |
| xvi–xix | Become familiar with the CCSS Strands, Anchor Standards, and the Sourcebook sections and chapter links; also review the Sourcebook Sample Lesson Model Correlations to the CCSS. | | | |
| 1–18 Big Picture | | | | |
| 2 | Be knowledgeable about the NAEP and its findings. | | | |
| 4, 5 | Compare brain activation in good and poor readers. Identify the type of instruction that can change brain activity in poor readers. | | | |
| 6 | Know the three qualities and characteristics of effective research. | | | |
| 7–10 | List and describe the five essential components of reading instruction as identified by the National Reading Panel. | | | |
| 10, 11 | Know the four types of reading assessments and the purposes and administration of each type. | | | |
| 12 | Be familiar with the four main objectives of a comprehensive assessment plan and how each objective relates to a type of assessment. | | | |
| 13 | Identify three stumbling blocks to becoming a proficient reader. | | | |
| 13 | Understand and explain the terms <i>Matthew effects</i> and <i>fourth-grade slump</i> . | | | |
| 14 | Describe two consequences of having low motivation and interest in reading. | | | |
| 14, 15 | Know what is meant by the term <i>academic language</i> . | | | |
| 14, 15 | Use the data on the Variation in Amount of Independent Reading table to describe the relationship between independent reading and reading proficiency. | | | |
| 15, 16 | Use the data on the Selected Statistics for Major Sources of Spoken and Written Language table to explain why speech is far more limited than written language in exposing students to new academic vocabulary. | | | |
| 16, 17 | Name four levels of learners and describe their characteristics. | | | |
| 17 | Identify and describe three categories of adolescent struggling readers. | | | |
| 18 | Be familiar with six recommendations for planning effective reading instruction and interventions for ELLs. | | | |
| 19–66 SECTION I: Word Structure | | | | |
| 21–48 Chapter 1: Structure of English | | | | |
| 22–27 | Define <i>phoneme</i> . Describe the two categories of phonemes and how they are classified. | | | |
| 25 | Define and give examples of continuous and stop sounds. | | | |
| 28, 29 | Define <i>sound/spelling</i> . Identify and describe the different phonic elements, or sound/spelling categories. | | | |
| 36, 37 | Define <i>syllable</i> . Know the four most useful syllable division principles and six common syllable types. | | | |
| 38 | Define <i>onset-rime</i> and <i>phonogram</i> . | | | |
| 42, 43 | Define <i>morpheme</i> . Explain the difference between bound and free morphemes and give examples of each. | | | |
| 43 | Define <i>affix</i> and give examples. Know the difference between a derivational and an inflectional suffix. | | | |
| 49–66 Chapter 2: Structure of Spanish | | | | |
| 60, 61 | Be aware of the important differences between English and Spanish phonology and orthography. | | | |
| 62 | Be familiar with phonic elements that are the same in both Spanish and English. | | | |

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| 63 | Be familiar with English phonic elements that have no counterparts in Spanish. | | | |
| 64–66 | Define <i>cognate</i> . Identify the four categories of cognates and give examples. | | | |
| 67–158 | SECTION II: Early Literacy | | | |
| 69–70 | Section Introduction | | | |
| 69 | Describe the interrelatedness of the three early literacy domains of print awareness, letter knowledge, and phonemic awareness. | | | |
| 73 | Identify and describe three elements of print and book awareness. | | | |
| 71–82 | Chapter 3: Print Awareness | | | |
| 77 | Describe how print awareness can be assessed informally. | | | |
| 73, 78–82 | Define <i>print referencing</i> and be familiar with how the strategy is applied and implemented. | | | |
| 83–114 | Chapter 4: Letter Knowledge | | | |
| 84, 85 | Know about the iconicity of letter names and give examples. | | | |
| 85 | Connect to Theory: Demonstrate an understanding of letter-name iconicity by completing the activity. | | | |
| 86, 87 | Identify letter characteristics that can affect the learning of letter names. | | | |
| 88 | Identify letter-name properties that are useful for learning letter sounds. | | | |
| 89 | Connect to Theory: Demonstrate an understanding of the relationship between letter-name iconicity and letter-sound instruction by completing the activity. | | | |
| 94 | Describe the sequence that students appear to acquire letter knowledge. | | | |
| 94 | Explain why the practice of spending the same amount of instructional time on each letter may not be that effective. | | | |
| 96–114 | Be familiar with instructional strategies for teaching letter recognition, letter formation (handwriting), and letter-sound correspondence. | | | |
| 115–160 | Chapter 5: Phonological Awareness | | | |
| 116 | Be able to distinguish among and between phonological awareness, phonemic awareness, and phonics. | | | |
| 117 | Connect to Theory: Demonstrate an understanding of phonemes by completing the activity. | | | |
| 117–119 | Identify the four developmental levels of phonological awareness. Be familiar with the skills at each level and be able to give examples. | | | |
| 119 | Be able to demonstrate blending and segmentation across all four levels of phonological awareness. | | | |
| 120, 121 | Be familiar with the critical elements of effective phonemic awareness instruction. | | | |
| 124, 125 | Have a sense of the amount of phonemic awareness instruction that is generally recommended for students in Grades K–2. | | | |
| 127 | Explain when and how phonemic awareness should be assessed. | | | |
| 128–142 | Be familiar with instructional strategies appropriate for the word, syllable, and onset-rime levels of phonological awareness. | | | |
| 154–158 | Be able to implement Say-It-and-Move-It and Elkonin Sound Boxes, two research-based instructional models for phoneme segmentation and blending. | | | |

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| 159–318 | SECTION III: Decoding and Word Study | | | |
| 161–168 | Section Introduction | | | |
| 161 | Use The Road to Reading Words to describe how awareness of spoken language merges with written language to contribute to automatic word recognition. | | | |
| 162 | Name and describe the four processors of the Adams Model of Skilled Reading. | | | |
| 163–167 | Name and describe the five phases of Ehri’s Phases of Word Recognition Development. Understand how each of these phases relates to the Adams Model of Skilled Reading | | | |
| 169–240 | Chapter 6: Phonics | | | |
| 170 | Define <i>phonics</i> , <i>decoding</i> , and <i>alphabetic principle</i> . | | | |
| 171 | Describe the characteristics of systematic and explicit phonics instruction. | | | |
| 173 | Connect to Theory: Demonstrate an understanding of four different approaches to phonics instruction by completing the activity. | | | |
| 174, 175 | Describe five basic principles of good phonics instruction. | | | |
| 175 | List in sequence the basic components of an explicit phonics lesson. | | | |
| 176 | Describe the Model-Lead-Check format for explicitly teaching new critical skills. | | | |
| 176 | Name and describe four effective lesson presentation techniques. | | | |
| 177 | Know some guidelines for evaluating a reading program’s phonics scope & sequence. | | | |
| 178 | Connect to Theory: Demonstrate an understanding of the structure of a phonics scope & sequence by completing the activity. | | | |
| 179 | Define <i>regular words</i> and know the percentage of English words that are considered completely regular. | | | |
| 180 | Connect to Theory: Demonstrate an understanding of word types used for blending by completing the activity. | | | |
| 181, 182 | Identify and compare four blending routines for teaching decoding. | | | |
| 182 | Connect to Theory: Demonstrate an understanding of the similarities and differences between sound-by-sound and continuous blending by completing the activity. | | | |
| 183 | Define <i>automatic word recognition</i> , or <i>automaticity</i> . Explain how it is developed and why it is important. | | | |
| 183, 184 | Describe the purpose and attributes of decodable text. Name and describe the three types of words that comprise decodable text. | | | |
| 185 | Connect to Theory: Demonstrate an understanding of decodable text analysis by completing the activity. | | | |
| 186 | Understand the relationship between phonogram instruction and phonics instruction. | | | |
| 187–189 | Identify four types of word-work activities and give examples of each. | | | |
| 192 | Describe some of the consequences of not mastering phonics skills by the end of first grade. | | | |
| 193–195 | Know when and how phonics should be assessed. | | | |
| 208–231 | Be able to demonstrate four different blending routines. | | | |
| 235–239 | Be familiar with an instructional method for reading decodable text. | | | |

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| 241–258 | Chapter 7: Irregular Word Reading | | | |
| 242 | Distinguish between regular and irregular words. | | | |
| 242, 243 | Distinguish between permanently irregular and temporarily irregular words. | | | |
| 243 | Define <i>high-frequency words</i> and explain why they are crucial for comprehension. | | | |
| 245 | Connect to Theory: Demonstrate an understanding of permanently irregular high-frequency words by completing the activity. | | | |
| 246 | Describe how to facilitate students' automatic recognition of irregular words. | | | |
| 251 | Be familiar with five guidelines for teaching irregular words. | | | |
| 252–257 | Identify, describe, and compare two instructional strategies for introducing irregular words. | | | |
| 259–318 | Chapter 8: Multisyllabic Word Reading | | | |
| 260 | Explain why it's important for older students to know how to decode multisyllabic words. | | | |
| 261 | Define <i>syllabication</i> . | | | |
| 261–267 | Identify and describe three different instructional approaches for teaching multisyllabic word reading. | | | |
| 263 | Connect to Theory: Demonstrate an understanding of syllable types by completing the activity. | | | |
| 263 | Explain why it's especially important to teach about open and closed syllables. | | | |
| 264 | Explain why it's useful to first try dividing a multisyllabic word with the VCV pattern after the first vowel (V/CV) rather than after the first consonant (VC/V). | | | |
| 265 | Connect to Theory: Demonstrate an understanding of common syllable division principles by completing the activity. | | | |
| 270 | Identify the prerequisite skills for teaching multisyllabic word reading. | | | |
| 272–275; 298–303 | Be familiar with instructional strategies that use syllable types for decoding multisyllabic words. | | | |
| 276–291 | Be familiar with instructional strategies that use syllable-division principles for decoding multisyllabic words. | | | |
| 292–297; 308–313 | Be familiar with flexible syllabication strategies for decoding multisyllabic words. | | | |
| 304–307; 314–318 | Be familiar with instructional strategies that use word parts (i.e., affixes and root words) for decoding multisyllabic words. | | | |
| 319–404 | SECTION IV: Reading Fluency | | | |
| 321–326 | Section Introduction | | | |
| 321–323 | Identify and describe the three key elements of reading fluency. | | | |
| 322 | Distinguish the difference between reading fluency and automaticity. | | | |
| 324, 325 | Use the graphic organizer to describe the variables that influence a student's fluent reading of a given text. | | | |
| 327–358 | Chapter 9: Fluency Assessment | | | |

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| 328 | Know what the following acronyms stand for: ORF, CBM, WCPM. | | | |
| 328–329 | Describe four useful ways to use the data generated from ORF CBM. | | | |
| 330–332 | Know about ORF norms and how to use them. | | | |
| 332 | Connect to Theory: Demonstrate an understanding of ORF norms by completing the activity. | | | |
| 333 | Know the differences between ORF CBM and Maze CBM. | | | |
| 334 | Be familiar with the features of spoken language from nonprosodic to prosodic. | | | |
| 335 | Identify three types of dysfluent reading and be familiar with their possible causes. | | | |
| 338, 339 | Know when to use ORF CBM for screening and for progress monitoring. | | | |
| 340–348 | Know how to administer an ORF CBM including scoring criteria, calculating the score, and recording student data. | | | |
| 355–358 | Know how to assess prosodic reading. | | | |
| 359–404 | Chapter 10: Fluency Instruction | | | |
| 361–366 | Identify and describe four main instructional methods for building reading fluency. | | | |
| 363, 364 | Be familiar with ways to adapt repeated oral reading to meet student needs. | | | |
| 367 | Identify three basic criteria for choosing the right text for fluency instruction. | | | |
| 368, 369 | Know the three levels of text difficulty and be familiar with the five steps used to determine a student’s level. | | | |
| 369 | Connect to Theory: Demonstrate an understanding of the three levels of text difficulty by completing the activity. | | | |
| 373 | Be familiar with the types of fluency instruction and their appropriate grade levels. | | | |
| 374–383 | Be familiar with the Timed Repeated Oral Reading intervention strategy and know how it differs from ORF CBM. | | | |
| 384–390 | Be familiar with how to set up and implement Partner Reading and the type of student who may benefit from this strategy. | | | |
| 391–397 | Describe phrase-cued text and how it is used in fluency instruction. | | | |
| 405–606 | SECTION V: Vocabulary | | | |
| 407–418 | Section Introduction | | | |
| 407 | Name the four components of an effective vocabulary program. | | | |
| 408 | Identify and describe the receptive and productive forms of oral and print vocabulary. | | | |
| 409 | Connect to Theory: Demonstrate an understanding of Dale’s levels of word knowledge by completing the activity. | | | |
| 412 | Know what Hart and Risley (1995) found out about the vocabulary gap between three-year olds from advantaged and disadvantaged homes. | | | |
| 413 | Be aware of what Biemiller estimates is the difference in vocabulary size between average and lower-quartile students at the end of Pre-K and at the end of Grade 2. | | | |
| 414 | Articulate the links between vocabulary and comprehension. | | | |

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| 418 | Identify three vocabulary strategies that appear to be especially valuable for building the vocabularies of ELLs. | | | |
| 419–486 | Chapter 11: Specific Word Instruction | | | |
| 420 | Describe the primary goal of specific word instruction. | | | |
| 421-424 | Describe and compare Beck’s three-tier system and Biemiller’s sequence of word acquisition, two different research-based methods for selecting vocabulary words for instruction. | | | |
| 424 | Connect to Theory: Demonstrate an understanding of how to select specific vocabulary words for instruction by completing the activity. | | | |
| 425 | Identify four criteria to use when selecting vocabulary words for ELLs. | | | |
| 427 | Explain the rationale for using contextualized vocabulary for instruction. | | | |
| 428, 429 | Identify and describe three basic instructional strategies for developing word-meaning knowledge. | | | |
| 429 | Connect to Theory: Demonstrate an understanding of the components of a student friendly explanation by completing the activity. | | | |
| 431 | Explain the rationale for using graphic organizers in specific word instruction. | | | |
| 436–452 | Describe and then compare the Text Talk and Direct Explanation Method, two read-aloud strategies for introducing contextualized vocabulary. | | | |
| 470–477; 481–483 | Be familiar with three instructional strategies that utilize graphic organizers to help students build word meaning knowledge. | | | |
| 487–568 | Chapter 12: Word-Learning Strategies | | | |
| 488 | Compare specific word instruction to instruction in word-learning strategies. Identify three effective word-learning strategies. | | | |
| 491 | Define the terms <i>root word</i> and <i>word family</i> and explain their relationship. | | | |
| 492 | Know five reasons that prefixes are worth teaching and well suited for instruction. | | | |
| 493 | Connect to Theory: Demonstrate an understanding of three pitfalls of morphemic analysis by completing the activity. | | | |
| 495 | Connect to Theory: Demonstrate an understanding of Greek and Latin roots by completing the activity. | | | |
| 496, 497 | Explain how cognate awareness supports English-language acquisition for Spanish-speaking students. | | | |
| 497 | Connect to Theory: Demonstrate an understanding of the categories of English/Spanish cognates by completing the activity. | | | |
| 498–500 | Define <i>contextual analysis</i> . Name and describe types of helpful and unhelpful context clues. | | | |
| 500 | Connect to Theory: Demonstrate an understanding of helpful and unhelpful context clues by completing the activity. | | | |
| 516–520 | Be familiar with the purpose and use of a Concept of a Definition Map. | | | |
| 501; 555–568 | Be familiar with the steps and implementation of The Vocabulary Strategy, an example of combined morphemic and contextual analysis instruction. | | | |
| 569–606 | Chapter 13: Word Consciousness | | | |
| 570 | Describe some characteristics of word consciousness. | | | |

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| 570–574 | Define <i>adept diction</i> and describe some ways to promote it in the classroom. | | | |
| 572, 573 | Define three categories of language: <i>synonyms</i> , <i>antonyms</i> , and <i>homographs</i> . | | | |
| 574 | Define three figures of speech: <i>similes</i> , <i>metaphors</i> , and <i>idioms</i> . | | | |
| 575 | Describe the benefits of word play. Give examples of word-play games. | | | |
| 576 | Connect to Theory: Demonstrate an understanding of a word-play game by completing the activity. | | | |
| 577 | Connect to Theory: Demonstrate an understanding of the Anglo-Saxon, Latin, and Greek layers of the English language by completing the activity. | | | |
| 580–606 | Be familiar instructional strategies for fostering word consciousness in and beyond the classroom. | | | |
| 607–742 | SECTION VI: Comprehension | | | |
| 609–632 | Section Introduction | | | |
| 609 | Identify the five reader competencies that contribute to comprehension. | | | |
| 610–612 | Explain the CCSS Model of Text Complexity and Qualitative Measures of Text Complexity. | | | |
| 610–612 | Summarize why understanding text complexity is important. | | | |
| 613 | Describe the strategies that good readers use before, during, and after reading. | | | |
| 614–622 | Define <i>comprehension strategies</i> . Name and describe eight key comprehension strategies. | | | |
| 615 | Define <i>metacognition</i> and explain its role in comprehension strategies instruction. Know the difference between metacognitive knowledge and metacognitive control. | | | |
| 619 | Connect to Theory: Demonstrate an understanding of <i>schema</i> by completing the activity. | | | |
| 621 | Define and give examples of four types of teacher questions: literal, inferential, applied, and strategic. | | | |
| 623 | Describe a multiple-strategy instruction program including its rationale. | | | |
| 623 | Connect to Theory: Demonstrate an understanding of using several strategies in coordination by completing the activity. | | | |
| 625 | Describe the sequence of steps in explicit strategy instruction. Know the teacher role and student role for each step. | | | |
| 625–627 | Define <i>scaffolding</i> . Identify and describe four types of scaffolding tools. | | | |
| 629, 630 | Explain the reader response approach to comprehension instruction. | | | |
| 631 | Identify some important considerations when teaching reading comprehension to English-language learners. | | | |
| 633–680 | Chapter 14: Literary Text | | | |
| 634 | Describe literary text and be able to name some examples. | | | |
| 634, 635 | Identify and describe the four main story-structure elements. | | | |
| 639 | Connect to Theory: Demonstrate an understanding of Bloom’s Taxonomy by completing the activity. | | | |
| 639 | Understand the role of think-alouds in comprehension instruction and be familiar with questions for self-monitoring. | | | |

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| 647 | Know when and how to apply each of the comprehension strategies during literary reading. | | | |
| 648–650 | Describe dialogic reading, a read-aloud method for listening comprehension. Be familiar with its prompts and instructional sequence. | | | |
| 651–658 | Be familiar with an instructional strategy for teaching story-structure elements. | | | |
| 642; 659–676 | Be familiar with TSI (Transactional Strategies Instruction) and its objectives. Know how to implement the Predictions Worksheet. | | | |
| 681–742 | Chapter 15: Informational Text | | | |
| 682 | Describe informational text and be able to name some types. | | | |
| 683 | Identify five types of informational text structures and have some sense of their relevant signal words. | | | |
| 684, 685 | Explain how graphic organizers support students’ understanding of informational text. | | | |
| 686 | Explain the three overlapping features of considerate text. | | | |
| 689 | Describe how predicting is applied to informational text. | | | |
| 690 | Connect to Theory: Demonstrate an understanding of elaborative interrogation by completing the activity. | | | |
| 693 | Connect to Theory: Demonstrate an understanding of the strategy of constructing mental images by completing the activity. | | | |
| 695 | Describe the role of motivation and engagement in reading comprehension. | | | |
| 698 | Explain the importance of knowing how to read informational text. | | | |
| 701 | Be aware of the different comprehension assessment response formats. | | | |
| 702–710 | Name and describe the four types of Question-Answer Relationships (QARs). Be familiar with how to implement the QAR instructional strategy. | | | |
| 711–719 | Be familiar with two research-based strategies for summarizing: paragraph shrinking and the rule-based. | | | |
| 720–732 | Identify and describe the strategies that comprise CSR (Collaborative Strategic Reading). | | | |
| 743–754 | COMPREHENSIVE READING MODEL | | | |
| 744–745 | Name each of the tiers in the three-tier model of instruction. | | | |
| 747–750 | Be familiar with the instructional goals of each tier. | | | |
| 751 | Explain the rationale for Response to Intervention (RtI) and identify its features. | | | |
| 752 | Describe the steps of the problem-solving method. | | | |