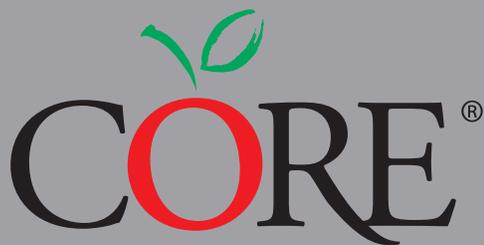word structure

structure of english

structure of spanish

early literacy

CORE®

Consortium on Reaching Excellence in Education, Inc.

Your Implementation Partner for Literacy and Math Achievement

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letter knowledge

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print awareness

Study Guide

Teaching Reading Sourcebook, 3rd Edition

CORE Mission
CORE serves as a trusted advisor at all levels of pre-K–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.

Page(s)	Teaching Reading Sourcebook, Updated 2nd Edition STUDY GUIDE	Not Yet	Getting It	Got It!
	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, if your state uses 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 *Matthew effects* and *fourth-grade slump*.			
14	Describe two consequences of having low motivation and interest in reading.			
14, 15	Know what is meant by the term *academic language*.			
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 three profiles of reading difficulty and describe the issues.			
17	Which reading profile is more common in upper grades than in primary?			
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 *phoneme*. Describe the two categories of phonemes and how they are classified.			
25	Define and give examples of continuous and stop sounds.			
28, 29	Define *sound/spelling*. Identify and describe the different phonic elements, or sound/spelling categories.			
36, 37	Define *syllable*. Know the four most useful syllable division principles and six common syllable types.			
38	Define *onset-rime* and *phonogram*.			
42, 43	Define *morpheme*. Explain the difference between bound and free morphemes and give examples of each.			
43	Define *affix* 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.			

Page(s)	Teaching Reading Sourcebook, Updated 2nd Edition STUDY GUIDE	Not Yet	Getting It	Got It!
63	Be familiar with English phonic elements that have no counterparts in Spanish.			
64–66	Define *cognate*. 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 *print referencing* 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.			

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 *phonics, decoding,* and *alphabetic principle.*		
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 *regular words* 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 *automatic word recognition,* or *automaticity.* 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.		
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 *high-frequency words* 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 *syllabication*.			
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**			
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.		
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 *root word* and *word family* 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 *contextual analysis*. 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.		
570–574	Define *adept diction* and describe some ways to promote it in the classroom.		
572, 573	Define three categories of language: *synonyms, antonyms,* and *homographs.*		
574	Define three figures of speech: *similes*, *metaphors*, and *idioms.*		
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 *comprehension strategies*. Name and describe eight key comprehension strategies.		
615	Define *metacognition* 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 *schema* 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 *scaffolding*. 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.			
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	MTSS for Reading Success			
745	Name each of the tiers in MTSS.			
746	Be familiar with the MTSS goals of each tier.			
744-753	Explain the components of MTSS and key elements of each.			
753	Describe the steps of the problem-solving method.			