

CORE LITERACY LIBRARY

---

# Teaching Reading Sourcebook

THIRD 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*



OAKLAND, CALIFORNIA

*Arena Press*

NOVATO, CALIFORNIA

# 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 1

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

## 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

## 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

**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

<b>what?</b>	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
<b>why?</b>	Phonics	190
<b>when?</b>	Phonics	192
<b>how?</b>	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

## Reading Fluency



### Section IV: Reading Fluency 319

#### Introduction 321

Accuracy 322

Rate 322

Prosody 323

Fluency Influences 323

ix

#### 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

## 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



## 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

Cognitive Demand and Webb's Depth of Knowledge 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

---

<b>MTSS for Reading Success</b>	743
Introduction	744
Multi-Tiered Levels of Prevention and Support	745
Evidence-Based Programs with High-Quality Instruction	747
Ongoing Assessment	751
Data-Based Decision Making and Problem Solving	752
Multi-Tiered Model of Reading Instruction	754

<b>Resources</b>	755
Sample Texts	756
Activity Masters	781
Teaching Charts	797

<b>Connect to Theory Answer Key</b>	800
-------------------------------------	-----

<b>References</b>	804
-------------------	-----

### **Indexes**

Subject Index	817
Chart and Table Index	825
Sample Lesson Model Index	826
ELL Index	826

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

Explicit  
**READING  
INSTRUCTION**  
made easy!

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

**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.

The Common Core State Standards do not tell teachers how to teach, but they do help teachers figure out the knowledge and skills their students should have ....

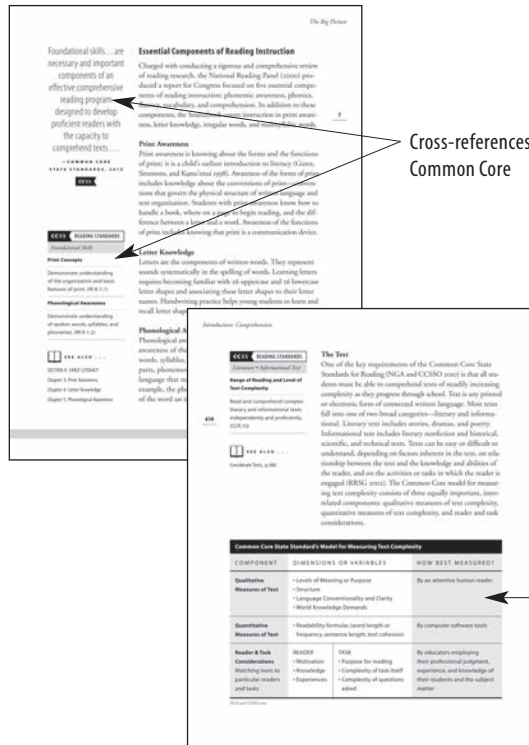
—Common Core State Standards Initiative, 2012



How the Sourcebook can be useful for implementing the Common Core ...

- It provides a bridge between the Standards and evidence-based instruction.
- It encompasses the Reading strand, especially Foundational Skills.
- It extensively covers Vocabulary Acquisition and Use in the Language strand.
- It enhances understanding of Common Core's Appendix A: Research Supporting Key Elements of the Standards.
- It emphasizes reading of informational text: 8 out of 12 Sample Texts are informational.

The *Teaching Reading Sourcebook* has always supported educators in bridging the gap between evidence-based reading research and actionable instructional strategies. Now the Sourcebook also supports educators' efforts in understanding, transitioning to, unpacking, and implementing the Common Core State Standards for English Language Arts. In the Updated Second Edition, new features seamlessly connect and clarify the Sourcebook's alignment to the Common Core.



### WHAT'S NEW?

- **NEW** cross-references clearly indicate how Sourcebook content aligns to the Common Core.
- **NEW** section and chapter titles reflect terminology used in the Common Core.
- **NEW** easy-to-understand, graphic explanation of the Common Core's text complexity standard.
- **NEW** text complexity levels are added for all Sample Texts.

Graphic explanations of text complexity

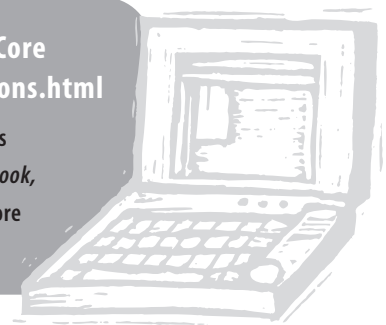
### NEW Charts and Tables Further Elicit Understanding of the Common Core

- Organization of the Common Core State Standards for English Language Arts, p. xvii
- Quick Reference: Where to Find the Common Core in the Sourcebook, p. xvii
- Correlation: Sourcebook Sample Lesson Models to Common Core State Standards, pp. xviii-xix
- Common Core State Standard's Model for Measuring Text Complexity, p. 610
- Qualitative Measures of Text Complexity: Literary and Informational Text, p. 611

Available Online

Detailed Correlations to the Common Core  
[www.sourcebookcompanion.com/correlations.html](http://www.sourcebookcompanion.com/correlations.html)

Download complete grade-specific correlations demonstrating how the *Teaching Reading Sourcebook, Updated Second Edition* aligns to the Common Core State Standards for English Language Arts.










Strands	College and Career Readiness (CCR) Anchor Standards	Grade-Specific Standards
READING: Literature (RL)  READING: Informational Text (RI)	<ul style="list-style-type: none"> <li>• Key Ideas and Details (1, 2, 3)</li> <li>• Craft and Structure (4, 5, 6)</li> <li>• Integration of Knowledge and Ideas (7, 8, 9)</li> <li>• Range of Reading and Level of Text Complexity (10)</li> </ul>	Grades K–5 Grades 6–12
READING: Foundational Skills (RF)	<ul style="list-style-type: none"> <li>• Print Concepts (1)</li> <li>• Phonological Awareness (2)</li> <li>• Phonics and Word Recognition (3)</li> <li>• Fluency (4)</li> </ul>	Grades K–5
WRITING (W)	<ul style="list-style-type: none"> <li>• Text Types and Purposes (1, 2, 3)</li> <li>• Production and Distribution of Writing (4, 5, 6)</li> <li>• Research to Build and Present Knowledge (7, 8, 9)</li> <li>• Range of Writing (10)</li> </ul>	Grades K–5 Grades 6–12
SPEAKING AND LISTENING (SL)	<ul style="list-style-type: none"> <li>• Comprehension and Collaboration (1, 2, 3)</li> <li>• Presentation of Knowledge and Ideas (4, 5, 6)</li> </ul>	Grades K–5 Grades 6–12
LANGUAGE (L)	<ul style="list-style-type: none"> <li>• Conventions of Standard English (1, 2)</li> <li>• Knowledge of Language (3)</li> <li>• Vocabulary Acquisition and Use (4, 5, 6)</li> </ul>	Grades K–5 Grades 6–12


*National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010.*

See next page for correlations of Sourcebook Sample Lesson Models to CCSS

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS		TEACHING READING SOURCEBOOK, UPDATED SECOND EDITION	
STRAND	CCR ANCHOR STANDARD	SECTION	CHAPTER
<b>READING: Foundational Skills</b>	• Print Concepts	II: Early Literacy	3. Print Awareness 4. Letter Knowledge
	• Phonological Awareness	II: Early Literacy	5. Phonological Awareness
	• Phonics and Word Recognition	III: Decoding and Word Recognition	6. Phonics 7. Irregular Word Reading 8. Multisyllabic Word Reading
	• Fluency	IV: Reading Fluency	9. Fluency Assessment 10. Fluency Instruction
<b>READING: Literature</b> <b>READING: Informational Text</b>	<ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Craft and Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Level of Text Complexity</li> </ul>	VI: Comprehension	14. Literary Text
		VI: Comprehension	15. Informational Text
<b>LANGUAGE</b>	• Conventions of Standard English	II: Early Literacy	4. Letter Knowledge
		III: Decoding and Word Recognition	6. Phonics 7. Irregular Word Reading 8. Multisyllabic Word Reading
		V: Vocabulary	11. Specific Word Instruction 12. Word-Learning Strategies 13. Word Consciousness
	• Vocabulary Acquisition and Use	VI: Comprehension	14. Literary Text 15. Informational Text

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.1,2	L.4,5,6
3. Print Awareness	Print Referencing in Shared Storybook Reading	78	x				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					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					x
	Reading and Writing Words with Vowel Combinations	226			x					x
	Reading and Writing Words with Phonograms	232			x					x
	Method for Reading Decodable Text	235			x	x	x	x		
	7. Irregular Word Reading	Sound-Out Strategy	252			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					x
	Introducing Affixes 	304			x					
	Flexible Strategy for Reading Big Words 	308			x					x
	Root Word Transformation Strategy	314			x					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			

 **Lesson Model Videos** [corelearn.com/resource-posts/index-lesson-model-videos/](https://corelearn.com/resource-posts/index-lesson-model-videos/)

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.1,2	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

 **Lesson Model Videos** [corelearn.com/resource-posts/index-lesson-model-videos/](http://corelearn.com/resource-posts/index-lesson-model-videos/)



**KEY** Common Core State Standards

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

Note: RF stands for Reading: Foundational Skills.