

C O R E L I T E R A C Y L I B R A R Y

Teaching Reading Sourcebook

THIRD EDITION

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OAKLAND, CALIFORNIA

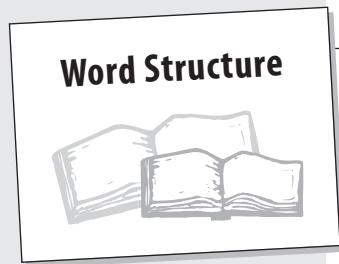
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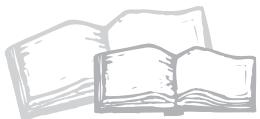
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[www.corelearn.com/
SB2Resources.html](http://www.corelearn.com/SB2Resources.html)

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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?

Page 1: what? (Letter Knowledge)

This page features the word "how?" in large, semi-transparent letters. It includes sections on "Letter Knowledge" and "Informal Experiences Learning Letters". A "Teach/Model" section shows a card with the letter 'D' and instructions: "Display an alphabet card for the uppercase letter D. Point to the letter and say, 'This is also letter D. It has a straight line down and then goes up and around. With your finger, trace the letter D'." A "When to Assess and Intervene" section discusses letter naming fluency, noting that emergent readers may not be able to recognize letters by name.

Page 2: why? (Letter Knowledge)

This page features the word "when?" in large, semi-transparent letters. It includes sections on "Letter Knowledge" and "When to Assess and Intervene". A "Teach/Model" section shows a card with the letter 'D' and instructions: "Display an alphabet card for the uppercase letter D. Point to the letter and say, 'This is also letter D. It has a straight line down and then goes up and around. With your finger, trace the letter D'." A "When to Assess and Intervene" section discusses letter naming fluency, noting that emergent readers may not be able to recognize letters by name.

Page 3: when? (Letter Knowledge)

This page features the word "why?" in large, semi-transparent letters. It includes sections on "Letter Knowledge" and "When to Assess and Intervene". A "Teach/Model" section shows a card with the letter 'D' and instructions: "Display an alphabet card for the uppercase letter D. Point to the letter and say, 'This is also letter D. It has a straight line down and then goes up and around. With your finger, trace the letter D'." A "When to Assess and Intervene" section discusses letter naming fluency, noting that emergent readers may not be able to recognize letters by name.

Page 4: how? (Letter Knowledge)

This page features the word "what?" in large, semi-transparent letters. It includes sections on "Letter Knowledge" and "When to Assess and Intervene". A "Teach/Model" section shows a card with the letter 'D' and instructions: "Display an alphabet card for the uppercase letter D. Point to the letter and say, 'This is also letter D. It has a straight line down and then goes up and around. With your finger, trace the letter D'." A "When to Assess and Intervene" section discusses letter naming fluency, noting that emergent readers may not be able to recognize letters by name.

Page 5: how? (Letter Knowledge)

This page features the word "what?" in large, semi-transparent letters. It includes sections on "Letter Knowledge" and "When to Assess and Intervene". A "Teach/Model" section shows a card with the letter 'D' and instructions: "Display an alphabet card for the uppercase letter D. Point to the letter and say, 'This is also letter D. It has a straight line down and then goes up and around. With your finger, trace the letter D'." A "When to Assess and Intervene" section discusses letter naming fluency, noting that emergent readers may not be able to recognize letters by name.

- User-friendly text
- Plentiful charts and tables

Connect to Theory

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

SAMPLE LESSON MODELS

how?

Word-Learning Strategies

386 LESSON MODEL FOR Dictionary Use

Benchmark
Ability to effectively use the dictionary to determine the precise meaning of words

Strategy Grade Level
Grade 2 and above

Prerequisite
Knowing how to locate words in a dictionary

Grouping
whole class
small group or pairs

Sample Texts (Reservoir)
"Weekend Campout" (Complex Level Grades 2-3)
"Weekend Campout" (Complex Level Grades 4-8)

Materials
• interactive whiteboard technology
• ELL of "Weekend Campout"
• PDF of "Personification Instruments"
• Vocabulary Notebook

Using the Dictionary

Students frequently have difficulty using the dictionary to find definitions of unknown words; they need to be taught how to work effectively with a tool that they will use throughout their school years and that many adults use almost daily (Graves et al. 2004; Miller and Gibbs 1987). This sample lesson model can be adapted and used to enhance vocabulary instruction in any commercial reading or content-area program.

Direct Explanation

Tell students that they are going to be learning how to use a dictionary to define, clarify, and confirm the meaning of unfamiliar words. Explain that it is worthwhile to learn how to find the correct definition in the dictionary and that using the dictionary isn't always as simple as it may seem.

Say: You don't just use a dictionary to look up a word you've never seen or heard before. Often you look up a word that you think you already know but whose actual meaning you want to discover. Sometimes you know what a word means but you want to get a more exact definition. Sometimes you are not exactly sure what a word means and you want to confirm that you are using it correctly. You can use a dictionary to help you do this. You can even use a dictionary. Argue you use a word and think, "Does that word mean what I think it means?" you can reach for a dictionary and find out.

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.

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:

Dictionary Use

Target Word
pitch

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

VOCABULARY

WORD-LEARNING STRATEGIES

WORD CONSCIOUSNESS

Word-Learning Strategies

tele + vision = television

ELL
Point out to Spanish-speaking ELLs that television and television are identically spelled cognates.

Next, point the word *television* on the board. Explain that the word television is made up of the root *tele* and the word *vision*. Underline *tele* in *television*. Then print the following mathematical sentence on the board and read it aloud: *tele + vision = television*.

Say: Vision is not a word of Greek origin. You may already know the meaning of the word *vision*—it has to do with "the ability to see something." So what means "distant"? *tele* means television literally means "distant vision." Ask: Can anyone tell me how this literal meaning of the word television relates to the use of television? (Possible response: Television is a process of sending pictures and sounds over a distance so people can see them at a television set.)

Use interactive whiteboard technology to display the Word-Part Web for *tele*. Print the word part *tele* in the middle oval. Say: The words *telephone* and *television* both contain the root *tele*. Then print these words in the webs, as shown on the facing page.

Guided Practice

Use interactive whiteboard technology to display "Studying the Sky," highlighting the following sentence and underlining the word *telescope*.

A telescope can be used to see faraway things more clearly.

WORD-PART WEB

WORD-PART WEB

WORD CONSCIOUSNESS

WORD-LEARNING STRATEGIES

VOCABULARY

Lesson Model Features

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

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

LETTER PICTURE WORKSHEET

1. 3. 2. 4.

ANALOGY STRATEGY

an unfamiliar word that you come across while reading
• on the Words, Phrases, and Sentences
• in the Margin
• in the Text

Class Within the Unfamiliar Word

Class Within the Unfamiliar Word
• Is it a part of a word?
• Is it a prefix?
• Is it a suffix?
• Is it a root word?
• Is it a prefix and suffix together? What is the word?

Guess the Word's Meaning (See Steps 1 and 2.)

4. Try Out Your Meaning in the Original Sentence to Check Whether or Not It Makes Sense in Context

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

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

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

CCSS

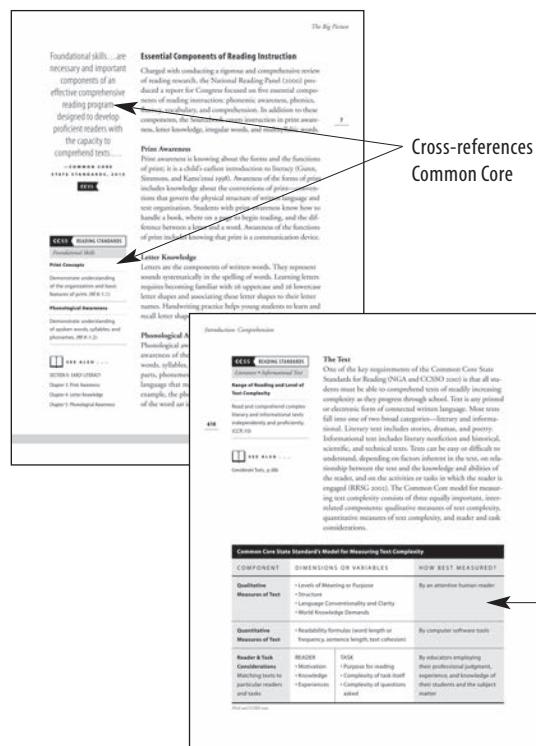
How the Sourcebook can be useful for implementing the Common Core ...

- 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.



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

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

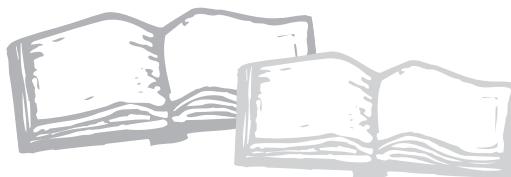
STRAND	CCR ANCHOR STANDARD	SECTION	CHAPTER
READING: Foundational Skills	• Print Concepts	II: Early Literacy	3. Print Awareness 4. Letter Knowledge
	• Phonological Awareness	II: Early Literacy	5. Phonological Awareness
	• Phonics and Word Recognition	III: Decoding and Word Recognition	6. Phonics 7. Irregular Word Reading 8. Multisyllabic Word Reading
	• Fluency	IV: Reading Fluency	9. Fluency Assessment 10. Fluency Instruction
READING: Literature READING: Informational Text	• Key Ideas and Details	VI: Comprehension	14. Literary Text
	<ul style="list-style-type: none"> • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity 	VI: Comprehension	15. Informational Text
LANGUAGE	• 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
	• Vocabulary Acquisition and Use	V: Vocabulary	11. Specific Word Instruction 12. Word-Learning Strategies 13. Word Consciousness
		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							X
	Handwriting: Lowercase Letter Forms	107								
	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					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/

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	
	Meaning Vocabulary: Direct Explanation Method	443					X	X	
	Method for Independently Read Text	453					X	X	
	Introducing Function Words	462							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/



KEY

Common Core State Standards

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

Note: RF stands for Reading: Foundational Skills.