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

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 . . . .

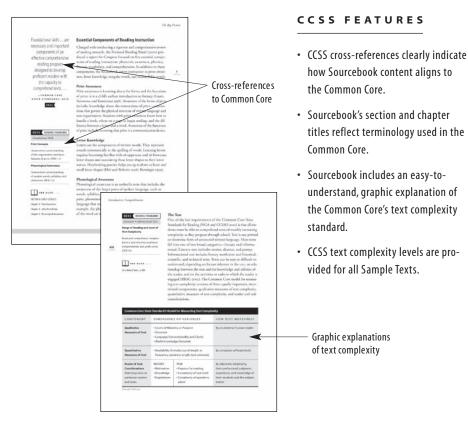—*Common Core State Standards Initiative, 2012*

CCSS

Cross-references to Common Core

Graphic explanations of text complexity

CCSS FEATURES

• CCSS cross-references clearly indicate how Sourcebook content aligns to the Common Core.

• Sourcebook's section and chapter titles reflect terminology used in the Common Core.

• Sourcebook includes an easy-to-understand, graphic explanation of the Common Core's text complexity standard.

• CCSS text complexity levels are provided for all Sample Texts.

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.

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

Strands	College and Career Readiness (CCR) Anchor Standards	Grade-Specific Standards
READING: Literature (RL) READING: Informational Text (RI)	• Key Ideas and Details (1, 2, 3) • Craft and Structure (4, 5, 6) • Integration of Knowledge and Ideas (7, 8, 9) • Range of Reading and Level of Text Complexity (10)	Grades K–5 Grades 6–12
READING: Foundational Skills (RF)	• Print Concepts (1) • Phonological Awareness (2) • Phonics and Word Recognition (3) • Fluency (4)	Grades K–5
WRITING (W)	• 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)	• Comprehension and Collaboration (1, 2, 3) • Presentation of Knowledge and Ideas (4, 5, 6)	Grades K–5 Grades 6–12
LANGUAGE (L)	• 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

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 • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity	VI: Comprehension	14. Literary Text
		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