

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. 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.

**Essential Components of Reading Instruction**

Changes in understanding of rigorous and comprehensive means of reading research, the National Reading Panel (NRP) issued a report for Congress focused on five essential components of reading instruction: phonics, vocabulary, fluency, reading comprehension, and comprehension. In addition to these components, the NRP also identified two other important components: background knowledge and reading motivation.

**Phonics Instruction**

Phonics instruction is knowledge about the forms and the functions of print: it is a child's earliest introduction to literacy. Phonics, fluency, and comprehension. Assessment of the form of print includes knowledge about the construction of print, the direction that governs the physical arrangement of letters and word organization. Students with phonics knowledge know how to handle a book, where to begin reading, and the difference between a capital and a lowercase letter. Assessment of the function of print includes knowing that print is a communication device.

**Letter Knowledge**

Letters are the components of written words. They represent sounds systematically in the spelling of words. Learning letters requires becoming familiar with all uppercase and all lowercase letter shapes and connecting those letter shapes to their names. Handwriting practice helps young students learn and recall letter shapes (Ehri and Reber, 2005; Reberg, 1985).

**Phonological Awareness**

Phonological awareness is an auditory sense that includes the awareness of the larger parts of spoken language, such as words, syllables, and rhymes, and the smaller parts of language that are not words, such as the phonemes.

**CCSS Common Core Standard**

**Foundational Skills**

**Phonics and Spelling**

**Phonological Awareness**

**Fluency**

**Reading Comprehension**

**Text Complexity**

One of the key requirements of the Common Core State Standards for Reading (DRA and CCSS) is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Text is any printed or electronic form of connected written language. Most texts fall into one of two broad categories—literary and informational. Literary texts include novels, dramas, and poetry. Informational text includes history, scientific, and technical texts. Texts can be easy or difficult to understand, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities or tasks in which the reader is engaged (Fletcher, 2005). The Common Core model for measuring text complexity consists of three equally important, interrelated components: qualitative measures of text complexity, quantitative measures of text complexity, and reader and task considerations.

Component	Measuring in Sourcebook	How Best Measured?
<b>Qualitative Measures of Text</b>	<ul style="list-style-type: none"> <li>Levels of Meaning or Purpose</li> <li>Text Type</li> <li>Language Conventions and Clarity</li> <li>Author's Knowledge Demands</li> </ul>	By an attentive human reader
<b>Quantitative Measures of Text</b>	<ul style="list-style-type: none"> <li>Readability Formulas (word length, sentence length, word count)</li> </ul>	By computer software tools
<b>Reader &amp; Task Considerations</b>	<ul style="list-style-type: none"> <li>Reader:                             <ul style="list-style-type: none"> <li>Motivation</li> <li>Knowledge</li> <li>Experience</li> </ul> </li> <li>Task:                             <ul style="list-style-type: none"> <li>Purpose for reading</li> <li>Complexity of task itself</li> <li>Complexity of questions and tasks</li> </ul> </li> </ul>	By educators emphasizing their professional judgment, experience, and knowledge of their students and the subject matter

### 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.

Graphic explanations of text complexity

### 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)	<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	
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>	• Key Ideas and Details • Craft and Structure	VI: Comprehension	14. Literary Text
	• Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity	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