CORE
LITERACY LIBRARY

reading phonics
phonological awareness
word structure
fluency vocabulary

For All Educators Working to Improve Reading Achievement

Teaching Reading
Sourcebook

THIRD EDITION

comprehension
strategies informational
literature print
prosody decoding
word recognition

Correlation Between

Teaching Reading Sourcebook and

Common Core State Standards

for English Language Arts

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RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	**Lesson Models:** Drama: Readers Theatre, 398–404 Poems: Poetry as Word Play, 598–600 Prose: Story Structure, 651–658 Prose: TSI (Transactional Strategies Instruction), 659–676
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Point of View, 678, 680, 694
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Chapter 11: Specific Word Instruction, 420–431 Chapter 12: Word-Learning Strategies, 488–501 Figurative Language, 574, 595 What Good Readers Do, 613 Monitoring Comprehension, 615–617 **Lesson Models:** Method for Independently Read Text, 453–461 The Vocabulary Strategy, 555–568 Animal Idioms, 580–583 Five-Senses Simile Web, 595–597 TSI (Transactional Strategies Instruction), 659–676
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	**Lesson Models:** Readers Theatre, 398–404 TSI (Transactional Strategies Instruction), 659–676
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	Narrator, 664, 665, 666, 667 Point of View, 678, 680, 694

(Grade markers: 4, 5)

Reading Standards: Literature (K–5)

Integration of Knowledge and Ideas	Teaching Reading Sourcebook, Third Edition Section VI: Comprehension, Section Introduction, 609–632 Chapter 14: Literary Text, 633–680
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	**Lesson Models:** Method for Reading Decodable Text, 235–239 Dialogic Reading, 648–650
RL.K.8 (Not applicable to literature)	
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Connecting to World Knowledge, 618–619, 640, 647 **Lesson Models:** Dialogic Reading, 648–650 Story Structure, Theme Transfer, 658
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or event.	Constructing Mental Images, 622, 640 Story Structure (Setting, Characters, Plot), 634–635 Recognizing Story Structure, 636, 647 Story Structure Questions, 637 Questions for Self-Monitoring, 639 Questions for Predicting, 640 **Lesson Model:** Story Structure, 651–658
RL.1.8 (Not applicable to literature)	
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	Connecting to World Knowledge, 618–619, 640, 647 Story Structure (Characters), 635 **Lesson Model:** Story Structure, Theme Transfer, 658

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Constructing Mental Images, 622, 640
	Story Structure (Setting, Characters, Plot), 634–635
	Recognizing Story Structure, 636, 647
	Story Structure Questions, 637
	Questions for Self-Monitoring, 639
	Questions for Predicting, 640
	    Lesson Models:
	    Story Structure, 651–658
	    TSI (Transactional Strategies Instruction), 659–676

RL.2.8 (Not applicable to literature)	
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Connecting to World Knowledge, 618–619, 640, 647

Grade levels indicated in left margin: K, 1, 2

Reading Standards: Literature (K–5)

Integration of Knowledge and Ideas *(continued)*	**Teaching Reading Sourcebook, Third Edition** Section VI: Comprehension, Section Introduction, 609–632 Chapter 14: Literary Text, 633–680
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Constructing Mental Images, 622, 640 Story Structure (Setting, Characters), 634–635 Recognizing Story Structure, 636, 647 Story Structure Questions, 637 Questions for Self-Monitoring, 639 Questions for Predicting, 640 **Lesson Model:** TSI (Transactional Strategies Instruction), 659-676
RL.3.8 (Not applicable to literature)	
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Connecting to World Knowledge, 618–619, 640, 647 Recognizing Story Structure, 636, 647 **Lesson Model:** Story Structure, Theme Transfer, 658
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	**Lesson Model:** Readers Theatre, 398–404
RL.4.8 (Not applicable to literature)	
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Connecting to World Knowledge, 618–619, 640, 647 Recognizing Story Structure, 636, 647 **Lesson Model:** Theme Transfer, 658
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Web-Based Text, 696–697
RL.5.8 (Not applicable to literature)	
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Recognizing Story Structure, 636, 647 **Lesson Model:** Theme Transfer, 658

Range of Reading and Level of Text Complexity	**Teaching Reading Sourcebook, Third Edition** Section VI: Comprehension, Section Introduction, 609–632 Chapter 14: Literary Text, 633–680
RL.K.10 Actively engage in group-reading activities with purpose and understanding.	Fundamentals of Comprehension, 609–612 What Good Readers Do, 613 *(continued on next page)*

Grade markers: 3, 4, 5, K

Reading Standards: Literature (K–5)

Range of Reading and Level of Text Complexity *(continued)*	Teaching Reading Sourcebook, Third Edition Section VI: Comprehension, Section Introduction, 609–632 Chapter 14: Literary Text, 633–680

RL.K.10
(CONTINUED)
	Comprehension Strategies, 614–623
	Strategy Application, 636–641
	    Lesson Models:
	    Method for Reading Decodable Text, 235–239
	    Dialogic Reading, 648–650

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Fundamentals of Comprehension, 609–612 Common Core State Standard's Model for Measuring Text Complexity, 610 Qualitative Measures of Text Complexity: Literary Text, 611 Story Complexity Factors, 646 Considerate Texts, 686 **Lesson Model:** Method for Reading Decodable Text, 235–239

RL.2–3.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Fundamentals of Comprehension, 609–612
	Common Core State Standard's Model for Measuring Text Complexity, 610
	Qualitative Measures of Text Complexity: Literary Text, 611
	Story Complexity Factors, 646
	Considerate Texts, 686
	    Lesson Models:
	    Readers Theatre, 398–404
	    Story Structure, 651–658
	    Grades 2–3 Sample Texts:
	    Common Sense: An Anansi Tale, 765
	    TV Dinner (drama), 775
	    Weekend Campout, 779

RL.4–5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Fundamentals of Comprehension, 609–612
	Common Core State Standard's Model for Measuring Text Complexity, 610
	Qualitative Measures of Text Complexity: Literary Text, 611
	Story Complexity Factors, 646 Considerate Texts, 686
	    Lesson Models:
	    Readers Theatre, 398–404
	    Story Structure, 651–658
	    TSI (Transactional Strategies Instruction), 659-676
	    Grades 4–5 Sample Texts:
	    Alaska Adventure, 756
	    The Case of the Blue Carbuncle, 762
	    TV Dinner (drama), 775

K · 1 · 2-3 · 4-5

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Correlation Between Teaching Reading Sourcebook and Common Core State Standards for English Language Arts

Reading Standards: Informational Text (K–5)

Key Ideas and Details		Teaching Reading Sourcebook, Third Edition Section VI: Comprehension, Section Introduction, 609–632 Chapter 15: Informational Text, 681–742
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	What Good Readers Do, 613 Asking Questions, 620, 690 Answering Questions, 620–621, 691 Types of Teacher Questions, 621 Scaffolding Tools: Prompts, 627 Webb's Depth of Knowledge, 631 **Lesson Models: Lesson Model:** Dialogic Reading, 648–650
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	What Good Readers Do, 613 Summarizing/Retelling, 622, 693 Scaffolding Tools: Prompts, 627 **Lesson Model:** Dialogic Reading, 648–650
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Connecting to World Knowledge, 618, 689 Scaffolding Tools: Prompts, 627 Informational Text Structure, 683–685 Recognizing Informational Text Structures, 687 **Lesson Model:** Dialogic Reading, 648–650
RI.1.1	Ask and answer questions about key details in a text.	What Good Readers Do, 613 Asking Questions, 620, 690 Answering Questions, 620–621, 691 Types of Teacher Questions, 621 Webb's Depth of Knowledge, 631 **Lesson Model:** Dialogic Reading, 648–650
RI.1.2	Identify the main topic and retell key details of a text.	What Good Readers Do, 613 Summarizing/Retelling, 622, 693 **Lesson Model:** Dialogic Reading, 648–650
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Connecting to World Knowledge, 618, 689 Informational Text Structure, 683–685 Recognizing Informational Text Structures, 687 **Lesson Model:** Dialogic Reading, 648–650
RI.2.1	Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.	What Good Readers Do, 613 Asking Questions, 620, 690 Answering Questions, 620–621, 691 *(continued on next page)*

K

1

2

Reading Standards: Informational Text (K–5)

Key Ideas and Details *(continued)*	Teaching Reading Sourcebook, Third Edition Section VI: Comprehension, Section Introduction, 609–632 Chapter 15: Informational Text, 681–742
RI.2.1 (CONTINUED)	Types of Teacher Questions, 621 Webb's Depth of Knowledge, 631 Monitoring Comprehension, 688 Constructing Mental Images, 692 **Lesson Model:** Strategies for Summarizing: Paragraph Shrinking, 711–714
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	What Good Readers Do, 613 Summarizing, 622, 693 **Lesson Model:** Strategies for Summarizing: Paragraph Shrinking, 711–714
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Informational Text Structure, 683–685 Recognizing Informational Text Structures, 687

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	What Good Readers Do, 613
	Asking Questions, 620, 690
	Answering Questions, 620–621, 691
	Types of Teacher Questions, 621
	Webb's Depth of Knowledge, 631
	    Lesson Models:
	    QAR (Question-Answer Relationships), 702–710
	    CSR (Collaborative Strategic Reading), 720–732
	    QtA (Questioning the Author), 733–738
	    CORI (Concept-Oriented Reading Instruction), 739–742

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	What Good Readers Do, 613
	Summarizing, 622, 693
	    Lesson Models:
	    Strategies for Summarizing: Paragraph Shrinking, 711–714
	    CSR (Collaborative Strategic Reading) Get the Gist, 723, 724, 725, 728
	    QtA (Questioning the Author), 733–738
	    CORI (Concept-Oriented Reading Instruction), 739–742

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Informational Text Structure, 683–685 Recognizing Informational Text Structures, 687 **Lesson Model:** CSR (Collaborative Strategic Reading), 720–732
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	What Good Readers Do, 613 Predicting (i.e., inferencing), 619, 689 *(continued on next page)*

Grade levels: 2, 3, 4

Reading Standards: Informational Text (K–5)

Key Ideas and Details *(continued)*	**Teaching Reading Sourcebook, Third Edition** Section VI: Comprehension, Section Introduction, 609–632 Chapter 15: Informational Text, 681–742
RI.4.1 (CONTINUED)	Asking Questions, 620, 690 Answering Questions, 620–621, 691 Types of Teacher Questions, 621 Webb's Depth of Knowledge, 631 **Lesson Models:** QAR (Question-Answer Relationships), 702–710 CSR (Collaborative Strategic Reading), 720–732 QtA (Questioning the Author), 733–738
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	What Good Readers Do, 613 Summarizing, 622, 693 **Lesson Models:** Strategies for Summarizing, 711–719 CSR (Collaborative Strategic Reading) Get the Gist, 723, 724, 725, 728
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Informational Text Structure, 683–685 Recognizing Informational Text Structures, 687 Constructing Mental Images, 692 **Lesson Models:** QAR (Question-Answer Relationships), 702–710 CSR (Collaborative Strategic Reading), 720–732 QtA (Questioning the Author), 733–738
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	What Good Readers Do, 613 Predicting (i.e., inferencing), 619, 689 Question-Answer Relationships (QAR), 691 Discussion Oriented Instruction, 694 **Lesson Models:** QAR (Question-Answer Relationships), 702–710 CSR (Collaborative Strategic Reading), 720–732 QtA (Questioning the Author), 733–738
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	What Good Readers Do, 613 Summarizing, 622, 693 **Lesson Models:** Strategies for Summarizing, 711–719 CSR: Get the Gist, 723, 724, 725, 728

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5

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Correlation Between Teaching Reading Sourcebook and Common Core State Standards for English Language Arts

Reading Standards: Informational Text (K–5)

Key Ideas and Details *(continued)*	Teaching Reading Sourcebook, Third Edition Section VI: Comprehension, Section Introduction, 609–632 Chapter 15: Informational Text, 681–742

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RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Informational Text Structure, 683–685 Recognizing Informational Text Structures, 687 Constructing Mental Images, 692 **Lesson Models:** QAR (Question-Answer Relationships), 702–710 CSR (Collaborative Strategic Reading), 720–732 QtA (Questioning the Author), 733–738

Craft and Structure	Teaching Reading Sourcebook, Third Edition Section V: Vocabulary, 405–606 Section VI: Comprehension, 609–632

K

RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	Rich and Robust Instruction, 427–431 What Good Readers Do, 613 Monitoring Comprehension, 615–617 Asking Questions, 620, 690 Answering Questions, 620–621, 691 **Lesson Models:** Text Talk: Read-Aloud Method, 436–442 Meaning Vocabulary: Direct Explanation Method, 443–452 Dialogic Reading, 648–650
RI.K.5	Identify the front cover, back cover, and title page of a book.	Chapter 3: Print Awareness, 71–82 Book Conventions, 73 **Lesson Model:** Print Referencing, 78–82
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Chapter 3: Print Awareness, 71–82 Book Conventions, 73 **Lesson Model:** Print Referencing, 78–82

1

RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Rich and Robust Instruction, 427–431 What Good Readers Do, 613 Monitoring Comprehension, 615–617 Asking Questions, 620, 690 Answering Questions, 620–621, 691 Webb's Depth of Knowledge, 631 **Lesson Models:** Text Talk: Read-Aloud Method, 436–442 Meaning Vocabulary: Direct Explanation Method, 443–452

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Correlation Between Teaching Reading Sourcebook and Common Core State Standards for English Language Arts

Reading Standards: Informational Text (K–5)

Craft and Structure *(continued)*	**Teaching Reading Sourcebook, Third Edition** Section V: Vocabulary, 405–606 Section VI: Comprehension, 609–632
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Informational Text Structure, 683–685 Recognizing Informational Text Structure, 687 Considerate Texts, 686 Monitoring Comprehension, 688 Web-Based Text, 696–697
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text	Functions of Print, 73 **Lesson Model:** Dialogic Reading, 648–650

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Chapter 11: Specific Word Instruction, 420–431
	Chapter 12: Word-Learning Strategies, 488–501
	Rich and Robust Instruction, 427–431
	What Good Readers Do, 613
	Monitoring Comprehension, 615–617
	    Lesson Models:
	    Method for Independently Read Text, 453–461
	    Concept of Definition Map, 516–520

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Informational Text Structure, 683, Recognizing Informational Text Structures, 687 Considerate Texts, 686 Monitoring Comprehension, 688 Web-Based Text, 696–697
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	What Good Readers Do, 613 Predicting, 689

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Academic Language, 14–15
	The Three-Tier System, 421–422
	Rich and Robust Instruction, 427–431
	What Good Readers Do, 613
	Monitoring Comprehension, 615–617
	    Lesson Models:
	    Method for Independently Read Text, 453–461
	    Possible Sentences, 478–480
	    Concept of Definition Map, 516–520
	    CSR (Collaborative Strategic Reading): Click and Clunk, 722, 724, 728, 730

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Considerate Texts, 686 Monitoring Comprehension, 688 Web-Based Text, 696–697

Grade levels (left margin): 1, 2, 3

Craft and Structure *(continued)*	**Teaching Reading Sourcebook, Third Edition** Section V: Vocabulary, 405–606 Section VI: Comprehension, 609–632
RI.3.6 Distinguish their own point of view from that of the author of a text.	What Good Readers Do, 613 Discussion-Oriented Instruction, 694 **Lesson Model:** QtA (Questioning the Author), 733–738
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Academic Language, 14–15 The Three-Tier System, 421–422 Rich and Robust Instruction, 427–431 What Good Readers Do, 613 Monitoring Comprehension, 615–617 **Lesson Models:** Method for Independently Read Text, 453–461 Concept of Definition Map, 516–520 CSR (Collaborative Strategic Reading):: Click and Clunk, 722, 724, 728, 730
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Informational Text Structure, 683–685 Recognizing Informational Text Structures, 687
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Compare-Contrast, 683, 684 Connecting to World Knowledge, 689 CORI (Concept-Oriented Reading Instruction), 695, 739–742
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Academic Language, 14–15 The Three-Tier System, 421–422 Rich and Robust Instruction, 427–431 What Good Readers Do, 613 Monitoring Comprehension, 615–617 **Lesson Models:** Method for Independently Read Text, 453–461 Concept of Definition Map, 516–520 CSR (Collaborative Strategic Reading): Click and Clunk, 722, 724, 728, 730
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Informational Text Structure, 683–685 Recognizing Informational Text Structures, 687
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	CORI (Concept-Oriented Reading Instruction), 695, 739–742

Grade levels (left margin): 3, 4, 5

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Correlation Between Teaching Reading Sourcebook and Common Core State Standards for English Language Arts

Reading Standards: Informational Text (K–5)

Integration of Knowledge and Ideas		Teaching Reading Sourcebook, Third Edition Section VI: Comprehension, Section Introduction, 609–632 Chapter 15: Informational Text, 681–742
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Scaffolding Tools: Prompts, 627 **Lesson Model:** Dialogic Reading, 648–650
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	Monitoring Comprehension, 615–617, 688 Asking Questions, 620, 690 Answering Questions, 620–621, 691 Scaffolding Tools: Prompts, 627 Webb's Depth of Knowledge, 631
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Scaffolding Tools: Prompts, 627 Compare-Contrast, 683, 684
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	**Lesson Model:** Dialogic Reading, 648–650
RI.1.8	Identify the reasons an author gives to support points in a text.	Monitoring Comprehension, 615–617, 688 Asking Questions, 620, 690 Answering Questions, 620–621, 691 Webb's Depth of Knowledge, 631
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare-Contrast, 683, 684
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Constructing Mental Images, 692 **Lesson Model:** CSR (Collaborative Strategic Reading), 721, 727
RI.2.8	Describe how reasons support specific points the author makes in a text.	Monitoring Comprehension, 615–617, 688 Discussion-Oriented Instruction, 694 **Lesson Model:** QtA (Questioning the Author), 733–738
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	Compare-Contrast, 683, 684
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Scaffolding Tools: Graphic Organizers, 626 Informational Text Structure, Graphic Organizers, 683–685 Constructing Mental Images, 692 **Lesson Models:** CSR Collaborative Strategic Reading), 721, 727 QtA (Questioning the Author), 733–738

K · 1 · 2 · 3

Reading Standards: Informational Text (K–5)

Integration of Knowledge and Ideas *(continued)*		**Teaching Reading Sourcebook, Third Edition** Section VI: Comprehension, Section Introduction, 609–632 Chapter 15: Informational Text, 681–742
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Informational Text Structure, 683–685 Recognizing Informational Text Structures, 687
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	Compare-Contrast, 683, 684 Summarizing, 693 CORI (Concept-Oriented Reading Instruction), 695, 739–742
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Monitoring Comprehension, 615–617, 688 Scaffolding Tools: Graphic Organizers, 626 Informational Text Structure, Graphic Organizers, 683–685 Text-Search Model: Reading to Locate Information, 688 Web-Based Text, 696–697 **Lesson Model:** CSR (Collaborative Strategic Reading), 721, 727
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	Discussion-Oriented Instruction, 694 **Lesson Model:** QtA (Questioning the Author), 733–738
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	CORI (Concept-Oriented Reading Instruction), 695, 739–742
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Monitoring Comprehension, 688 Text-Search Model: Reading to Locate Information, 688 Answering Questions, 691 Web-Based Text, 696–697
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Discussion-Oriented Instruction, 694 **Lesson Model:** QtA (Questioning the Author), 733–738
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	CORI (Concept-Oriented Reading Instruction), 695, 739–742

Range of Reading and Level of Text Complexity		**Teaching Reading Sourcebook, Third Edition** Section VI: Comprehension, Section Introduction, 609–632 Chapter 15: Informational Text, 681–742
RI.K.10	Actively engage in group-reading activities with purpose and understanding.	Fundamentals of Comprehension, 609–612 What Good Readers Do, 613 Comprehension Strategies, 614–623 Strategy Application, 636–641

Reading Standards: Informational Text (K–5)

Range of Reading and Level of Text Complexity *(continued)*		Teaching Reading Sourcebook, Third Edition Section VI: Comprehension, Section Introduction, 609–632 Chapter 15: Informational Text, 681–742	27
RI.K.10 (CONTINUED)		**Lesson Models:** Method for Reading Decodable Text, 235–239 Dialogic Reading, 648–650	
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	Fundamentals of Comprehension, 609–612 Common Core State Standard's Model for Measuring Text Complexity, 610 Qualitative Measures of Text Complexity: Informational Text, 611 Considerate Texts, 686	
RI.2-3.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Fundamentals of Comprehension, 609–612 Common Core State Standard's Model for Measuring Text Complexity, 610 Qualitative Measures of Text Complexity: Informational Text, 611 Considerate Texts, 686 **Lesson Models:** QAR (Question-Answer Relationships), 702–710 CSR (Collaborative Strategic Reading), 720–732 QtA (Questioning the Author), 733–738 CORI (Concept-Oriented Reading Instruction), 739–742 **Grades 2–3 Sample Texts:** Albert Einstein Asks a Question, 758 BMX Bikes, 760 Studying the Sky, 779	
RI.4-5.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Fundamentals of Comprehension, 609–612 Common Core State Standard's Model for Measuring Text Complexity, 610 Qualitative Measures of Text Complexity: Informational Text, 611 Considerate Texts, 686 **Lesson Models:** QAR (Question-Answer Relationships), 702–710 CSR (Collaborative Strategic Reading), 720–732 QtA (Questioning the Author), 733–738 CORI (Concept-Oriented Reading Instruction), 739–742 **Grades 4–5 Sample Texts:** Albert Einstein Asks a Question, 758 The Greenhouse Effect, 767 Marine Mammals, 768 Percussion Instruments, 769 Pioneers on the Oregon Trail, 770 Studying the Sky, 779	

Grade bands: K, 1, 2-3, 4-5

Correlation Between Teaching Reading Sourcebook and Common Core State Standards for English Language Arts

Language Standards (K–5)

Conventions of Standard English		Teaching Reading Sourcebook, Third Edition
K	**L.K-1.1** **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	Chapter 4: Letter Knowledge, Handwriting, 89–91 Lesson Models: Handwriting: Uppercase Letter Forms, 99–102 Handwriting: Lowercase Letter Forms, 107–109 Integrated Picture Mnemonics, 196–199
	L.K-1.1a Print many upper- and lowercase letters.	
	L.K.2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	Chapter 4: Letter Knowledge, 83–114 Chapter 6: Phonics, 169–239 Word Work for Encoding and Decoding, 187–189 **Lesson Models:** Integrated Picture Mnemonics, 196–199 Word Work: Elkonin Boxes with Letters, 212–213 Word Work: Sound by Sound Dictation, 219–220
	L.K.2c Write the letter or letters for most consonant and short-vowel sounds (phonemes).	
	L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships	
1	**L.1.2** **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	Chapter 6: Phonics, 169–240 Chapter 7: Irregular Word Reading, 241–258 Word Work for Encoding and Decoding, 187–189 **Lesson Models:** Word Work: Elkonin Boxes with Letters, 212–213 Word Work: Sound by Sound Dictation, 219–220 Word Work: Word Building, 225 Word Work: Whole Word Dictation, 230–231 Word Work: Word Building, 234 Sound-Out Strategy, 252–254 Spell-Out Strategy, 255–257
	L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	
	L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
2	**L.2.2** **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	Chapter 6: Phonics, 169–240 Word Work for Encoding and Decoding, 187–189 Chapter 8: Multisyllabic Word Reading, 259–318 **Lesson Models:** Word Work: Word Building, 225, 234, 318 Syllasearch Procedure: Collect the Words, 300–302
	L.2.2d Generalize learned spelling patterns when writing words.	
3	**L.3.2** **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	Chapter 6: Phonics, 169–240 Word Work for Encoding and Decoding, 187–189 Chapter 7: Irregular Word Reading, 241–258 Chapter 8: Multisyllabic Word Reading, 259–318 **Lesson Models:** Word Work: Word Building, 225, 234, 318 Word Work: Whole Word Dictation, 230–231 Sound-Out Strategy, 252–254 Spell-Out Strategy, 255–257 Word Work: Dictation, 280–281; 296–297; 312–313 Syllasearch Procedure: Collect the Words, 300–302
	L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.	
	L.3.2f Use spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules, meaningful word parts) in writing words.	

Vocabulary Acquisition and Use	Teaching Reading Sourcebook, Third Edition Section V: Vocabulary, 405–606	29
L.K.4 **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.**	Section V: Vocabulary, Section Introduction, 407–418 Chapter 11: Specific Word Instruction, 419–486 Chapter 12: Word-Learning Strategies, 487–568 Chapter 13: Word Consciousness, 569–606	

L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).	Rich and Robust Instruction, 427–431
	Homographs, 572–573
	Idioms, 574
	Lesson Models:
	    Text Talk: Read-Aloud Method, 436–442
	    Meaning Vocabulary: Direct Explanation Method, 443–452
	    Animal Idioms, 580–583	

L.K.4b Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.	Affixes, 43 Inflectional Suffixes, 43 Most Frequent Prefixes and Suffixes, 44–45 Morphemic Analysis, 490–493	

L.K.5 **With guidance and support from adults, explore word relationships and nuances in word meanings.**	Components of Vocabulary Instruction, 415–417
	Rich and Robust Instruction, 427–431
	Active Engagement with Words, 430
	Adept Diction, 570–574
	Lesson Models:
	    Text Talk: Read-Aloud Method, 436–442
	    Meaning Vocabulary: Direct Explanation Method, 443–452
	    Concept Picture Sort, 467–469
	    Animal Idioms, 580–583	

L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Developing In-Depth Word Knowledge, 430–431 **Lesson Model:** Concept Picture Sort, 467–469	
L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Language Categories: Antonyms, 572–573 **Lesson Model:** Concept Picture Sort, 467–469	

L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Rich and Robust Instruction, 427–431
	Active Engagement with Words, 430
	Extending Word Use Beyond the Classroom, 431, 572
	Lesson Models:
	    Text Talk: Read-Aloud Method, 436–442
	    Meaning Vocabulary: Direct Explanation Method, 443–452	

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Vocabulary Acquisition and Use *(continued)*	Teaching Reading Sourcebook, Third Edition Section V: Vocabulary, 405–606
L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.	Developing In-Depth Word Knowledge, 430–431 Adept Diction, 570–573

L.K.6 **Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**	Academic Language, 14–15
	Forms of Vocabulary, 408
	Incidental Vocabulary Learning, 417
	Rich and Robust Instruction, 427–431
	    Lesson Models:
	      Text Talk: Read-Aloud Method, 436–442
	      Meaning Vocabulary: Direct Explanation Method, 443–452

L.1.4 **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**	Section V: Vocabulary, Section Introduction, 407–418 Chapter 11: Specific Word Instruction, 419–486 Chapter 12: Word-Learning Strategies, 487–568 Chapter 13: Word Consciousness, 569–606

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.	Using Vocabulary Contextualized in Literature, 427–428
	Contextual Analysis, 498–500
	    Lesson Models:
	      Text Talk: Read-Aloud Method, 436–442
	      Meaning Vocabulary: Direct Explanation Method, 443–452

L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.	Affixes, 43 Most Frequent Prefixes and Suffixes, 44–45 Morphemic Analysis, 490–493
L.1.4c Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).	Inflectional Suffixes, 43 Root Words and Word Families, 491 **Lesson Model:** Word Families, 524–526

L.1.5 **With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**	Components of Vocabulary Instruction, 415–417
	Rich and Robust Instruction, 427–431
	Active Engagement with Words, 430
	Adept Diction, 570–574
	    Lesson Models:
	      Text Talk: Read-Aloud Method, 436–442
	      Meaning Vocabulary: Direct Explanation Method, 443–452
	      Concept Picture Sort, 467–469
	      Animal Idioms, 580–583

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Correlation Between Teaching Reading Sourcebook and Common Core State Standards for English Language Arts

Vocabulary Acquisition and Use (continued)	**Teaching Reading Sourcebook, Third Edition** Section V: Vocabulary, 405–606	31

L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Developing In-Depth Word Knowledge, 430–431 **Lesson Model:** Concept Picture Sort, 467–469

L.1.5b	Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).	Developing In-Depth Word Knowledge, 430–431
		   Lesson Models:
		   Text Talk: Read-Aloud Method, 436–442
		   Meaning Vocabulary: Direct Explanation Method, 443–452
		   Concept Picture Sort, 467–469

L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	Rich and Robust Instruction, 427–431
		Active Engagement with Words, 430
		Extending Word Use Beyond the Classroom, 431, 572
		   Lesson Models:
		   Text Talk: Read-Aloud Method, 436–442
		   Meaning Vocabulary: Direct Explanation Method, 443–452

L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.	Developing In-Depth Word Knowledge, 430–431 Adept Diction, 570–573 **Lesson Model:** Antonym Scales, 588–591

L.1.6.	**Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).**	Academic Language, 14–15
		Forms of Vocabulary, 408
		Incidental Vocabulary Learning, 417
		Rich and Robust Instruction, 427–431
		   Lesson Models:
		   Text Talk: Read-Aloud Method, 436–442
		   Meaning Vocabulary: Direct Explanation Method, 443–452
		   Introducing Function Words, 462–466

L.2.4	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.**	Section V: Vocabulary, Section Introduction, 407–418 Chapter 11: Specific Word Instruction, 419–486 Chapter 12: Word-Learning Strategies, 487–568 Chapter 13: Word Consciousness, 569–606

L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	Using Vocabulary Contextualized in Literature, 427–428
		Contextual Analysis, 498–500
		   Lesson Models:
		   Text Talk: Read-Aloud Method, 436–442
		   Meaning Vocabulary: Direct Explanation Method, 443–452
		   Method for Independently Read Text, 453–461
		   Context Clues, 541–544

Vocabulary Acquisition and Use *(continued)*	**Teaching Reading Sourcebook, Third Edition** Section V: Vocabulary, 405–606
L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).	Most Frequent Prefixes, 44 Morphemic Analysis, 490–493 **Lesson Model:** Word Part Clues: Prefixes, 527–532
L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).	Vocabulary Size, 410–411 Root Words and Word Families, 491 Lesson Models: Root Word Transformation Strategy, 314–318 Word Families, 524–526 Word Part Clues: Roots, 537–540 Vocabulary Hotshot Notebook, 601–606
L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).	Compound Words, 491 **Lesson Model:** Compound Words, 521–523

L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Dictionary Use, 488–489
	   Lesson Models:
	   Using the Dictionary, 506–510
	   Vocabulary Hotshot Notebook, 601–606

L.2.5 **Demonstrate understanding of word relationships and nuances in word meanings.**	Components of Vocabulary Instruction, 415–417
	Rich and Robust Instruction, 427–431
	Active Engagement with Words, 430
	Adept Diction, 570–574
	   Lesson Models:
	   Method for Independently Read Text, 453–461
	   Semantic Map, 470–473
	   Word Map, 481–483
	   Vocabulary Hotshot Notebook, 601–606

L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	Rich and Robust Instruction, 427–431
	Active Engagement with Words, 430
	Extending Word Use Beyond the Classroom, 431, 572
	   Lesson Models:
	   Method for Independently Read Text, 453–461
	   Five Senses Simile Web, 595–597
	   Vocabulary Hotshot Notebook, 601–606

L.2.5b Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	Developing In-Depth Word Knowledge, 430–431 Extending Word Use Beyond the Classroom, 431, 572 Adept Diction, 570–573 **Lesson Model:** Antonym Scales, 588–591

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Correlation Between Teaching Reading Sourcebook and Common Core State Standards for English Language Arts

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Language Standards (K–5)

Vocabulary Acquisition and Use *(continued)*	**Teaching Reading Sourcebook, Third Edition** Section V: Vocabulary, 405–606
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).	Academic Language, 14–15 Forms of Vocabulary, 408 Incidental Vocabulary Learning, 417 Rich and Robust Instruction, 427–431 Adept Diction, 570–574 **Lesson Models:** Method for Independently Read Text, 453–461 Possible Sentences, 478–480 Word Map, 481–483
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Section V: Vocabulary, Section Introduction, 407–418 Chapter 11: Specific Word Instruction, 419–486 Chapter 12: Word-Learning Strategies, 487–568 Chapter 13: Word Consciousness, 569–606
L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.	Using Vocabulary Contextualized in Literature, 427–428 Contextual Analysis, 498–500 **Lesson Models:** Method for Independently Read Text, 453–461 Context Clues, 541–544 Vocabulary Hotshot Notebook, 601–606
L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).	Most Frequent Prefixes and Suffixes, 44–45 Morphemic Analysis, 490–493 Lesson Models: Word Part Clues: Prefixes, 527–532 Word Part Clues: Suffixes, 533–536
L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).	Vocabulary Size, 410–411 Root Words and Word Families, 491 Lesson Models: Root Word Transformation Strategy, 314–318 Word Families, 524–526 Word Part Clues: Roots, 537–540 Vocabulary Hotshot Notebook, 601–606
L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Dictionary Use, 488–489 **Lesson Models:** Using the Dictionary, 506–510 PAVE Procedure, 511–515 Vocabulary Hotshot Notebook, 601–606

Grade markers: **2**, **3**

Vocabulary Acquisition and Use *(continued)*	**Teaching Reading Sourcebook, Third Edition** Section V: Vocabulary, 405–606
L.3.5 **Demonstrate understanding of word relationships and nuances in word meanings.**	Components of Vocabulary Instruction, 415–417 Rich and Robust Instruction, 427–431 Active Engagement with Words, 430 Adept Diction, 570–574 **Lesson Models:** Method for Independently Read Text, 453–461 Semantic Map, 470–473 Semantic Feature Analysis, 474–477 Possible Sentences, 478–480 Word Map, 481–483 *Web* Word Web, 592–594 Poetry as Word Play, 598–600 Vocabulary Hotshot Notebook, 601–606
L.3.5a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).	Developing In-Depth Word Knowledge, 430–431 Adept Diction, 570–573 Idioms, 574 **Lesson Model:** Animal Idioms, 580–583
L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	Developing In-Depth Word Knowledge, 430–431 Extending Word Use Beyond the Classroom, 431, 572 Adept Diction, 570–573 **Lesson Models:** Five Senses Simile Web, 595–597 Poetry as Word Play, 598–600 Vocabulary Hotshot Notebook, 601–606
L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	Developing In-Depth Word Knowledge, 430–431 Adept Diction, 570–573 **Lesson Model:** Antonym Scales, 588–591
L.3.6 **Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).**	Academic Language, 14–15 The Three-Tier System, 421–422 Function Words, 425; 462–466 Rich and Robust Instruction, 427–431 Word-Learning Strategies, 488–501 Adept Diction, 570–574 Informational Text Structures and Signal Words, 683 **Lesson Models:** Method for Independently Read Text, 453–461 Possible Sentences, 478–480 *(continued on next page)*

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Vocabulary Acquisition and Use *(continued)*	Teaching Reading Sourcebook, Third Edition Section V: Vocabulary, 405–606
L.3.6 (CONTINUED)	Word Map, 481–483 Vocabulary Hotshot Notebook, 601–606
L.4.4 **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**	Section V: Vocabulary, Section Introduction, 407–418 Chapter 11: Specific Word Instruction, 419–486 Chapter 12: Word-Learning Strategies, 487–568 Chapter 13: Word Consciousness, 569–606
L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Contextual Analysis, 498–500 Types of Helpful Context Clues, 498–499 The Vocabulary Strategy, 501 **Lesson Models:** Method for Independently Read Text, 453–461 Context Clues, 541–544 Types of Context Clues, 545–554 Introducing the Vocabulary Strategy, 555–561
L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).	Most Frequent Prefixes and Suffixes, 44–45 Common Greek and Latin Roots, 46–47 Morphemic Analysis, 490–495 Greek and Latin Roots, 494–495 The Vocabulary Strategy, 501 **Lesson Models:** Word Part Clues: Prefixes, 527–532 Word Part Clues: Suffixes, 533–536 Word Part Clues: Roots, 537–540 Introducing the Vocabulary Strategy, 555–561 Latin and Greek Number Words, 584–587
L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Dictionary Use, 488–489 The Vocabulary Strategy, 501 **Lesson Models:** Using the Dictionary, 506–510 PAVE Procedure, 511–515 The Vocabulary Strategy, 555–568
L.4.5 **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**	Components of Vocabulary Instruction, 415–417 Rich and Robust Instruction, 427–431 Active Engagement with Words, 430 Adept Diction, 570–573 Figurative Language, 574

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Vocabulary Acquisition and Use *(continued)*	**Teaching Reading Sourcebook, Third Edition** Section V: Vocabulary, 405–606
L.4.5 (CONTINUED)	**Lesson Models:** Semantic Map, 470–473 Semantic Feature Analysis, 474–477 Possible Sentences, 478–480 Word Map, 481–483 Animal Idioms, 580–583 Antonym Scales, 588–591 *Web* Word Web, 592–594 Five-Senses Simile Web, 595–597 Poetry as Word Play, 598–600 Vocabulary Hotshot Notebook, 601–606
L.4.5a Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.	Figurative Language, 574 **Lesson Model:** Five-Senses Simile Web, 595–597
L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	Idioms, 574 Word Play: Proverbs, 575 **Lesson Model:** Animal Idioms, 580–583

L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Developing In-Depth Word Knowledge, 430–431
	Adept Diction, 570–574
	Language Categories, 572–573
	    Lesson Models:
	    Word Map, 481–483
	    Antonym Scales, 588–591
	    Poetry as Word Play, 598–600

L.4.6 **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).**	Academic Language, 14–15
	The Three-Tier System, 421–422
	Rich and Robust Instruction, 427–431
	Word-Learning Strategies, 488–501
	Adept Diction, 570–574
	Informational Text Structures and Signal Words, 683
	    Lesson Models:
	    Method for Independently Read Text, 453–461
	    Possible Sentences, 478–480
	    Word Map, 481–483
	    Introducing the Vocabulary Strategy, 555–561
	    Vocabulary Hotshot Notebook, 601–606

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Vocabulary Acquisition and Use *(continued)*	**Teaching Reading Sourcebook, Third Edition** Section V: Vocabulary, 405–606	37

L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	Section V: Vocabulary, Section Introduction, 407–418 Chapter 11: Specific Word Instruction, 419–486 Chapter 12: Word-Learning Strategies, 487–568 Chapter 13: Word Consciousness, 569–606

L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Contextual Analysis, 498–500
		Types of Helpful Context Clues, 498–499
		The Vocabulary Strategy, 501
		  Lesson Models:
		    Context Clues, 541–544
		    Types of Context Clues, 545–554
		    The Vocabulary Strategy, 555–568

L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).	Common Greek and Latin Roots, 46–47
		Morphemic Analysis, 490–495
		Greek and Latin Roots, 494–495
		  Lesson Models:
		    Word Part Clues: Roots, 537–540
		    Latin and Greek Number Words, 584–587

L.5.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Dictionary Use, 488–489
		The Vocabulary Strategy, 501
		  Lesson Models:
		    Using the Dictionary, 506–510
		    PAVE Procedure, 511–515
		    The Vocabulary Strategy, 555–568

L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Components of Vocabulary Instruction, 415–417
		Rich and Robust Instruction, 427–431
		Active Engagement with Words, 430
		Adept Diction, 570–573
		Figurative Language, 574
		  Lesson Models:
		    Semantic Map, 470–473
		    Semantic Feature Analysis, 474–477
		    Possible Sentences, 478–480
		    Word Map, 481–483
		    Animal Idioms, 580–583
		    Antonym Scales, 588–591
		    Web Word Web, 592–594

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Vocabulary Acquisition and Use *(continued)*	Teaching Reading Sourcebook, Third Edition Section V: Vocabulary, 405–606	38

L.5.5
(CONTINUED)

Five-Senses Simile Web, 595–597
Poetry as Word Play, 598–600
Vocabulary Hotshot Notebook, 601–606

L.5.5a — Interpret figurative language, including similes and metaphors, in context.

Adept Diction, 570–574
Figurative Language, 574
   Lesson Model: Five-Senses Simile Web, 595–597

L.5.5b — Recognize and explain the meaning of common idioms, adages, and proverbs.

Idioms, 574
Word Play: Proverbs, 575
   Lesson Model: Animal Idioms, 580–583

L.5.5c — Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Developing In-Depth Word Knowledge, 430–431
Adept Diction, 570–574
Language Categories, 572–573
   Lesson Models:
   Word Map, 481–483
   Antonym Scales, 588–591
   Web Word Web, 592–594
   Poetry as Word Play, 598–600

L.5.6 — **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).**

Academic Language, 14–15
The Three-Tier System, 421–422
Rich and Robust Instruction, 427–431
Word-Learning Strategies, 488–501
Adept Diction, 570–574
Informational Text Structures and Signal Words, 683
   Lesson Models:
   Method for Independently Read Text, 453–461
   Possible Sentences, 478–480
   Word Map, 481–483
   Introducing the Vocabulary Strategy, 555–561
   Vocabulary Hotshot Notebook, 601–606

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