



Consortium on Reading Excellence®

Your Implementation Expert for High Achievement

Study Guide for CORE Clients
Teaching Reading Sourcebook,
2nd Edition

CORE and Consortium on Reading Excellence are registered trademarks of Consortium on Reading Excellence, Inc.

Copyright © 2008 Consortium on Reading Excellence, Inc. All rights reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise.

Version 1.0

For information about or to gain permission to use any content in this document, write to:

Permissions, Editorial Department
Consortium on Reading Excellence, Inc.
2560 Ninth Street, Suite 220
Berkeley, CA 94710
Phone: (888) 249-6155
Fax: (888) 460-4520
E-mail: info@corelearn.com
www.corelearn.com

CORE Mission

CORE serves as a trusted advisor at all levels of K–12 education, working collaboratively with educators to support literacy and math achievement growth for all students.

Our implementation support services and products help our customers build their own capacity for effective instruction by laying a foundation of research-based knowledge, supporting the use of proven tools, and developing leadership.

As an organization committed to integrity, excellence, and service, we believe that with informed school and district administrators, expert teaching, and well-implemented programs, all students can become proficient academically.

Study Guide for CORE Clients

Teaching Reading Sourcebook, 2nd Edition

This study guide may be used as you navigate through the *Teaching Reading Sourcebook, 2nd Edition*. It will assist you to focus your attention on critical and highly useful components. Use the rating levels to check your own understanding.

Item	Page(s)	Content	Not Yet	Get-ting It	Got It!
The Big Picture					
1.	2	Be versed in the NAEP Achievement chart and the statistics in the paragraph above it.			
2.	3	Be familiar with the Reading First chart and the paragraph above it. Know that Reading First has been successful and that CORE uses this model, especially the extra time.			
3.	4	Have a basic understanding of how the brain reads and what parts of the brain are associated with what aspects of reading.			
4.	6	Know the three qualities and characteristics of effective research.			
5.	7–10	Be able to list the nine essential components of reading instruction.			
6.	11–12	Know the four types of assessments and the purposes and administration of each (see the chart on page 11). Relate the four main objectives of a comprehensive assessment plan to each type of assessment.			
7.	13	Understand the Matthew effect.			
8.	13	Know what is meant by <i>the fourth-grade slump</i> .			
9.	14	Know what is meant by <i>academic language</i> .			
10.	15	Understand and be able to explain the Variation chart (see the text below the chart).			
11.	16	Understand the chart Selected Statistics for Major Sources of Spoken and Written Language. An explanation of the chart is on page 15.			
12.	17	Know the levels of learners in the chart Levels of Learners and the three categories of adolescent struggling readers in the text below the chart.			
13.	17–18	Understand the major issues English-language learners (ELLs) face.			

Item	Page(s)	Content	Not Yet	Get-ting It	Got It!
SECTION I: Chapter 1					
14.	22–23	Define <i>phoneme</i> . Know the specific consonant and vowel phonemes and how they differ.			
15.	36–37	Know the definition of a syllable, the syllable types, and the syllable divisions.			
16.	38	Know what an onset-rime is.			
17.	42–43	Know the definition of <i>morpheme</i> and be able to explain the difference between bound and free morphemes. Know the difference between derivational and inflectional affixes.			
Chapter 2					
18.	64	Know what a cognate is.			
SECTION II: Introduction					
19.	69	Understand what each of the three reading topics in this section is: print awareness, letter knowledge, and phonemic awareness.			
Chapter 3					
20.	76	Be familiar with print awareness tasks and assessments.			
Chapter 4					
21.	95	Be familiar with letter-knowledge assessments.			
Chapter 5					
22.	116	Be able to distinguish among and between phonological awareness, phoneme awareness, and phonics.			
23.	117–119	Know the levels of phonological awareness development in the sidebar on page 117 and be familiar with the skills listed in each level in the chart Phonological Awareness Skills by Level on pages 118–119.			
24.	119	Be able to explain what blending and segmentation look like across the four levels of phonological awareness, shown in the chart Blending and Segmentation Skills Across the Levels on page 119.			
25.	121	Know what stop sounds and continuous sounds are.			
26.	125	Have a sense of the recommended amount of instruction for teaching phonemic awareness, shown in the sidebar and discussed in the text.			
27.	127	Be familiar with phonemic awareness assessments.			

Item	Page(s)	Content	Not Yet	Get-ting It	Got It!
SECTION III: Introduction					
28.	161	Understand the graphic The Road to Reading Words on this page.			
29.	162	Understand the Adams Model of Skilled Reading and be able to relate it to how the brain reads.			
30.	163–167	Know Ehri’s Phases of Word Recognition Development and be able to connect these phases to the Adams Model of Skilled Reading.			
Chapter 6					
31.	170	Distinguish between and among phonics, decoding, and the alphabetic principle, as explained in the sidebar.			
32.	171	Be able to explain the concepts of systematic and explicit phonics instruction.			
33.	174	Define <i>automaticity</i> .			
34.	175	Know the components of a basic explicit phonics lesson.			
35.	176	Know what an explicit teaching model is (“I do, We do, You do”).			
36.	176	Know the four effective instructional techniques.			
37.	179	Know the percentage of English words that are considered completely regular.			
38.	183	Be familiar with the different types of text listed in the sidebar and understand what makes decodable text different from the others.			
39.	184	Know the types of words in decodable text shown in the sidebar and be able to explain each.			
40.	186	Know what a phonogram is and be able to relate it to an onset-rime.			
41.	188	Know the general types of word sorts shown in the chart Word or Picture Sorts on page 188.			
42.	195	Have a good sense of the commercial assessments shown in the chart on this page.			

Item	Page(s)	Content	Not Yet	Get-ting It	Got It!
Chapter 7					
43.	242	Understand regular vs. irregular words (not the definitions used to refer to words in decodable text, but the general definitions).			
44.	243	Know what is meant by <i>high-frequency words</i> .			
45.	242–243	Understand the concepts of permanently irregular and temporarily irregular words. These concepts are used in relation to decodable text and are explained in the text on page 242 and shown in the chart Irregular Words on page 243.			
Chapter 8					
46.	261	Know the definition of a syllable given in the first paragraph on this page.			
47.	263	Know that 75% of syllables in English are either open or closed syllables.			
48.	264	Know that 75% of words with the VCV pattern are divided after the first vowel (V/CV) and 25% are divided after the consonant (VC/V).			
SECTION IV: Introduction					
49.	321	Know that fluency = accuracy + rate + prosody. Definitions of these terms are in the text on pages 321–323.			
50.	322	Be able to distinguish between <i>automaticity</i> and <i>fluency</i> . See also the definition of <i>automaticity</i> on page 174.			
51.	324	Understand the chart Variables That Explain the Differences in Reading Fluency.			
Chapter 9					
52.	328	Be familiar with the acronyms in the sidebar.			
53.	331	Know what a percentile is and understand the chart Oral Reading Fluency Norms. See also the middle paragraph of page 330 and the Connect to Theory activity on page 332.			
54.	333	Note the last line of the first paragraph regarding the efficacy of Maze CBM measures with upper-grade students. Note also that <i>Assessing Reading: Multiple Measures, 2nd Edition</i> has a Maze comprehension measure.			
55.	339	Understand that ORF can be used as both a screening measure and a progress-monitoring measure. The introduction to <i>Assessing Reading: Multiple Measures, 2nd Edition</i> explains these concepts more fully.			

Item	Page(s)	Content	Not Yet	Get-ting It	Got It!
Chapter 10					
56.	361–366	Know the four main methods for building fluency and understand adaptations to these methods.			
57.	368	Be familiar with the terms for levels of text difficulty and understand the chart Levels of Text Difficulty.			
58.	373	Have a sense of the grade level at which each type of fluency instruction is appropriate, as shown in the chart When to Teach Fluency.			
SECTION V: Introduction					
59.	408	Understand the chart Vocabulary Forms and the definitions and relationships between oral and print forms of words and receptive and productive vocabulary. Have a sense of the relative size of each of these vocabularies, discussed in the text on this page.			
60.	410	Know the definitions of <i>word family</i> and <i>root word</i> . Understand that these terms do not refer to Greek and Latin roots.			
61.	412	Become familiar with the Hart and Risley study.			
62.	413	Be versed in the vocabulary gap that exists at school entry and the number of words that would have to be instructed to close it, explained in the chart and text on this page.			
63.	414	Be able to articulate the vocabulary-comprehension link.			
64.	418	Have some knowledge of vocabulary instruction for ELLs. Be familiar with additional strategies that might be needed for ELLs (e.g., cognates, basic or Tier 1 words, more read-alouds, oral work).			
Chapter 11					
65.	421–423	Know what the three tiers are and who devised the system.			
Chapter 12					
66.	497	Understand the differences between false and true cognates.			
67.	499–500	Be familiar with the types of helpful and unhelpful context clues explained on these pages.			

Item	Page(s)	Content	Not Yet	Get-ting It	Got It!
Chapter 13					
68.	570	Know what word consciousness is and why it is important.			
69.	572	Know what is meant by <i>homograph</i> and <i>homophone</i> , and the general definitions of <i>synonym</i> and <i>antonym</i> .			
70.	574	Be able to define <i>simile</i> , <i>metaphor</i> , and <i>idiom</i> .			
71.	576	Have a good sense of how to determine if a word is from Greek, Latin, or Anglo-Saxon.			
SECTION VI: Introduction					
72.	609	Be able to articulate the skills upon which reading comprehension builds, shown in the graphic at the bottom of the page.			
73.	610	Be knowledgeable about the dimensions of text.			
74.	611	Know what narrative text and informational text are and some specific examples under each of these categories, explained under the heading "The Text."			
75.	613	Be articulate about what good readers do.			
76.	614	Be familiar with the comprehension strategies.			
77.	615	Know what is meant by <i>metacognition</i> .			
78.	615	Know that <i>monitoring comprehension</i> is also referred to as <i>clarifying</i> , as noted in the sidebar.			
79.	621	Distinguish between literal and inferential questions. Review the QAR model lesson on page 702 for more information if needed.			
80.	625	Know the steps in explicit strategy instruction, shown in the chart Model of Explicit Strategy Instruction, and understand that this is the basic model of all explicit instruction. Link these steps back to items 34 and 35 above and pages 175–176 in Chapter 6.			
81.	625–628	Know the definition of <i>scaffolding</i> and be able to identify examples of or suggest methods for scaffolding.			
Chapter 14					
82.	634	Know what story structure consists of (see page 635) and know the various names for it, shown in the sidebar on page 634.			

Item	Page(s)	Content	Not Yet	Get-ting It	Got It!
Chapter 15					
83.	683	Know various expository (informational) text structures and have some sense of the relevant signal words.			
84.	686	Know what is meant by <i>considerate text</i> .			
Back Matter: Comprehensive Reading Model					
85.	745	Be familiar with the three-tier model.			
86.	751	Know what Rtl is.			

As you navigate through the *Teaching Reading Sourcebook, 2nd Edition*, complete all of the Connect to Theory activities. Doing so will enable you to deepen your understanding of the information presented.

Critical Questions for Collaborative Conversations

The Big Picture

1. Discuss Dr. Sally Shaywitz's research on the brain and reading.
2. Summarize the qualities of scientific research.
3. What are the four major types of reading assessments?
4. Describe the levels of learners.
5. Who needs differentiated instruction and why?

Section I: Word Structure

For this section, carefully practice pronouncing and distinguishing all the phonemes and learn the various phonic elements. Discussions should center on your knowledge of these linguistic and structural features of learning to read.

Section II: Early Literacy

1. What is print awareness and when it is most critical to develop this skill?
2. How does letter-name iconicity help students learn to decode?
3. Why is it important to carefully and separately teach letters that are phonologically or visually similar?
4. Discuss the sequence of phonological awareness skills and compare it to your early reading program materials. The emphasis should be on oral blending and segmenting.

Section III: Decoding and Word Study

1. Discuss the connections between the Adams Model of Skilled Reading and Ehri's Phases of Word Recognition Development.
2. What distinguishes synthetic or explicit phonics instruction from other approaches?
3. Explain in your own words "I do, We do, You do." How are these three steps applied to different skill instructional formats?
4. Model the four different types of blending routines and determine the routine(s) used in your own program.
5. Why might students learn to decode single-syllable words but have difficulty with multisyllabic words? When does it become important to be able to read multisyllabic words effortlessly?

Section IV: Reading Fluency

1. What is reading fluency?
2. What are the three key elements of reading fluency?
3. If a student isn't reading with fluency, what underlying skills should be checked before simply practicing more rereading?
4. Discuss and practice ways to measure fluency and prosody.

Section V: Vocabulary

1. What are the main ways to develop vocabulary?
2. Explain the different tiers or levels of vocabulary students need to know. Why would Tier 2 words be most crucial?
3. What distinguishes specific word instruction from word-learning strategies?
4. What are ways to foster word consciousness?

Section VI: Comprehension

1. Identify important comprehension strategies.
2. What is metacognition?
3. What distinguishes narrative text from informational text? Why is it more difficult for students to comprehend informational text than narrative text?
4. Select and discuss one lesson model for narrative text and one for informational text. Why did you select these particular models and how would you use them?

Comprehensive Reading Model

1. What is the three-tier model of instruction and how does it relate to Response to Intervention (RtI)?
2. How does assessment change in each tier of instruction and how does instruction change?