

Common Core State Standards for English Language Arts & Literacy to Teaching Reading Sourcebook, Second Edition

Reading Standards: Foundational Skills (K–5)		
PRINT CONCEPTS		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Kindergarten	1. Demonstrate understanding of the organization and basic features of print.	Chapter 3: Print Awareness, 71–82 Lesson Model: Print Referencing, 78–82
	a. Follow words from left to right, top to bottom, and page-by-page.	Conventions of Print, 73 Lesson Model: Text Directionality, 79–80
	b. Recognize that spoken words are represented in written language by specific sequences of letters.	Functions and Conventions of Print, 73 Lesson Model: Concept of Word, 81
	c. Understand that words are separated by spaces in print.	Conventions of Print, 73 Lesson Model: Concept of Word, 81
	d. Recognize and name all upper- and lowercase letters of the alphabet.	Chapter 4: Letter Knowledge, 83–113 Lesson Models: Letter Names and Shapes, 96–106; 103–106 Review: Letter Naming Automaticity, 110–111
Grade 1	1. Demonstrate understanding of the organization and basic features of print.	Chapter 3: Print Awareness, 71–82 Lesson Model: Print Referencing, 78–82
	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Conventions of Print, 73

Common Core State Standards for English Language Arts & Literacy to Teaching Reading Sourcebook, Second Edition

Reading Standards: Foundational Skills (K–5)		
PHONOLOGICAL AWARENESS		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Kindergarten	2. Demonstrate understanding of spoken words, syllables, and phonemes.	Chapter 5: Phonemic Awareness, 115–158 Levels of Phonological Awareness, 117–119
	a. Recognize and produce rhyming words.	Onset–Rime: Recognize and Generate Rhyme, 118 Lesson Model: The Hungry Thing, 128–131
	b. Count, pronounce, blend, and segment syllables in spoken words.	Syllable Blending and Segmentation, 118 Lesson Models: Phonological Medley, 132–136 Salad Toss, 137–139
	c. Blend and segment onsets and rimes of single-syllable spoken words.	Onset–Rime: Blending and Segmentation, 118 Lesson Model: Critter Sitter, 140–142
	d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	Phoneme Isolation, 119 Lesson Model: Bridge Game, 143–145 Phonemic Awareness, 200 Word Work: Picture Sort, 202, 206
	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Phoneme: Addition and Substitution, 119
Grade 1	2. Demonstrate understanding of spoken words, syllables, and phonemes.	Chapter 5: Phonemic Awareness, 115–158 Levels of Phonological Awareness, 117–119
	a. Distinguish long from short vowel sounds in spoken single-syllable words.	Phonemic Awareness, 221, 226
	b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Phoneme: Blending, 119 Lesson Model: Simon Says, 151–153
	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Phoneme: Isolation, 119 Lesson Model: Bridge Game, 143–145
	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Phoneme: Segmentation, 119 Lesson Models: Say-It-and-Move-It, 154–155 Elkonin Sound Boxes, 156–158 Phonemic Awareness, 204

Reading Standards: Foundational Skills (K–5)		
PHONICS AND WORD RECOGNITION		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Kindergarten	3. Know and apply grade-level phonics and word analysis skills in decoding words.	Chapter 1: Structure of English, 21–47 Section III: Decoding and Word Study, Introduction, 161–168 Chapter 6: Phonics, 169–239 Chapter 7: Irregular Word Reading, 241–257
	a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	Common Consonant Sound/Spellings, 30–32 Chapter 4: Letter Knowledge, 83–113 Lesson Models: Letter-Sound Strategy, 110–113 Integrated Picture Mnemonics, 196–199 Sound/Spelling Practice for Automaticity, 202–203 Phonemic Awareness with Letters, 208, 214
	b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Common Vowel Sound/Spellings, 34 Phonics Scope & Sequence, 177–178 Lesson Model: Introducing Short Vowels, 204–207
	c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	High-Frequency Irregular Words in Printed Text, 243–245 Lesson Models: Sound-Out Strategy, 252–254 Spell-Out Strategy, 255–257
	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Lesson Model: Word Work: Elkonin Boxes with Letters, 212–213
Grade 1	3. Know and apply grade-level phonics and word analysis skills in decoding words.	Chapter 1: Structure of English, 21–47 Section III: Decoding and Word Study, Introduction, 161–168 Chapter 6: Phonics, 169–239 Chapter 7: Irregular Word Reading, 241–257 Chapter 8: Multisyllabic Word Reading, 259–318
	a. Know the spelling-sound correspondences for common consonant digraphs.	Phonic Elements, 29 Common Consonant Sound/Spellings, 30–32 Lesson Model: Introducing Consonant Digraphs, 200–203

Reading Standards: Foundational Skills (K–5)		
PHONICS AND WORD RECOGNITION		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Grade 1	b. Decode regularly spelled one-syllable words.	Phonics Scope & Sequence, 177–178 Decoding Regular Words, 179 Regular Word Types, 180 Blending Routines, 181–182 Lesson Models: Reading and Writing CVC Words, 208–213 Reading and Writing CCVC Words, 214–220 Method for Reading Decodable Text, 235–239
	c. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.	Phonic Elements, 29 Common Vowel Sound/Spellings, 34 Phonics Scope & Sequence, 177–178 Lesson Models: Reading and Writing CVCe Words, 221–225 Reading and Writing Words with Vowel Combinations, 226–231
	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Syllabication, 261 Flexible Syllabication, 267 Lesson Model: Syllable Segmentation Strategy, 292–297
	e. Decode two-syllable words following basic patterns by breaking the words into syllables.	Syllable Types and Division Principles, 263–265 Lesson Models: Syllable Division Strategy: VC/CV, 276–282 Syllable Division Strategy: VCV, 283–291
	f. Read words with inflectional endings.	Affixes as Syllables, 266 Lesson Models: Introducing Affixes, 304–307 Flexible Strategy for Reading Big Words, 308–313
	g. Recognize and read grade-appropriate irregularly spelled words.	Irregular Word Reading, 242–251 Lesson Models: Sound-Out Strategy, 252–254 Spell-Out Strategy, 255–257

Reading Standards: Foundational Skills (K–5)		
PHONICS AND WORD RECOGNITION		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Grade 2	3. Know and apply grade-level phonics and word analysis skills in decoding words.	Section III: Decoding and Word Study, Introduction, 161–168 Chapter 6: Phonics, 169–239 Chapter 7: Irregular Word Reading, 241–257 Chapter 8: Multisyllabic Word Reading, 259–318
	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Phonic Elements, 29 Common Vowel Sound/Spellings, 34 Decoding Regular Words, 179 Lesson Models: Reading and Writing CVCe Words, 221–225 Reading and Writing Words with Vowel Combinations, 226–231 Introducing Open and Closed Syllable Types, 272–275
	b. Know spelling-sound correspondences for additional common vowel teams.	Phonic Elements (Vowel Digraphs, Variant Vowel Digraphs, Diphthongs), 29 Common Vowel Sound/Spellings, 34 Lesson Model: Reading and Writing Words with Vowel Combinations, 226–231
	c. Decode regularly spelled two-syllable words with long vowels.	Common Types of Syllables, 262 Lesson Model: Syllable Division Strategy: VCV, 283–291
	d. Decode words with common prefixes and suffixes.	Most Frequent Prefixes and Suffixes, 44–45 Affixes as Syllables, 266 Lesson Model: Introducing Affixes, 304–307 Flexible Strategy for Reading Big Words, 308–313
	e. Identify words with inconsistent, but common, spelling-sound correspondences.	Common Consonant Sound/Spellings, 30–32 Common Vowel Sound/Spellings, 34
	f. Recognize and read grade-appropriate irregularly spelled words.	Irregular Word Reading, 241–251 Lesson Models: Sound-Out Strategy, 252–254 Spell-Out Strategy, 255–257

Reading Standards: Foundational Skills (K–5)		
PHONICS AND WORD RECOGNITION		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Grade 3	3. Know and apply grade-level phonics and word analysis skills in decoding words.	Section III: Decoding and Word Study, Introduction, 161–168 Chapter 6: Phonics, 169–239 Chapter 7: Irregular Word Reading, 241–257 Chapter 8: Multisyllabic Word Reading, 259–318 Chapter 12: Word-Learning Strategies, 487–568
	a. Identify and know the meaning of the most common prefixes and derivational suffixes.	Morphemes, 42–43 Most Frequent Prefixes and Suffixes, 44–45 Affixes as Syllables, 266 Prefixes and Suffixes, 492–493 Lesson Models: Introducing Affixes, 304–307 Word Part Clues: Prefixes, 527–532 Word Part Clues: Suffixes, 533–536
	b. Decode words with common Latin [i.e., derivational] suffixes.	Most Frequent Suffixes, 45 Affixes as Syllables, 266 Lesson Models: Introducing Affixes, 304–307 Flexible Strategy for Reading Big Words, 308–313 Root Word Transformation Strategy, 314–318
	c. Decode multisyllable words.	Multisyllabic Word Reading, 260–271 Lesson Models: Syllable Division Strategy: VC/CV, 276–282 Syllable Division Strategy: VCV, 283–291 Syllable Segmentation Strategy, 292–297 Syllasearch Procedure, 298–303 Introducing Affixes, 304–307 Flexible Strategy for Reading Big Words, 308–313 Root Word Transformation Strategy, 314–318
	d. Read grade-appropriate irregularly spelled words.	Irregular Word Reading, 242–251 Lesson Models: Sound–Out Strategy, 252–254 Spell–Out Strategy, 255–257

Reading Standards: Foundational Skills (K–5)		
PHONICS AND WORD RECOGNITION		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Grades 4–5	3. Know and apply grade-level phonics and word analysis skills in decoding words.	Section III: Decoding and Word Study, Introduction, 161–168 Chapter 6: Phonics, 169–239 Chapter 7: Irregular Word Reading, 241–257 Chapter 8: Multisyllabic Word Reading, 259–318 Chapter 12: Word–Learning Strategies, 487–568
	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Multisyllabic Word Reading, 260–271 Lesson Models: Syllable Division Strategy: VC/CV, 276–282 Syllable Division Strategy: VCV, 283–291 Syllable Segmentation Strategy, 292–297 Syllasearch Procedure, 298–303 Introducing Affixes, 304–307 Flexible Strategy for Reading Big Words, 308–313 Root Word Transformation Strategy, 314–318

Reading Standards: Foundational Skills (K–5)		
FLUENCY		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Kdg.	4. Read emergent-reader texts with purpose and understanding.	Decodable Text, 183–185 Lesson Model: Method for Reading Decodable Text, 235–239
Grades 1–5	4. Read with sufficient accuracy and fluency to support comprehension.	Section IV: Reading Fluency, Introduction, 321–325 Chapter 9: Fluency Assessment, 327–358 Chapter 10: Fluency Instruction, 359–404
	a. Read on-level text with purpose and understanding.	Variables That Explain the Differences in Reading Fluency, 324–325
	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Accuracy, Rate and Prosody (defined), 322–323 Fluency Assessment, 328–339 Assessment Models: Assessment of ORF Rate and Accuracy, 340–348 Digital Graphing of ORF Scores, 349–354 Assessment of Prosodic Reading, 355–358 Fluency Instruction, 360–373 Lesson Models: Timed Repeated Oral Reading, 374–383 Partner Reading, 384–390 Phrase-Cued Reading, 391–397 Readers Theatre, 398–404
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Contextual Analysis, 498–500 Monitoring Comprehension, 615–617 Lesson Models: Context Clues, 541–544 Introducing Types of Context Clues, 545–550 Applying Types of Context Clues, 551–554 Introducing the Vocabulary Strategy, 555–561 Practicing the Vocabulary Strategy, 562–568