Unlocking the Knowledge in Complex Texts: Vocabulary and Reading Volume

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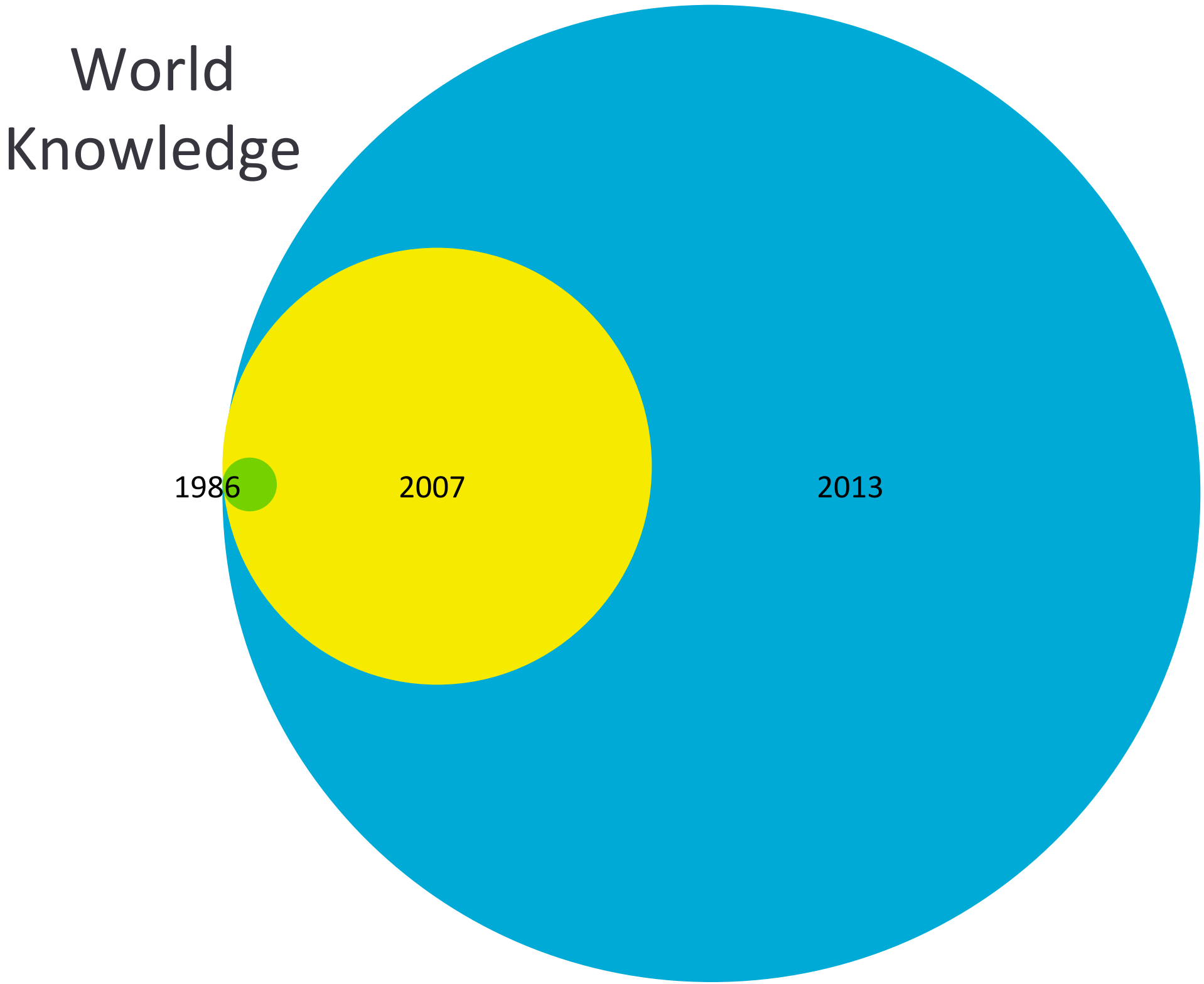
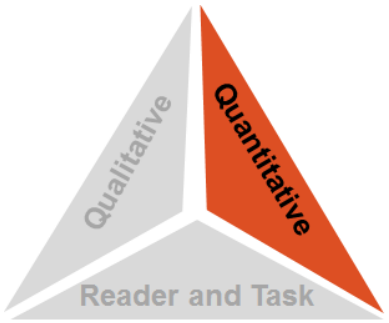
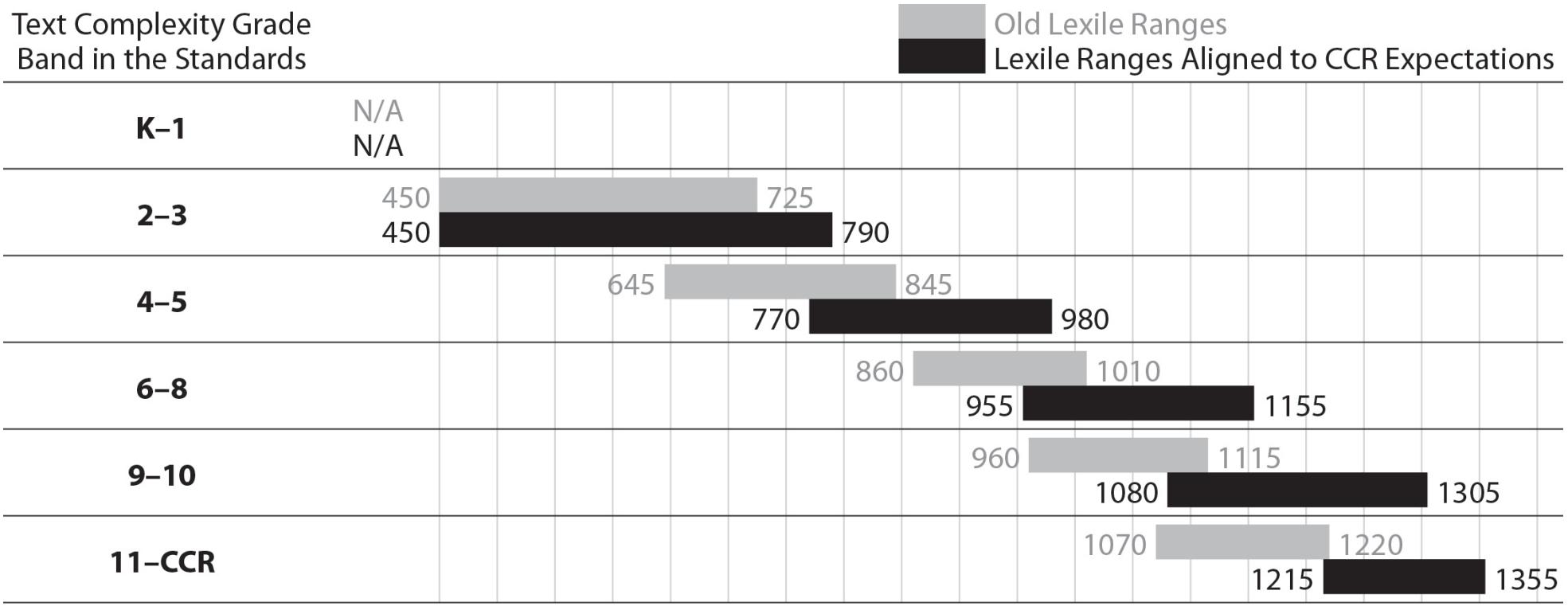

World Knowledge
1986
2007
2013

Standard 10:
Range, Quality, & Complexity of Student Reading

Grade 6 students:	Grade 7 students:	Grade 8 students:
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

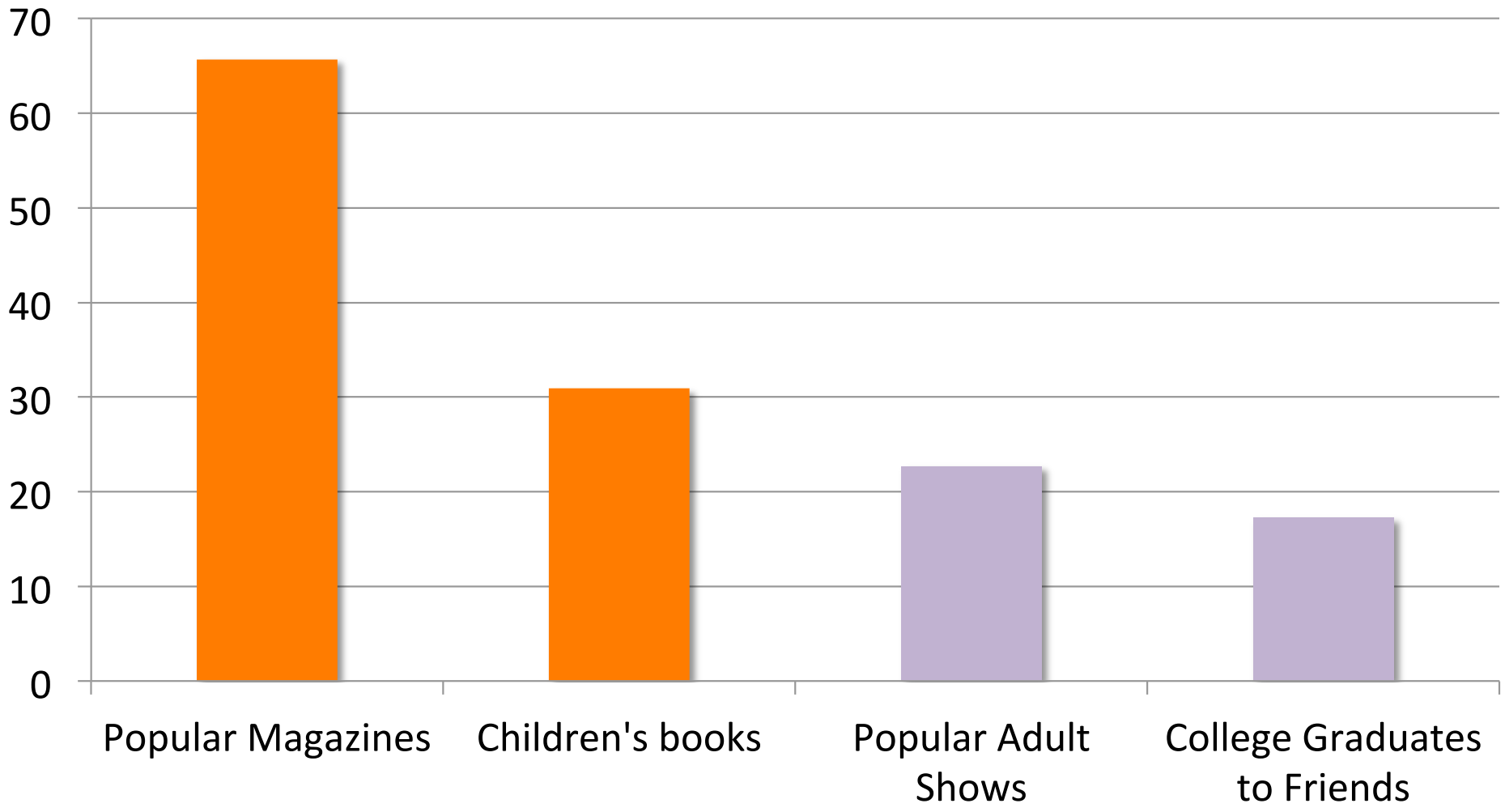


The CCSS Staircase of Text Complexity



Hiebert, E.H. (October, 2010). *Anchoring Text Difficulty for the 21st Century: A Comparison of the Exemplars from the National Assessment of Educational Assessment and the Common Core State Standards* (Reading Research Report 10.02). Santa Cruz, CA: TextProject, Inc.

I. Words (and Concepts) are Developed & Extended in Texts (Rare words per 1,000)



(from Hayes & Ahrens,1988)

Particular funds of knowledge are acquired solely through academic presentations (texts, lessons, selected media)

- Representational forms of government
- Photosynthesis
- Atom-splitting

- And also:
  - early 19th century views of life (e.g., Jane Austen)
  - the nature of war from the perspective of a young man (e.g., *Red Badge of Courage*)

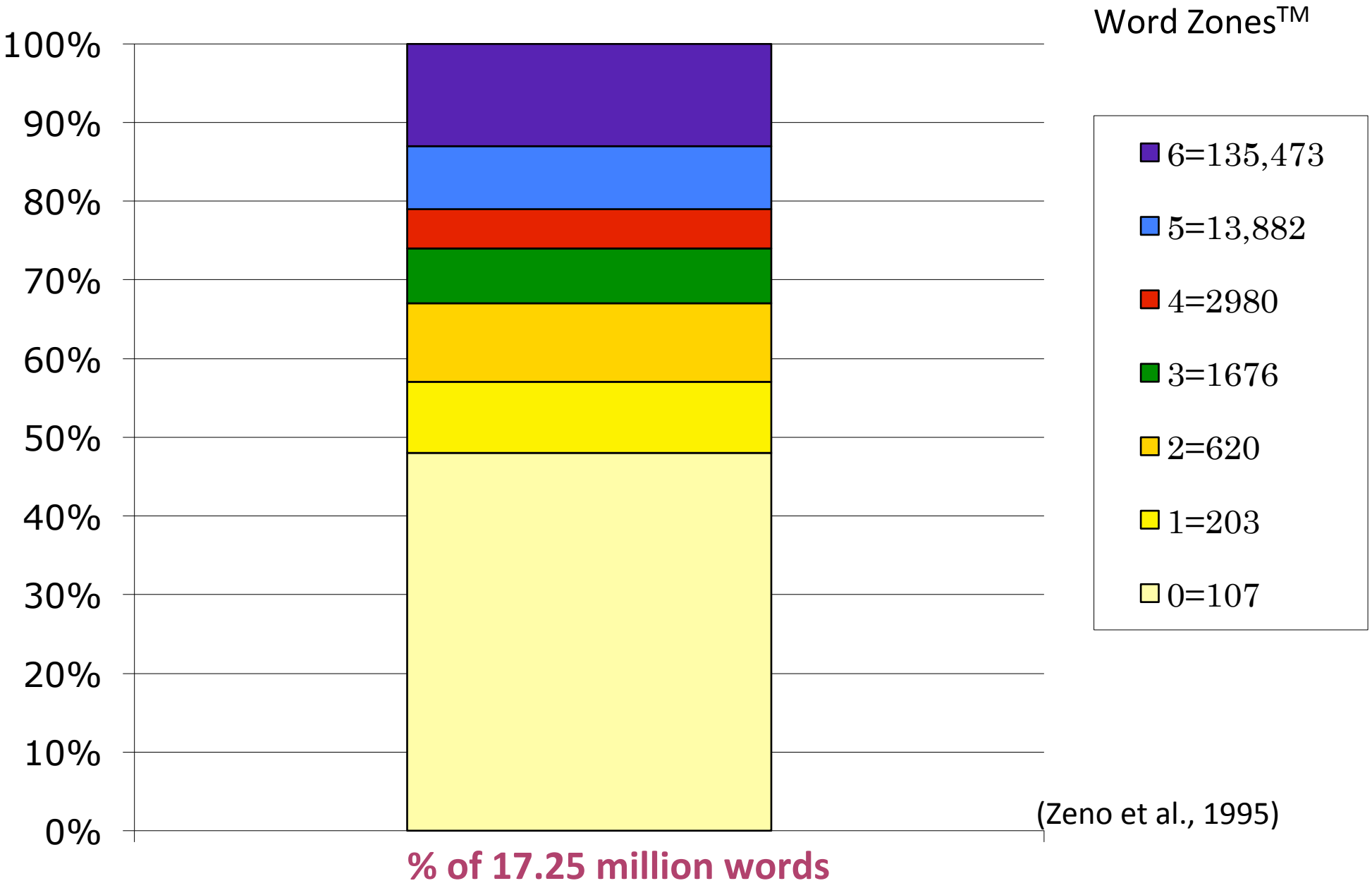
The Critical Role of Vocabulary from Reading for Understanding Network Study of Comprehension in Grades 7-12

Correlations between:	
Background Knowledge & Vocabulary	0.94
Vocabulary & Comprehension	0.97

Slide is from the presentation of David Francis (April 19, 2013). CCSS Assessments and Students with Disabilities and English Language Learners. Plenary session at Institute on Assessment in the Era of the Common Core State Standards, International Reading Association.

"Zlateh the Goat" Vocabulary Words	
Blanketed	Thickly covered
Blizzard	Heavy snowstorm
Cuddled	Hold someone closely in your arms
Dense	Crowded or thick
Experienced	Lived through something
Flakes	Thin, small pieces of something
Mighty	Having great strength or force
Mild	Not too harsh
Accustomed	Used to something
Bleating	Crying by a goat or a sheep
Consisted	Made up of
Frequently	often
Hesitation	To pause before doing something
Regained	Got back; recovered
Resist	Refused to accept; go against
Satisfaction	Feeling of being content
Confirm	Support or show to be correct
Involve	To include
Influence	Sway or affect in some other way
Investigate	To examine thoroughly

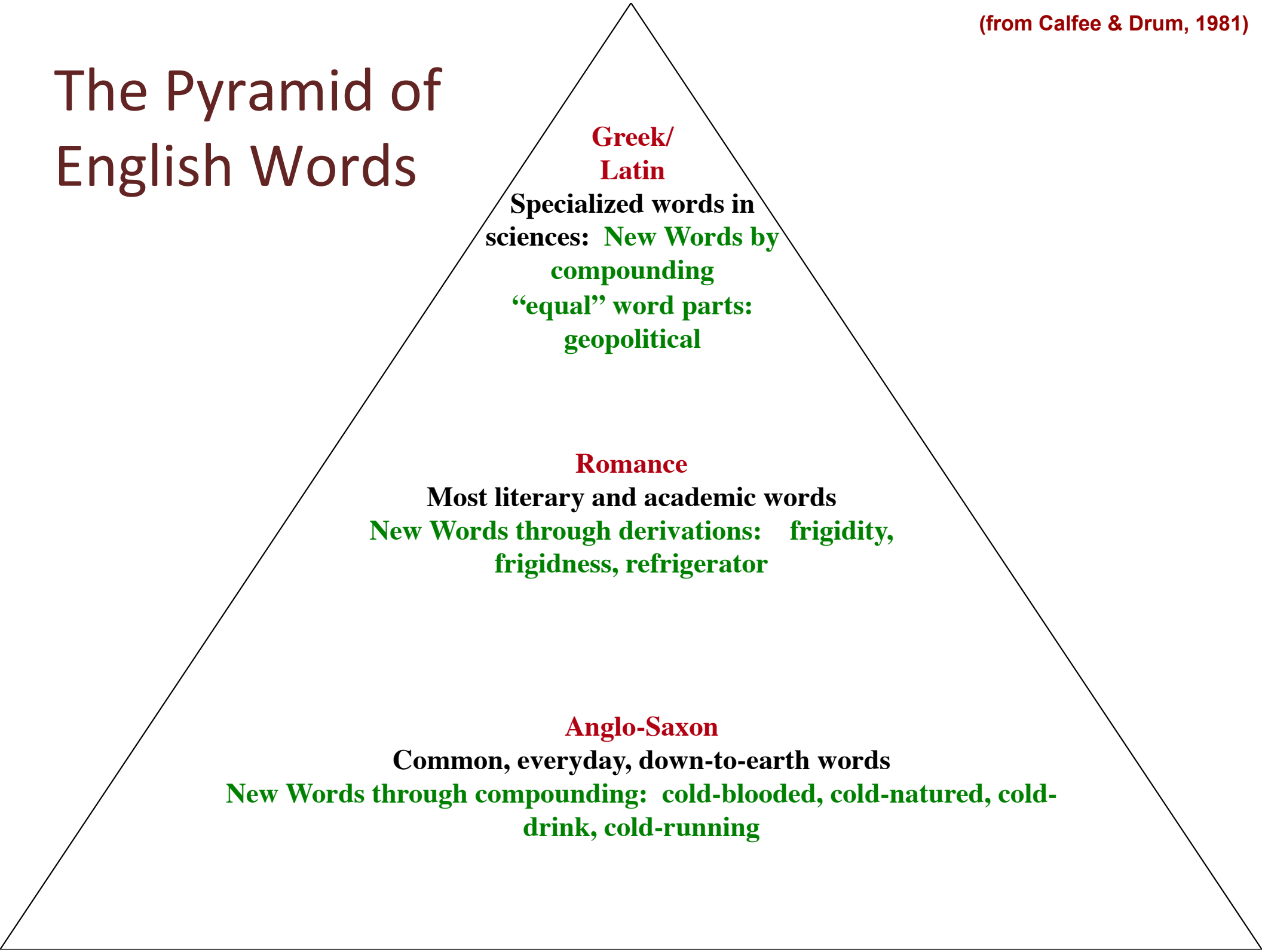
Distribution of Words in Textbooks



(Zeno et al., 1995)

(from Calfee & Drum, 1981)

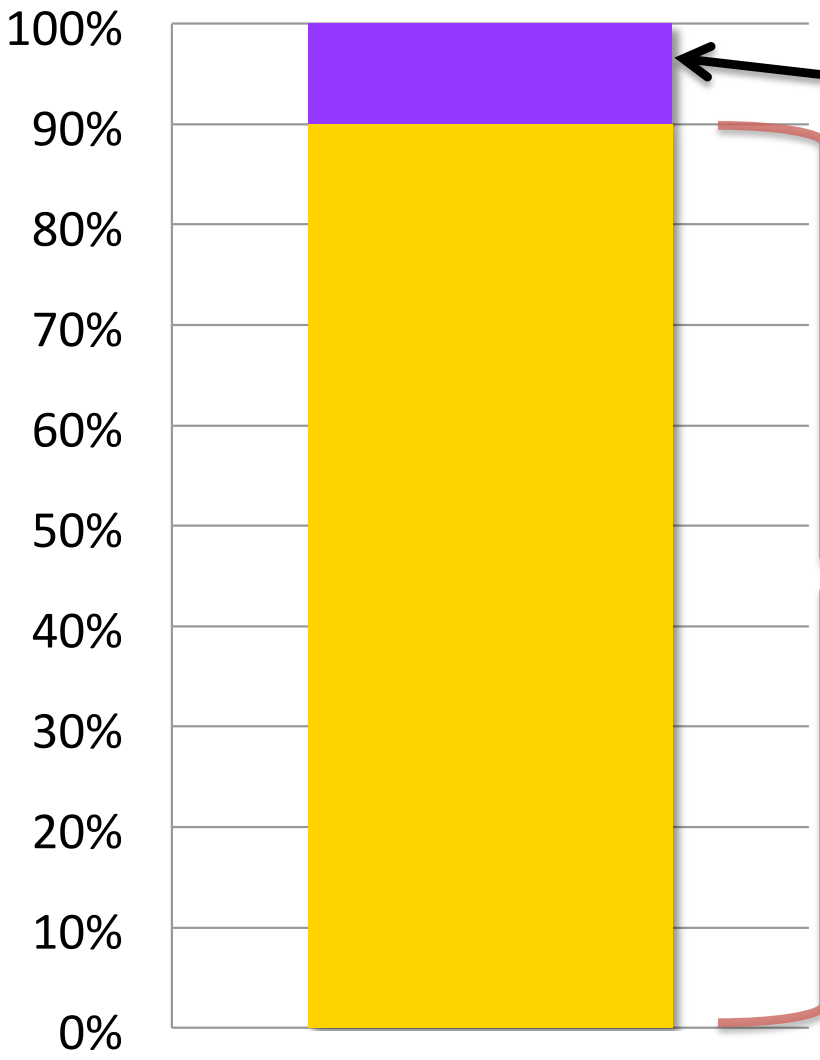
The Pyramid of English Words



Academic & Literary Vocabulary & Spanish Cognates
(*Charlotte's Web*, Chapters 1 & 2)

English	Spanish
adoring	adorando
absolutely	absolutamente
appetite	apetito
demanded	demanda
difference	diferencia
distribute	distribuir
enchanted	encantado
infant	infantil
injustice	injusticia
miserable	miserable
peaceful	pacífico
selecting	seleccionar
suggested	sugerido

Proportion of Vocabulary



10% "Unique" or "Complex" Vocabulary (300,000+ words—all of which occur less than once per 100,000 words of text)

"Core" vocabulary consists of 4,000 word families (e.g., help, helps, helping, helped, helper but not helpless, helpful)

1st 1,000: *the* to *separate*
2nd 1,000: *length* to *compare*
3rd 1,000: *gate* to *moral*
4th 1,000: *whale* to *relate*

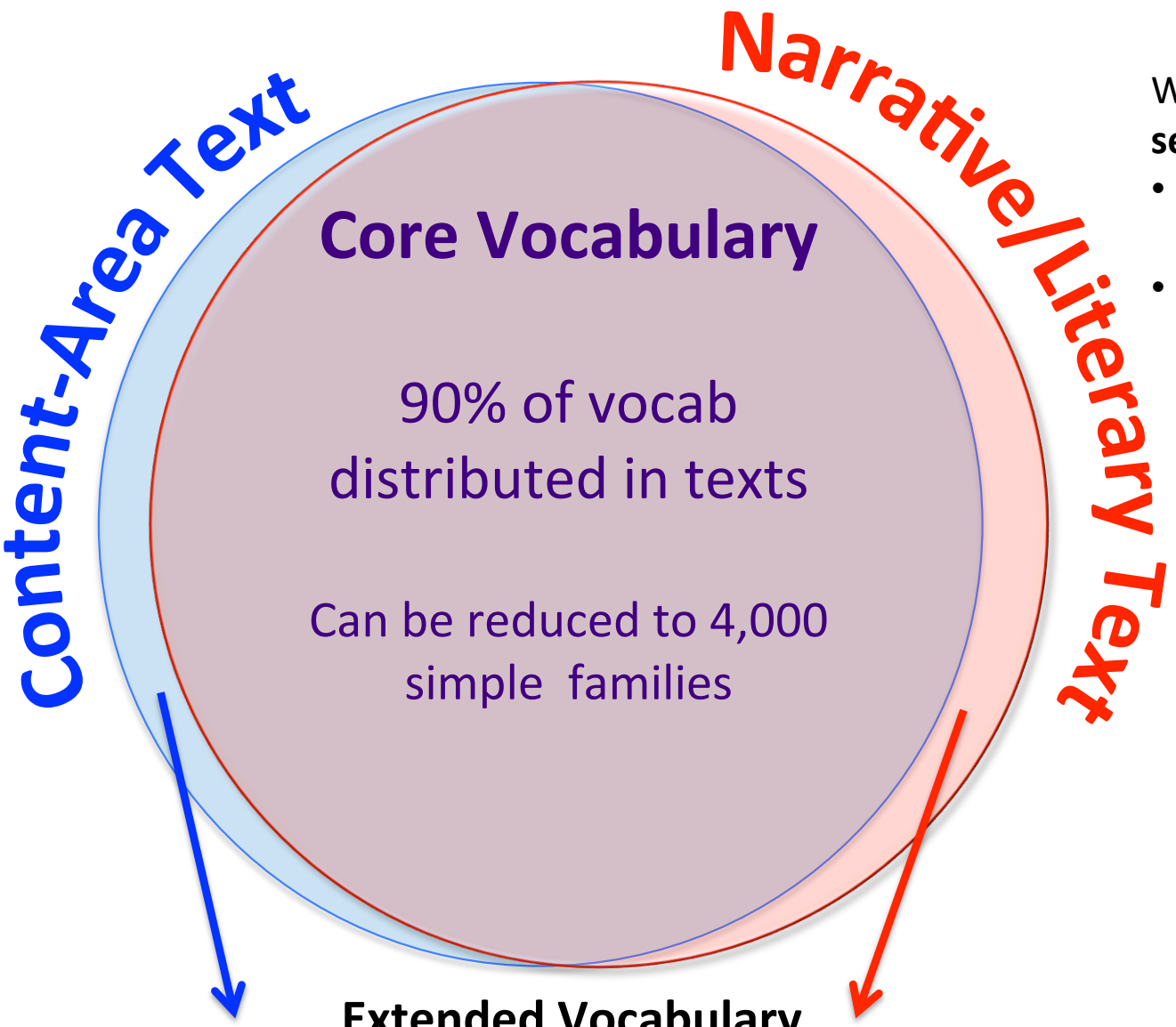
http://textproject.org/assets/library/resources/WordZones_4000-simple-word-families.pdf

Core Vocabulary in Common Core Exemplars

Grade	Narrative	Informational
2-3	.93	.92
4-5	.92	.91
6-8	.93	.87
9-10	.89	.91
11-CCR	.89	.87

90-10 Vocabulary Distribution in Texts

Words belong to **conceptual** networks such as habitat of a spider, body parts of a spider.



Words belong to **semantic** networks
- communicating (*shriek, yell*)
- emotions (*relieved, angry*)
- motion/action (*tagged along*).

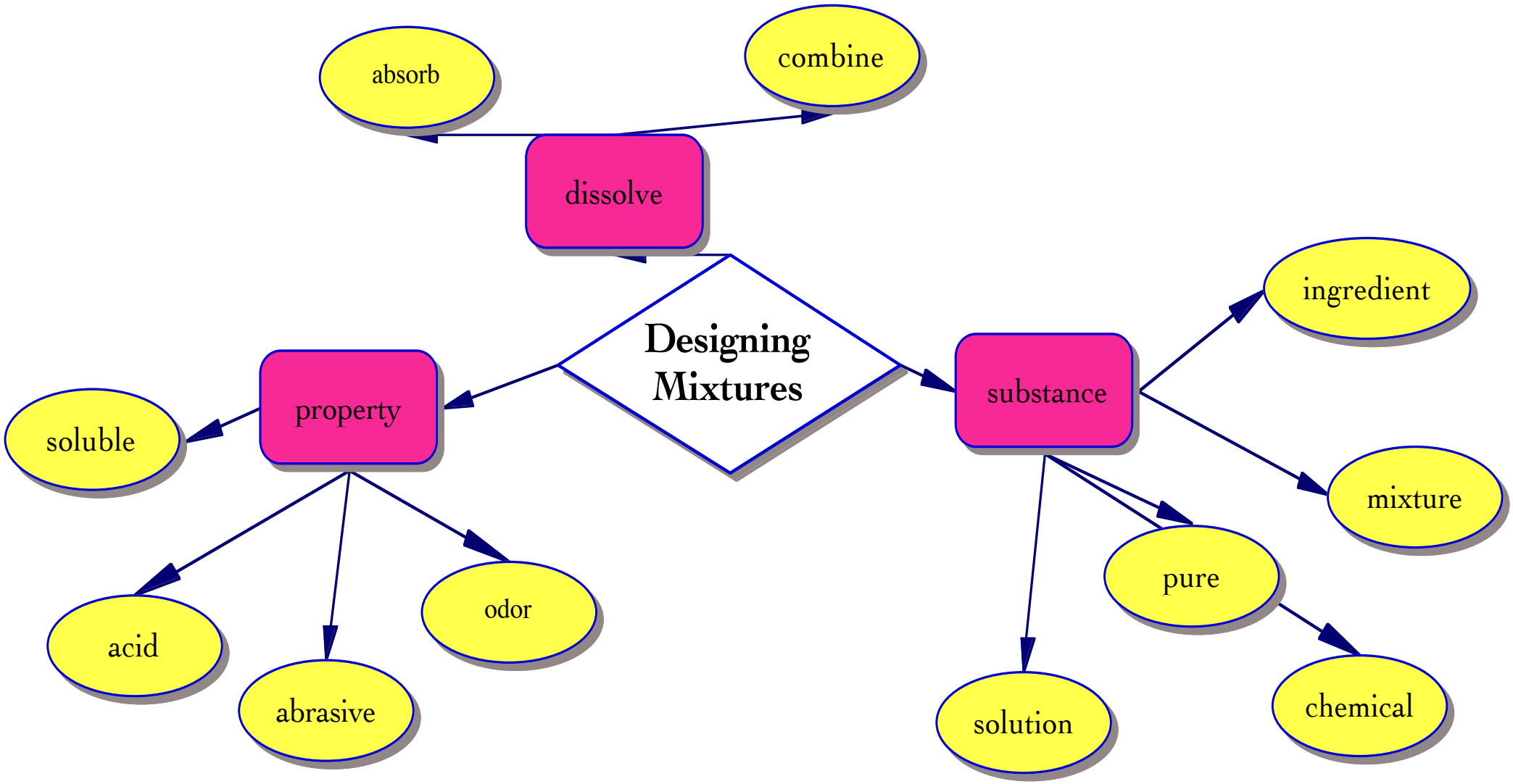
Vocabulary in Previous Standards

Content Area	Sample Words
Civics	abuse of power, campaign, elected representative, geographical representation, individual liberty, Labor Day, national origin, patriotism, school board, Uncle Sam, welfare
English Language Arts	**abbreviation, capitalization, e-mail, genre, illustration, learning log, paragraph, reading strategy, table, verb**
Geography	billboards, discovery, fall line, harbor, Japan, land clearing, national capital, Pacific rim, rain forest, technology, vegetation region
Mathematics	addend, capacity, equation, gram, improbability, mass, obtuse angle, quotient, sample, unit conversion
Science	bedrock, Earth's axis, gases, inherited characteristic, magnetic attraction, ocean currents, recycle, technology, water capacity

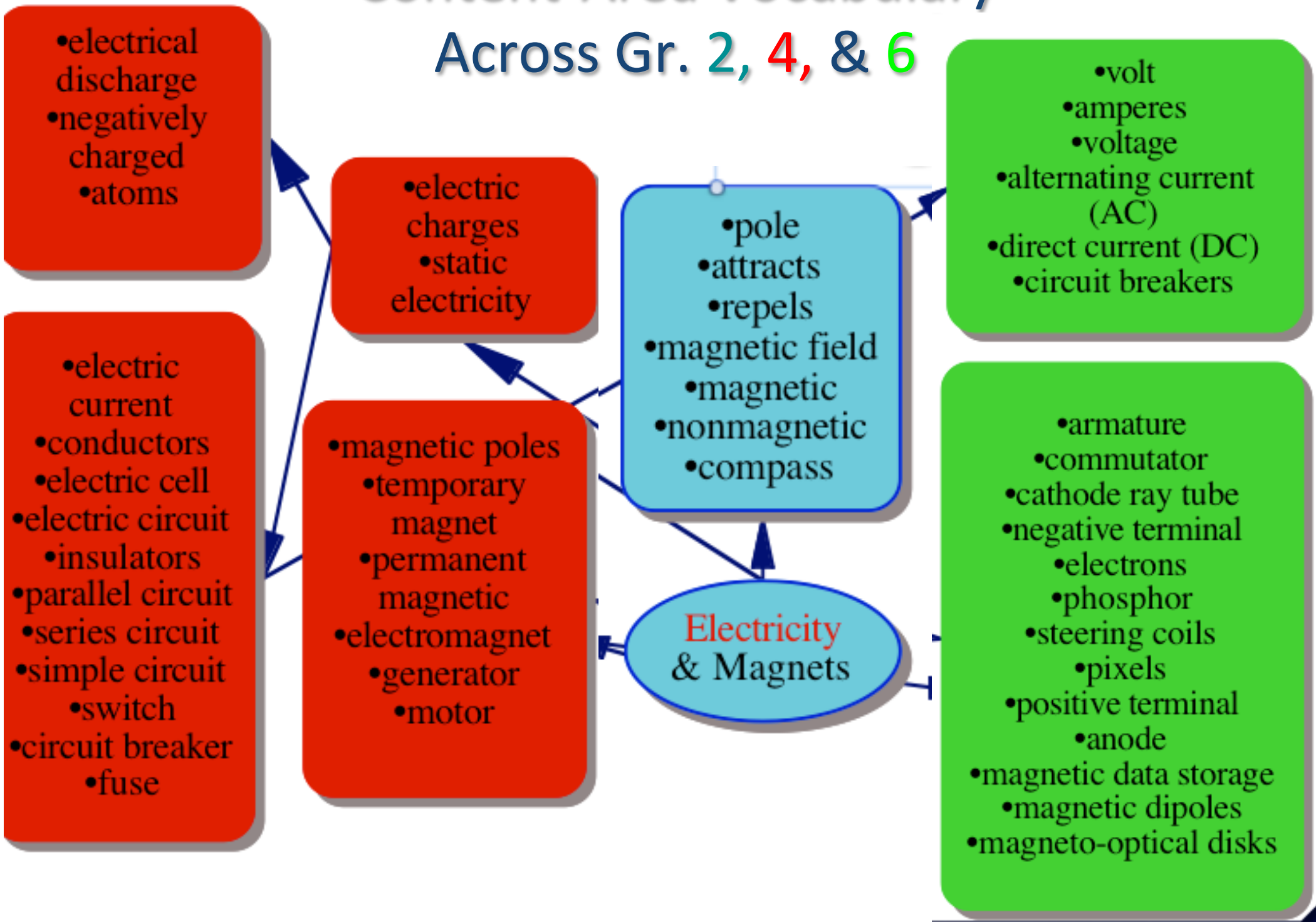
Content-Area Text

Embryological studies show that each **batch** of four is the result of a single **fertilized** egg, which divides twice. Each of the four resulting cells develops into a **miniature armadillo** which is born in early spring some six months after the adults have mated. All members of a young **brood** are of the same sex. Young **armadillos** have their shell covering complete, but it remains soft until they become adults, thus allowing for growth.

Teaching Content-Area Vocabulary: An Illustration



Content-Area Vocabulary Across Gr. 2, 4, & 6



Narrative/Literary Text

The smaller girl created a **diversion** by beginning to **recite** "On the Road to **Mandalay**." She only knew the first line, but she put her limited knowledge to the fullest possible use. She repeated the line over and over again in a dreamy but **resolute** and very **audible** voice;

…..

"Mud color all over, with a black tongue and pale grey eyes that **gleamed** with **unspeakable ferocity.** The first thing that it saw in the park was **Bertha;** her **pinafore** was so **spotlessly** white

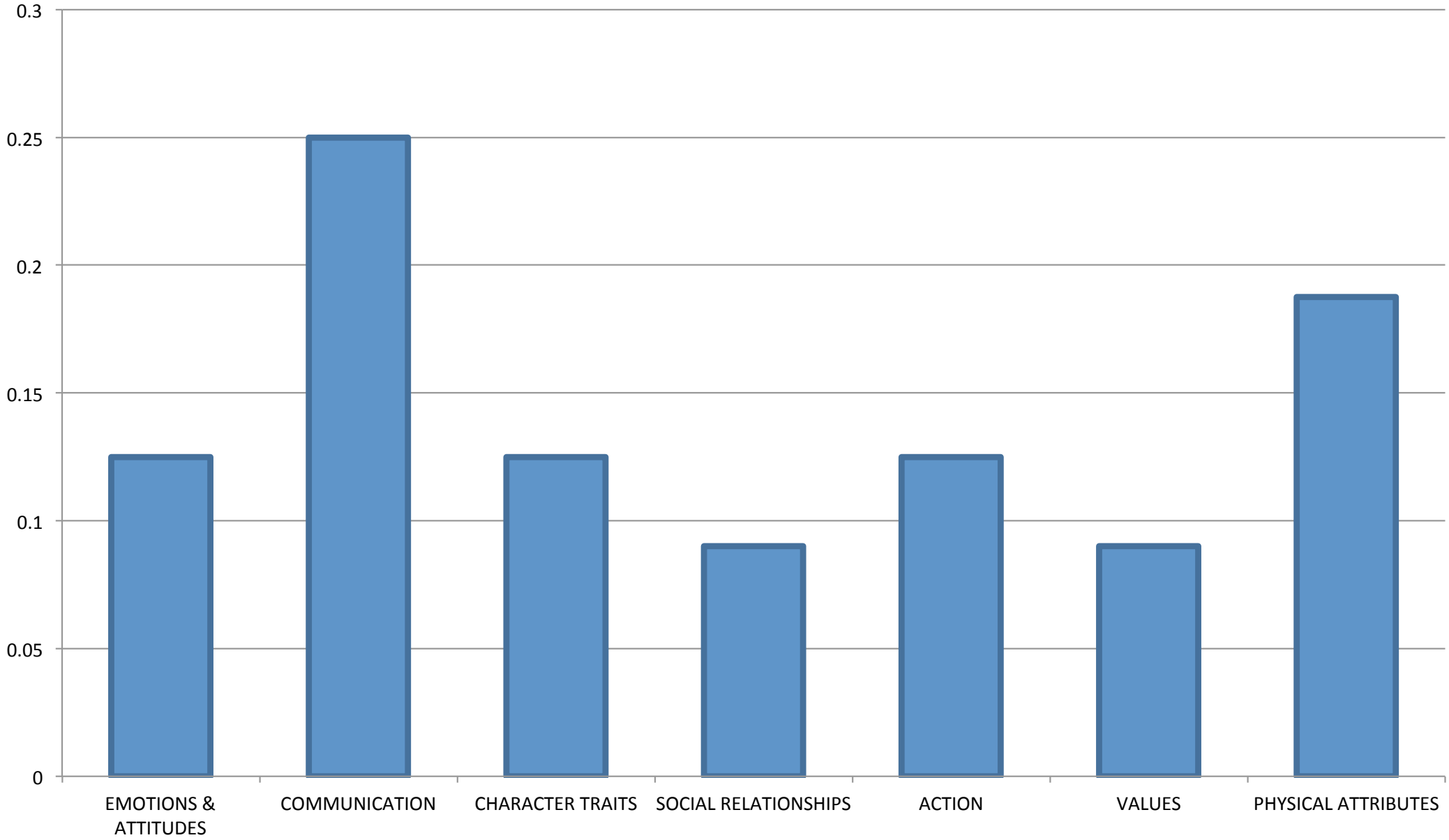
Teaching Narrative/Literary Words

Story Word	**Examples of Words in Cluster (Beyond Story)**
amazed	enchanted enthralled spellbound captivated transfixed
fascinated	
marveled	
baffled	confused mystified perplexed confounded
bewildered	
stumped	

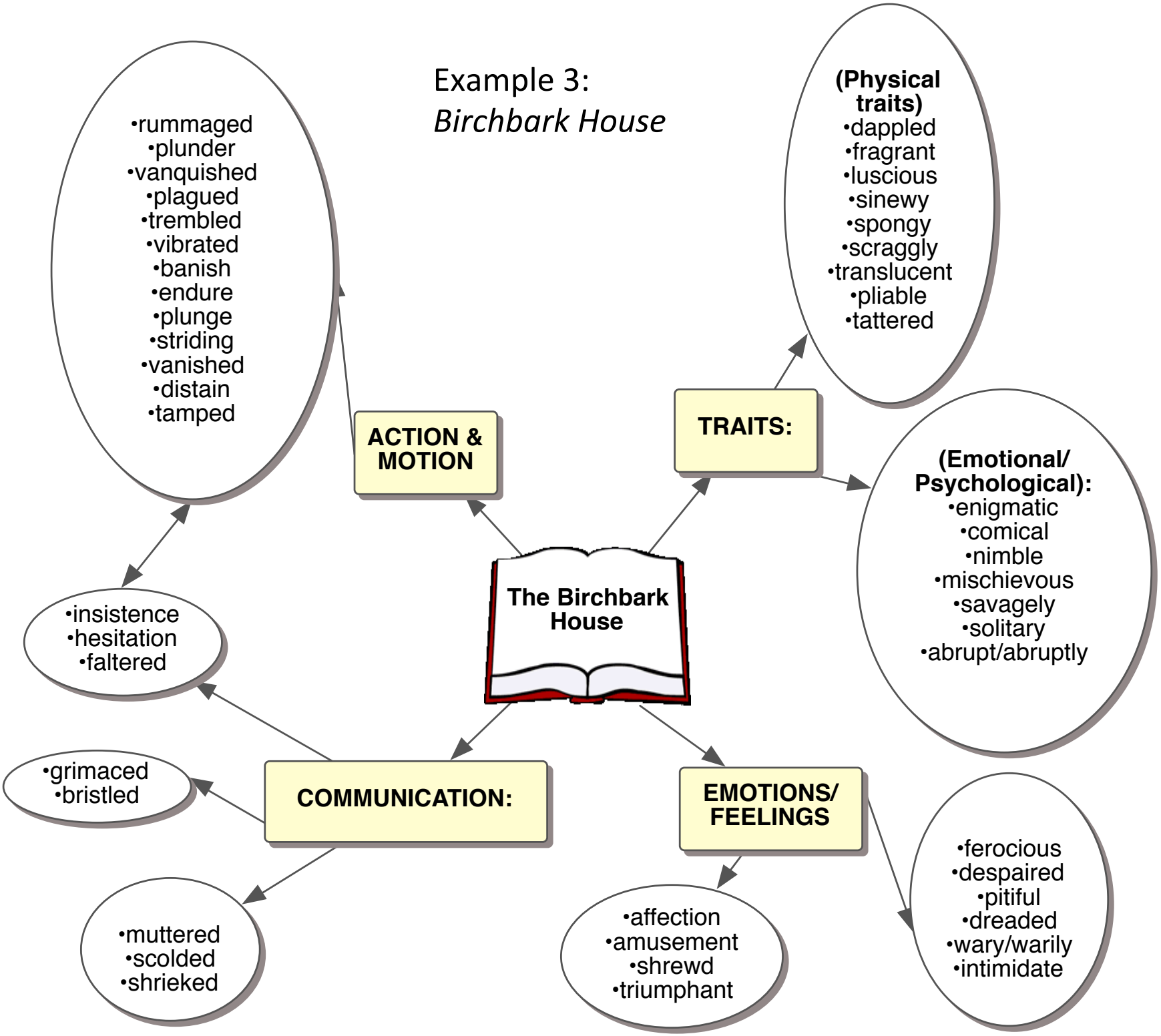
Rare words in Chapters 1-2 (*The Birchbark House)*

	Unique Words/Total Words	**Rare Words**
Birchbark	1,557/5,718	345 (about 6 unique per 100 words)

Categories of Unique Words in Narrative Texts



Example 3:
Birchbark House



And a Word About Evidence-Based Practice: Vocabulary needs to be pronounced

Injustice (in jus tice)

- injustice starts the way you'd expect:
  - in like in
  - jus like bus
  - The last part (syllable) is different than you'd expect. You might think it would be like mice but it's not. It is a short i and the ce makes the sound that usually goes with the letter s
- If you know Spanish: injusticia

Prolific Groups in Narrative/Literary Texts

Communication/ Internal Processes (verbs)	**Emotions (adjectives)**	**Movement (verbs)**
think	glad	go
argue	sad	send
observe	mad	start
guess	selfish	stop
say	fear	stay

32 lessons available for *free* download

Listen

Exceptional Expressions for Everyday Events

An everyday event in classrooms revolves around listening—listening to peers, teachers, CDs, DVDs, announcements on the school sound system, and so on. Listening is an integral part of learning.

Listen is typically used as a verb. For example, teachers may ask students to listen carefully to a guest speaker. In this instance, ***listen*** is used as "to hear attentively." Another use of the word ***listen*** can be exemplified by a student complaining to a friend or teacher that someone isn't listening to what is being said. In this instance, ***listen*** is used to describe the act of paying attention. This second use of ***listen*** is as a command as when someone says, "Listen! It's important to hear the announcement."

Although ***listen*** is commonly used as a verb, ***listen*** can also be used as a noun. A person can ask that someone give an idea or a song a listen. In this case, ***listen*** is used to describe trying something out by listening to it.

Follow-Ups

- How is listening different from hearing?
- How might vigilant listening differ from observant listening? Listening circumspectly and listening respectfully?
- What are some things we can do to help others listen to our ideas?

The Spanish Connection

Listen comes from an Old English word that was spoken in the northern region of the British Isles—*lysna*. The Spanish word that means ***to listen*** is *escuchar*. *Lysna* and *escuchar* are not cognates. None of the synonyms for ***listen*** have Spanish cognates.

Word Changes

- The idiom "lend me your ears" comes from Shakespeare's *JULIUS CAESAR*. The meaning of the idiom is to ask people to listen to what is about to be said. The idea is that the speaker wants the listener's undivided attention and is asking for the listener's metaphorical ears.

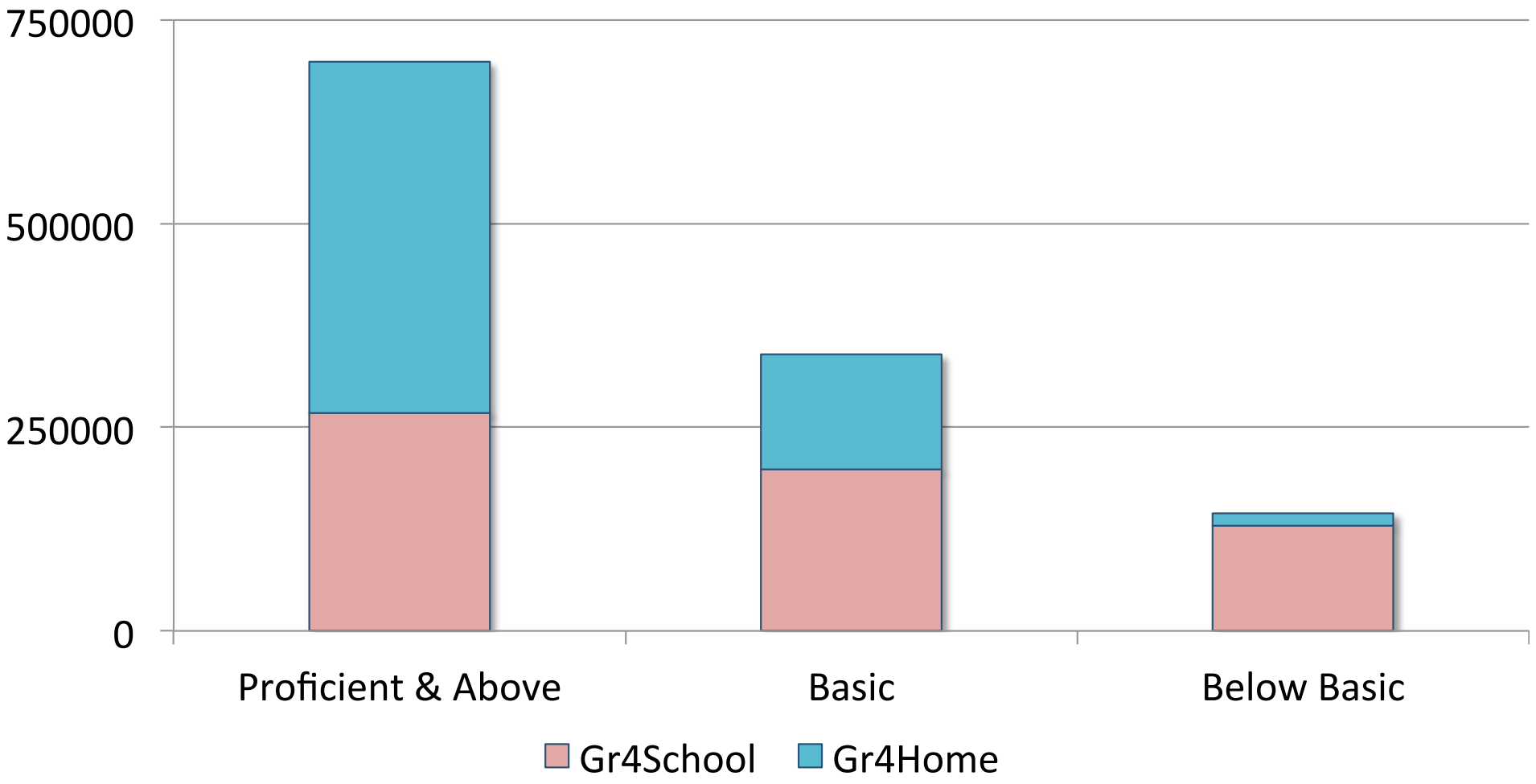
II. Volume Matters in Reading Complex Texts

The Story of Three Fourth Graders*

	Alex	Alice	Abby
Daily time spent reading in school (yearly)	7.2 minutes	11 minutes	15 minutes
Daily amount read (yearly)	715 (128,700)	1,100 (198,000)	1,485 (267,300)
# of exposures to academic vocabulary over school year	6.4	9.9	13.4
# of new rare words encountered	3,861	5,940	8,019
Likely acquired new words (with morphological family members)	290 (1,160)	446 (1,784)	601 (2,406)

* Assumption that all three are reading at the same rate: 100 wpm

Typical Amounts Read in School & at Home

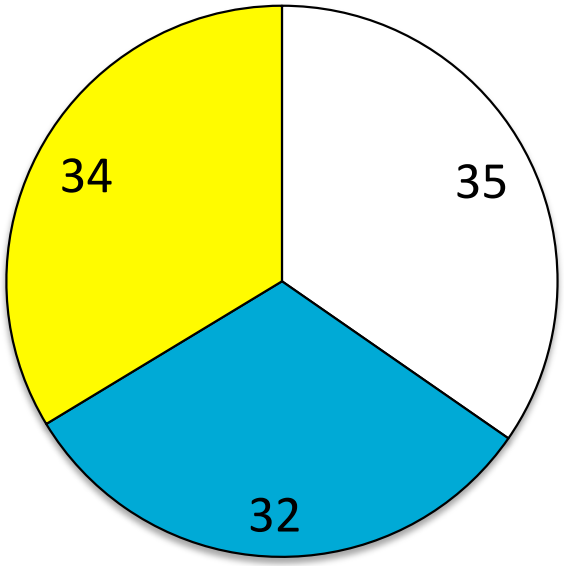


Home: Anderson, R.C., P.T. Wilson, and L.G. Fielding. 1988. Growth in reading and how children spend their time outside of school. *Reading Research Quarterly* 23(3):285-303.

School: Guthrie, J.T., Schafer, W.D., Huang, C.W. (2001), Benefits of opportunity to read and balanced instruction on the NAEP. *Journal of Educational Research*, *84, 145-162.*

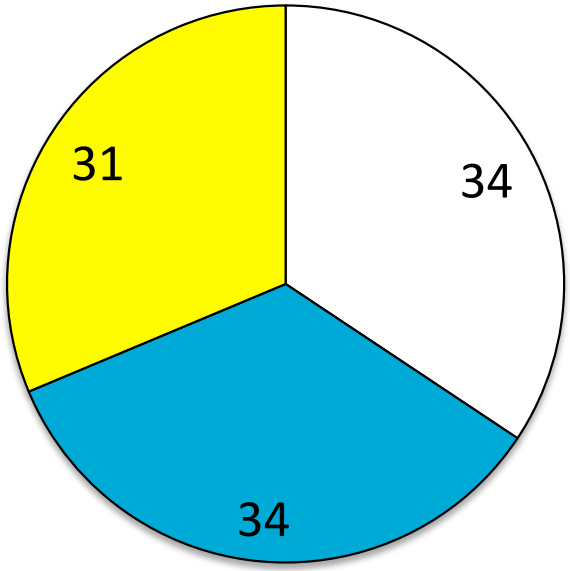
NAEP 2011(Reading)

IL 4th grade



- Below Basic
- Basic
- Advanced/Proficient

National 4th grade



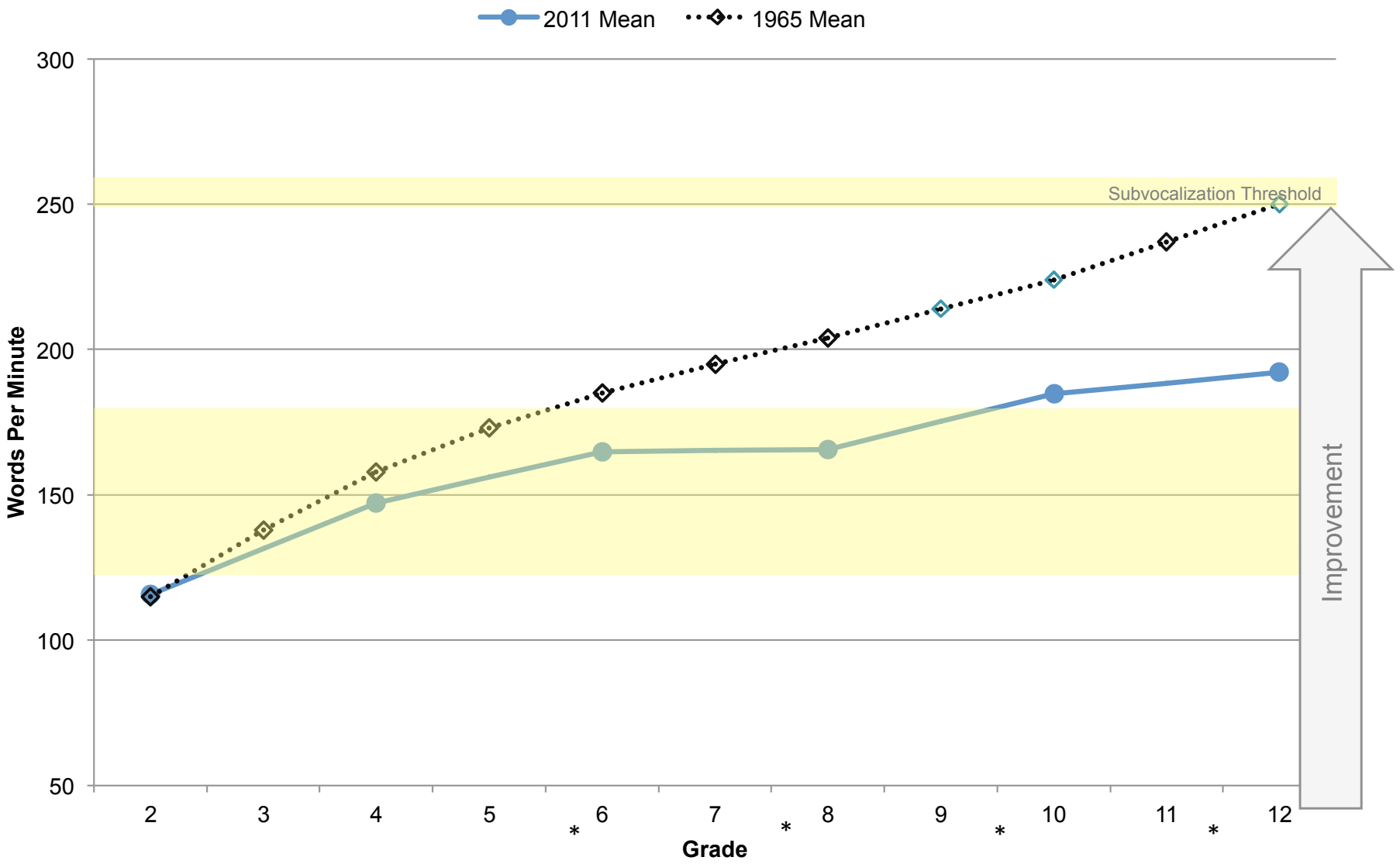
- Below Basic
- Basic
- Advanced/Proficient

Data from Reading 1st Classrooms

- Time spent on reading instruction increased by 100%
- Time spent on students with “eyes on text” increased by about 15%

[Brenner, Hiebert, & Tompkins, 2009]

What are the mean *Comprehension-Based Silent Reading Rate* performances in 2011 compared with 1965?



Spictig, Hiebert, Pearson, Radach (April 2013)

* Difference between 2011 and 1965 is significant at $p < .001$

TEXT LENGTH AND DIFFICULTY

12

Grade	PARCC	SBAC
3	200-800 wds	650 wds
4-5	200-800 wds	750 wds
6-8	400-1000 wds	950 wds
9-11	500-1500 wds	1100 wds

-SBAC calls for texts on grade level for "Reading" questions (CAT) and one grade below level for "Writing" (Perf)
-PARCC uses grade level rubrics to identify texts as "very complex, moderately complex, or readily accessible"

From K. K. Wixson (April 2013). Key shifts in assessment and instruction related to CCSS/ELA (http://textproject.org/events/common-core-state-standards-webinar-series/key-shifts-in-assessment-and-instruction-related-to-ccss-ela/)

ADMINISTRATION TIME & SESSIONS

Grade	PARCC	SBAC
3	EOY: 60 min. x 2 sessions Perf: 40-60 min. per task TOTAL: Approx 4.5 hours	CAT: 1 hr 45 min Perf: 35 min (stimulus + research Q's; 70 min writing prompt) TOTAL = Approx. 3.5 hours
4-5	EOY: 70 min. x 2 sessions Perf: 50-80 min per task TOTAL: Approx 5 hrs 50 min	CAT: 1 hr. 45 min Perf: 35 min (stimulus + research Q's; 70 min writing prompt) TOTAL = Approx. 3.5
6-8	EOY: 70 min x 2 sessions Perf: 50-85 min. per task TOTAL: Approx. 5 hrs 55 min	CAT: 1 hr. 45 min Perf: 35 min (stimulus + research Q's; 70 min writing prompt) TOTAL = Approx. 3.5
9-11	EOY: 70 min x 2 sessions Perf: 50-85 min. per task TOTAL: Approx. 5 hrs 55 min	CAT: 2 hr. Perf: 35 min (stimulus + research Q's; 85 min writing prompt) TOTAL = Approx. 4 hours

From K. K. Wixson (April 2013). Key shifts in assessment and instruction related to CCSS/ELA (http://textproject.org/events/common-core-state-standards-webinar-series/key-shifts-in-assessment-and-instruction-related-to-ccss-ela/)

THREE WAYS TO INCREASE STAMINA:

1. Give Students' Responsibility for Reading Texts

When 10-year old **Amelia** Mary **Earhart** saw her first plane at a state fair, she was not impressed. "It was a thing of **rusty** wire and wood and looked not at all interesting," she said. It wasn't until **Earhart** attended a **stunt** flying **exhibition,** almost a decade later, that she became seriously interested in **aviation.**

2. Guide Students in Reading Beyond the Assigned Texts & in Developing Areas of Expertise

Example: (Un)Homework: Reading popular, thematically related books

	Genre/ Theme	**Shared Text**	
Third Grade	American Tall Tales	American Tall Tales (Mary Pope Osbourne)	• Casey Jones: The story of a brave engineer (G. Rounds) • The Morning the Sun Refused to Rise: An original Paul Bunyan Tale (G. Rounds) • Baloney (J. Sciezka) • I was Born about 10,000 Years Ago: A tall tale (S. Kellogg) • John Henry: An American legend (E.J. Keats) • Sally Ann Thunder Ann Whirlwind Crockett (S. Kellogg) • Dona Flor: A tall tale about a giant woman with a great big heart (P. Mora) • Thunder Rose (J. Nolan)
Second Grade	Discovering Nature	The Raft (Jim LaMarche)	• Fireflies (J. Brinckloe) • Owl Moon (J. Yolen) • Come on, Rain! (K. Hesse) • When I Was Young In The Mountains (C. Rylant) • Night in the Country (C. Rylant) • Crab Moon (R. Horowitz) • The Seashore Book (C. Zolotow) • Whose Tracks are these? (J. Nail) • Over in the Forest (M. Berkes) • A Drop of Water (W. Wick) • Water Dance (T. Locker)

3. Work with Students in Setting Goals for Increased Stamina & Reading

Goal: Increase the amount of "deliberate reading" (reading of instructionally appropriate texts) in classrooms by 10% per trimester of the school year.

Step 1: Get baseline data:

- Establish the length of time that students are reading: 20 minutes daily
- Establish the length of the "average" silent reading event: 4 minutes

Step 2: Set the goal (explicitly with students in grades 3 and above; implicitly with students in grades 2 and below)

- Goal for trimester: 22 minutes reading a day, with the single event: 5 minutes

Step 3: *Always* keep a record of what you've learned from reading

Record of what I learned from reading:

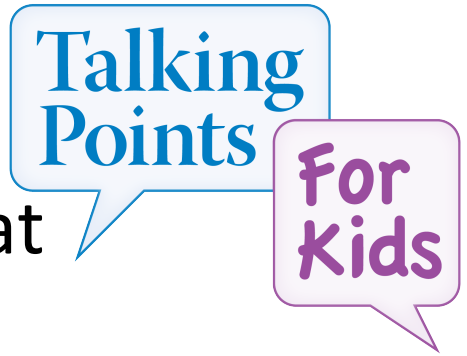
- Fibonacci patterns (I read *Blockhead*; *Patterns of Nature*)
- Musicians (*John's Secret Dreams*; *Lives of the Musicians*)

What 7 Minutes of Extra Reading Mean

- Kuhn & Schwanenflugel (2009):
  - Data from the seven classes most successful in increasing reading rate were compared to 7 least successful classes: students in former read 7 minutes more daily than students in latter.
- Average 3rd grader:
  - 127 words per minute x 7 minutes x 180 school days: **160,020 additional words**
  - Using Hayes & Ahren's (1988) data (31 rare/new words per 1,000): **5,000 additional words**

Vocabulary & Volume in the Pursuit of Knowledge

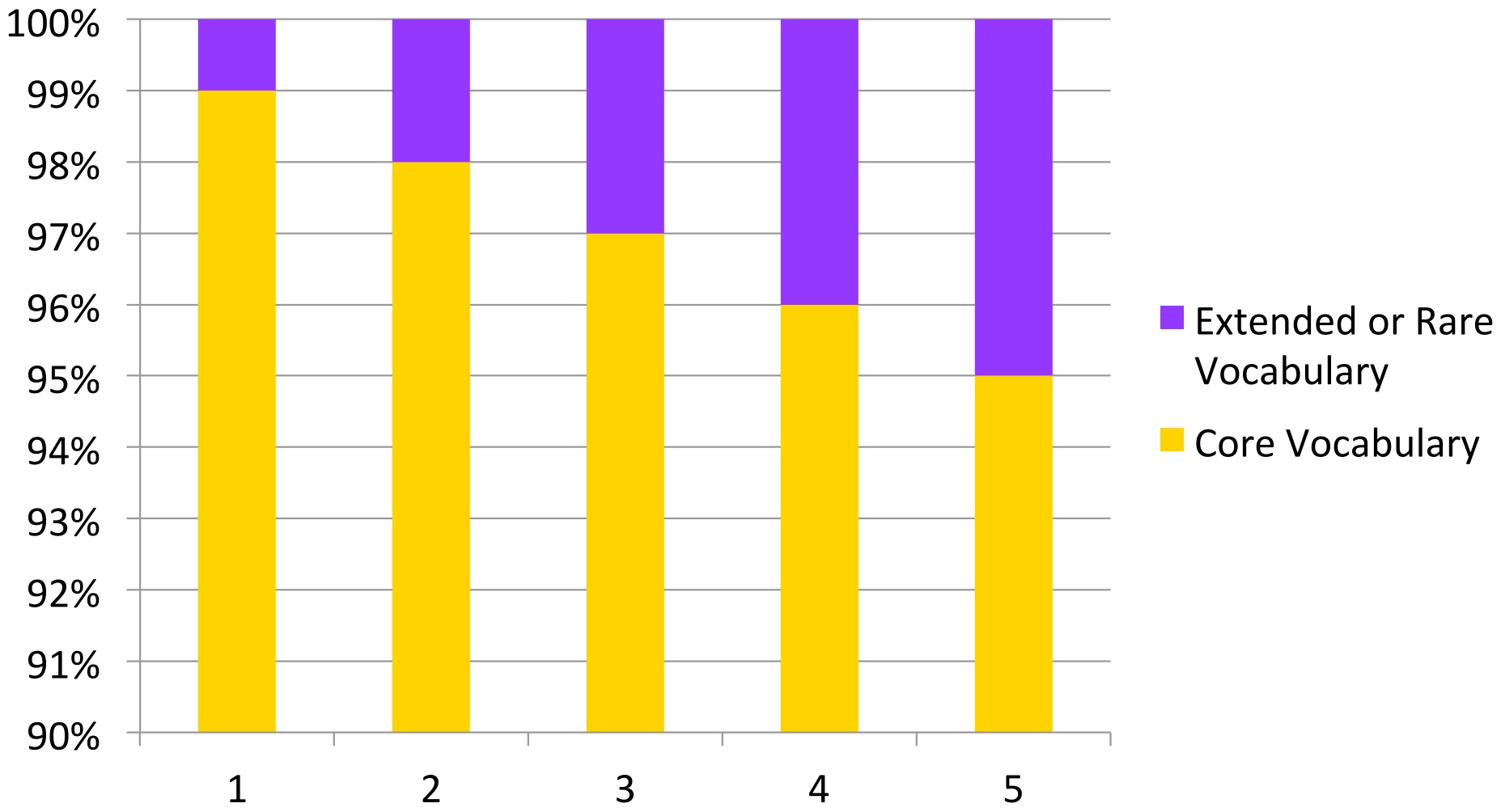
- Example 1: Magazine Reading:
  - FYI for Kids, TP4K (free downloads at www.textproject.org)



Example 1: Magazine Articles

Content Domain	Themes	Examples of a Magazine Article in FYI for Kids
Art and Music	Art; Music	Nesting Dolls
Human Interest	Fashion & Crafts; Young Heroes; Sports & Games; Young Inventors	A Birthday Wish: Rachel Beckwith
Language Studies	Text Study; Word Study	Putting Two Words Together
Science	Earth Science; Life Science; Physical Science	Counting Animals
Social Studies	Civics; Culture; History; Geography & Economics	Totem Poles

FYI for Kids:
Five Complexity Levels



volume 1
issue 1
FYI for Kids!

Bird Nests

Most birds build nests, but all nests are not alike. The most common bird nest is the kind made by robins. Robins build nests that look like cups. They make a frame of twigs and sticks and cover it with mud. When this is done, robins line their nest with fine moss, feathers, and hair they find on the ground.

Barn swallows build nests of mud. They make them in barns, close to the roof where it is safe. Sometimes several swallows build nests near one another.

Some birds build their nests in unusual ways. All birds use their beaks to help make their nests, but Tailorbirds use their beak as a needle to sew leaves together. Tailorbirds use threads they gather from the cotton in cotton plants.

Some birds don't build nests at all. Some lay their eggs right on the ground or on a rocky cliff. Auks are birds that lay their eggs on rocky cliffs near the sea. Auks' eggs are pointed at one end. This shape lets the eggs roll in a circle if another animal tries to move them or if the wind blows hard. Because the eggs can roll in a circle, they do not roll off the cliff.

King penguins also do not build nests. Instead, they tuck their eggs into the folds of skin on their lower belly. The eggs rest on their feet and stay warm in the cold arctic winds.

Some bird species also lay their eggs in the nests of other birds. Cuckoos get other birds to keep their eggs safe and to feed their babies.

Most birds build a new nest each year. Some use the same nest for several years but clean the nest a little each year. Eagles build huge platform nests that they use for several years. However different they are, though, birds build nests that are just right for their families.

volume 2
issue 3
FYI for Kids!

Totem Poles

All over the world, people carve materials into different shapes. They use stone, wood, ice, soap, bone, and other materials. These carved items are sometimes meant to honor people or events. Sometimes they are meant to be works of art. In the northwestern parts of North America, native people use wood to carve totem poles.

A totem pole is more than a work of art, though. It might honor a person or family. It might also tell a story. Many totem poles feature figures that represent a clan, such as animals, birds, and heroes. These figures are placed on top of each other. Sometimes the most important figure is at the bottom of the totem pole. Sometimes it is at the top.

Most totem poles are made from cedar or spruce wood. These woods are used because cedar and spruce trees grow tall and straight. Also, their wood is soft and easy to carve.

Cedar and spruce may be soft compared to other woods, but carvers still need to be very skilled. Totem poles are usually 40 to 50 feet tall, and they weigh thousands of pounds. Totem poles are also eight to nine times taller than most people.

In the past, totem poles were placed in front of people's homes. The homes were near water, so people would see a family's totem pole when they arrived by canoe. Native Americans erected their totem poles by pulling them upright with ropes.

Today, totem poles on reservations are placed near the road because most people arrive by car. In addition, totem poles are sometimes erected by trucks and other machines. Just as in earlier times, though, people sing and dance to celebrate raising new totem poles.

Native people today continue to carve totem poles. These modern totem poles help others appreciate and honor the people and cultures of Native Americans.

volume 3
issue 2
FYI for Kids!

Putting Two Words Together

A lot of sports that people play use balls. In basketball, players try to get a ball through a hoop. In baseball, players use a bat to hit a ball. In football, players throw a ball to get it close to the goal.

There are other words with "ball" that describe things that are round. But they are not balls with which you play a game. Meatballs are not used in any sport. But they are great with spaghetti.

Eyeballs help in playing sports. But there isn't a sport called eyeball where teams throw and catch eyeballs. You wouldn't want to be in a game that uses fireballs. If you would ever see a fireball, you should get as far away as fast as you can. Then call 911 right away. You should also watch out if a cannonball is going to be fired. It is round but you don't want to play with a cannonball. You especially do not want to catch a cannonball!

There are some words, though, that have ball in them but it has nothing to do with round. Ballpoint pens make writing a lot easier. It's easy to see how the "point" got into ballpoint pen. But why the ball? That part is in the name because of the tip of a pen is round. There are also rooms that are called ballrooms. People hold balls in ballrooms but they aren't the round kind.

Other words with ball have nothing to do with round. In these words, the "ball" part of the word is not even said the same as ball in baseball or meatball. Ballerina is not ball with "erina." Ballerinas are dancers and the word has nothing to do with ball. A ballot is used by people to vote but it is not round. You don't even say "ball" when you say the word ballot.

Whenever you see ball as part of a word, look carefully. Usually, the word has something to do with games and sports. But remember eyeballs, fireballs, and cannonballs. These balls may be round but they aren't used in sports! Ballerina and ballot show that some words with "ball" have nothing to do with being round.

volume 4
issue 3
FYI for Kids!

Standing on Your Own

When you were born, you could not walk. At first, your parents carried you in their arms. They may have carried you in a backpack. They may have put you in a stroller.

Many baby animals need help moving around, too. But animal parents help their babies in different ways. Some animal babies can stand on their own soon after they are born. Cow and goat babies struggle to stand up, but then they walk by themselves.

Kangaroo babies move from place to place in their mothers' pouch. A kangaroo's pouch is like a bag, but it is part of the mother's body. The baby kangaroo sleeps and eats in its mother's pouch. When the baby kangaroo is big enough, it climbs out of its mother's pouch and hops on its own.

Anteaters have one baby at a time. After they are born, anteater babies climb onto their mother's back. That's because their mother's claws are so sharp, she can't pick them up. A baby anteater stays on its mother's back for six to nine months.

Unlike most spiders, wolf spiders don't leave their eggs to hatch on their own. Instead, wolf spiders carry their egg sac until their babies hatch. Then the baby spiders crawl onto their mother's back, where they hold on until they are ready to travel on their own.

Like most spiders, most fish leave their eggs to hatch on their own. Cichlids are different. Mother cichlids watch over their eggs. Sometimes, they holds their eggs in their mouth. When the eggs hatch, the baby cichlids stay inside their mother's mouth until they're ready to swim on their own.

Your parents probably helped you move around in many of the ways these animals' parents did. The only way your parents did not carry you around was like the baby cichlid's mother. They didn't carry you inside their mouth!

volume 5
issue 1
FYI for Kids!

A Birthday Wish: Rachel Beckwith

In the summer of 2011, Rachel Beckwith had just finished third grade. She was looking forward to riding her bike and playing games like jump rope with her friends. Rachel also liked dancing.

Then she heard someone say that there were children in Africa who did not have clean water to drink. The person was from an organization called charitywater.org, a charity that builds wells for towns in Africa. The wells provide people with clean water. Without wells, people often have to walk many miles to find water, then carry it home in buckets. Often, the water is not clean.

Instead of presents for her ninth birthday, Rachel asked her family and friends to donate $9 for clean water in Africa to charitywater.org. If she could raise $300, 15 people could get clean drinking water.

By the time her birthday came, Rachel had raised $220. That meant that 11 people could get clean water. She told her mom that she would try harder the next year to raise more money for the charity.

A month later, Rachel was critically injured in a car accident. On July 23, 2011, she was taken off life support. She died soon after.

When the news about Rachel's story and her birthday wish spread, people all around the world began to donate money in her name. Some gave $9, some $19, some more. A month later, 30,000 people had given more than $1.2 million. Because of Rachel Beckwith, 60,000 people in more than 100 villages now have clean water to drink.

In her honor, one village put up a sign that reads, "Rachel's great dream, kindness, and vision of a better world will live with and among us forever." Clearly, one person, even a child, can make a difference.

Talking Points for Kids™

Physical Exercise

Written by **Elfrieda H. Hiebert**

Example 2

Talking Points For Kids

What *Some People* Say About: Physical Education

Pacifica Examiner: Letter to the Editor

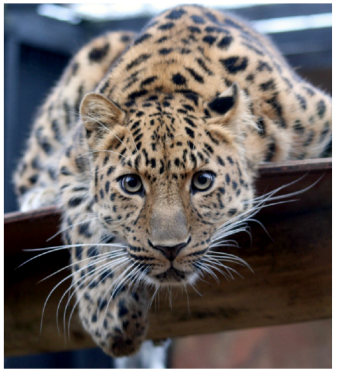
Dear Editor,

I am in the 4th grade at North Shore Elementary. Every week on Friday we have a PE class. I used to hate PE classes. We used to just play games like football and basketball. I am not very good at them. Now we do exercises and play other sports. We run relays and play tennis. Our PE teacher, Mr. Kroger, says these skills will last us a lifetime.

Now our principal, Ms. Blair, says that our school is going to get rid of PE class because our test scores are so low. S he also said that we are getting enough exercise after school and at recess, and that we don't need PE class. I am not very good at soccer and basketball, and so I am not signed up for after-school sports. PE class is one of the only times that I get to run around and have fun. I think it is important to have a time during school where we learn about exercise, just like we learn about math and science. Please don't get rid of our PE class!

Sincerely,
Gregory Diller

Photo: Children from the Kadena Children's Center jumping rope. Okinawa, Japan. February, 2010 Taken by Mass Communication Specialist 2nd Class Meagan E. Klein. Released into Public Domain by the United States Navy.



Written by
Alice Lee Folkins &
Andrew Funk

The Story of Knut

In 2006, twin polar cubs were born at a zoo in Germany. For unknown reasons, the cubs' mother couldn't take care of them. The zookeepers stepped in and took care of the cubs. But one cub died. The other cub they named him Knut. Zookeepers fed, bathed, played, and even slept next to him.

Visitors to the zoo fell in love with Knut. Because of Knut, people became interested in polar bears. They learned that ice and snow are slowly melting in the northern homes of the polar bears. This change makes it difficult for polar bears to survive. The interest in Knut led people to ask for laws to save wild polar bears.

When he was only four years old, Knut suddenly died. His unexpected death stunned people around the world. Doctors found that Knut had been sick for weeks. Many questions were asked about whether Knut would have lived longer in the wild, even if his mother had not cared for him. These are hard questions without easy answers. But many believe that Knut's story has helped many people care about wild polar bears and the places they live.

Talking Points For Kids

Conclusion: To Ensure that Students Can Read Complex Text:

1. Expand students' vocabulary through networks
2. Give students an abundance of opportunities to read--with students, not teachers, taking the responsibility for reading
3. Develop students' world knowledge at the same time as they develop word knowledge

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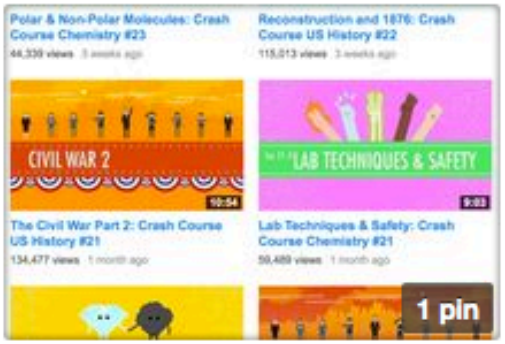

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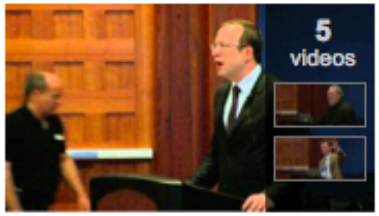

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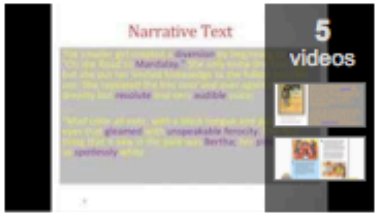

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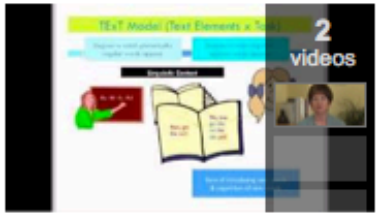

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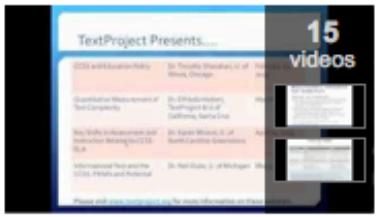

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