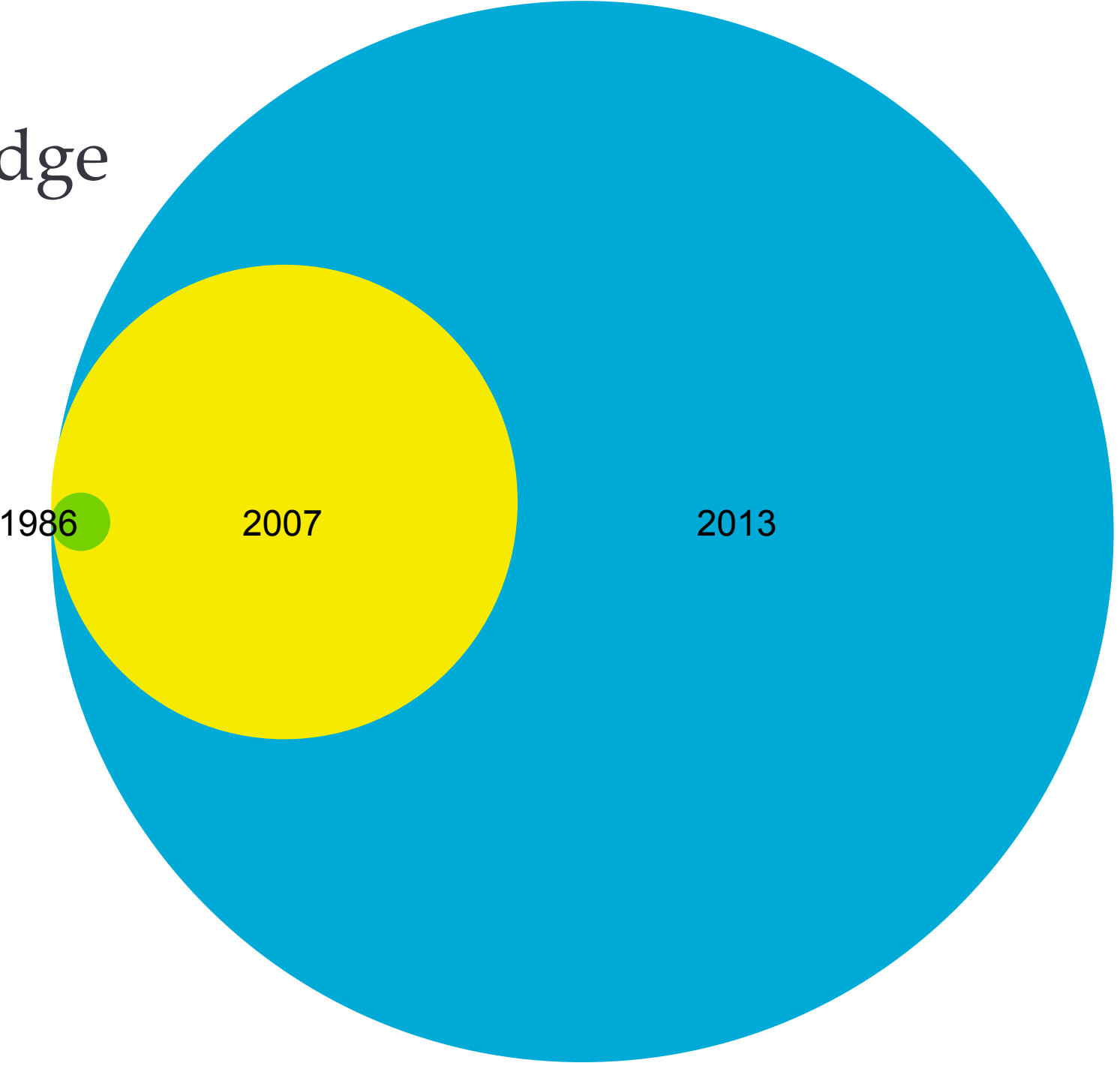


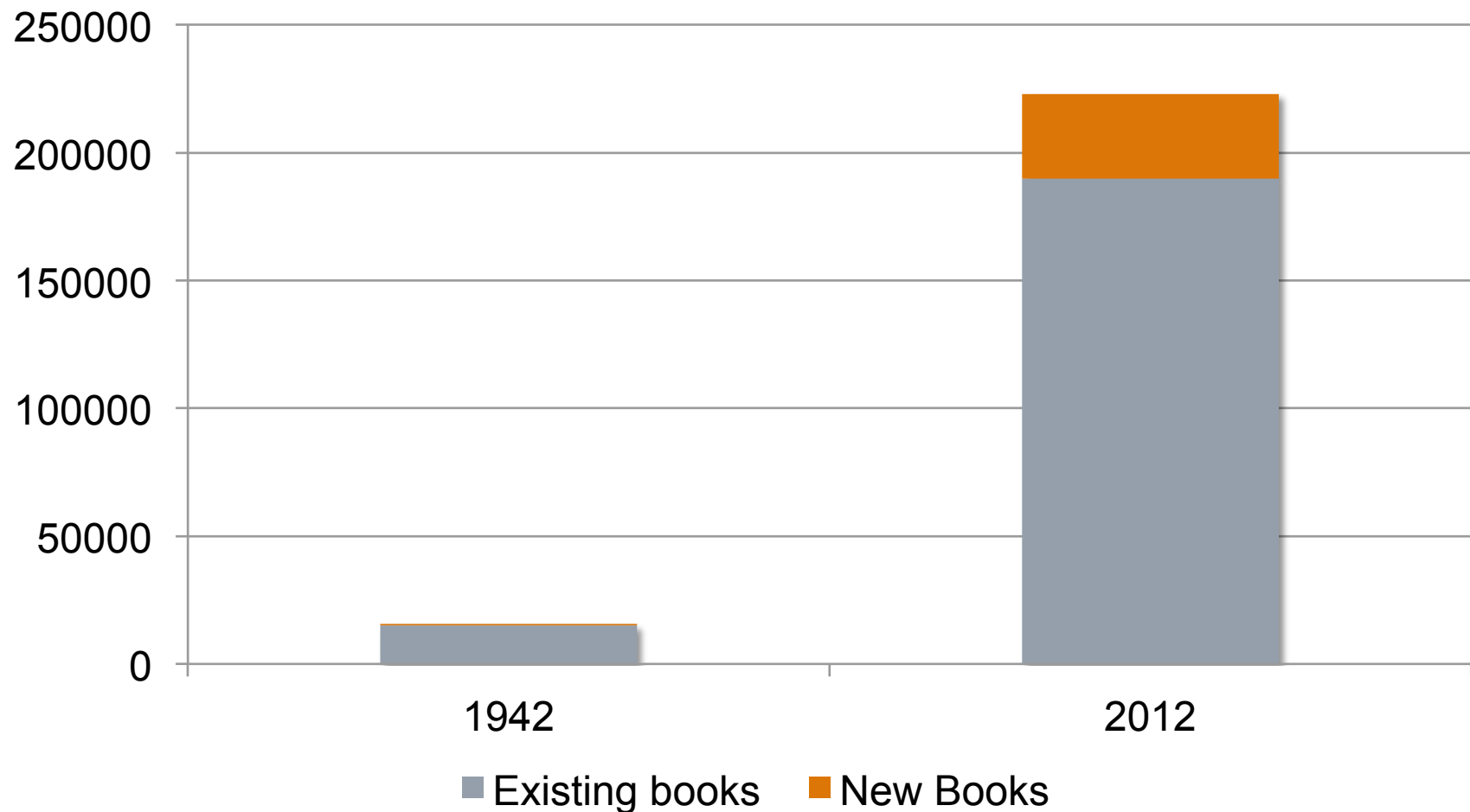
Getting to the Core of the Common Core: Building Knowledge with Complex Texts

Elfrieda H. Hiebert
TextProject &
University of California, Santa Cruz

World Knowledge



Volume of Trade Books for Children: 1942 and 2012

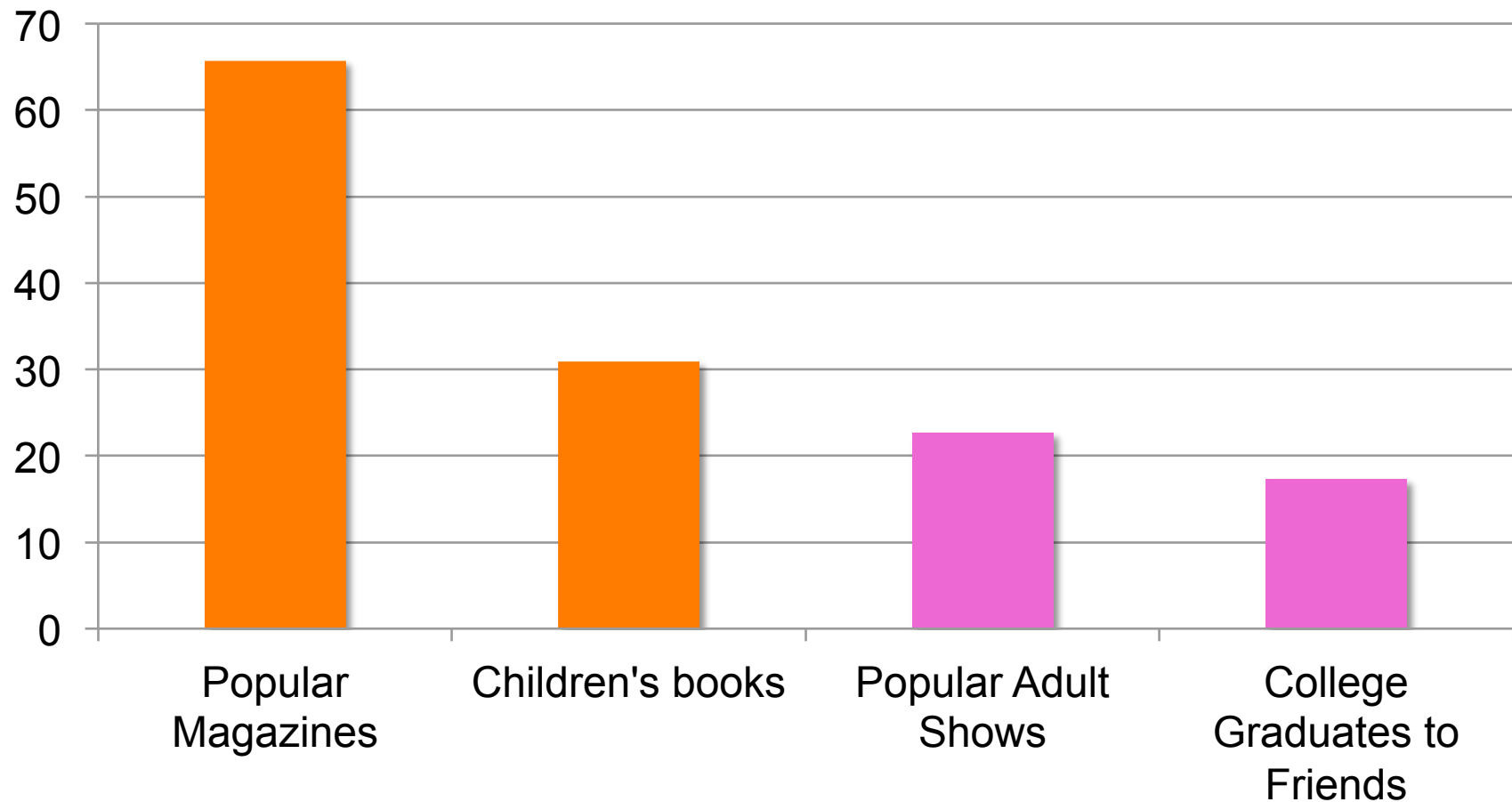




Standard 10: Range, Quality, & Complexity of Student Reading

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.

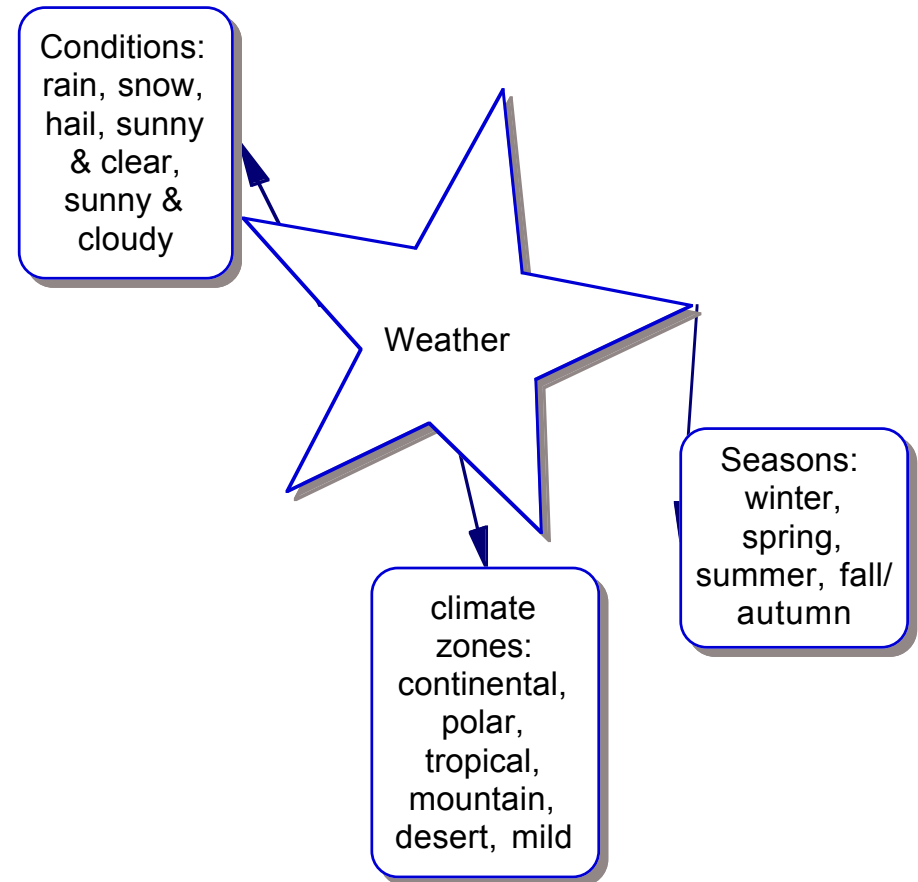
Words (and Concepts) are Developed & Extended in Texts (Rare words per 1,000)



(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



Words & Knowledge

- Words are labels for concepts.
- As our knowledge grows, so does our vocabulary for understanding and expressing that knowledge

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

- Correlations between
 - Background Knowledge & Vocabulary
 - .94
 - Vocabulary & Comprehension:
 - .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.

(from Calfee & Drum, 1981)

The Pyramid of English Words

**Greek/
Latin**

**Specialized words in
sciences: New Words by
compounding**
**“equal” word parts:
geopolitical**

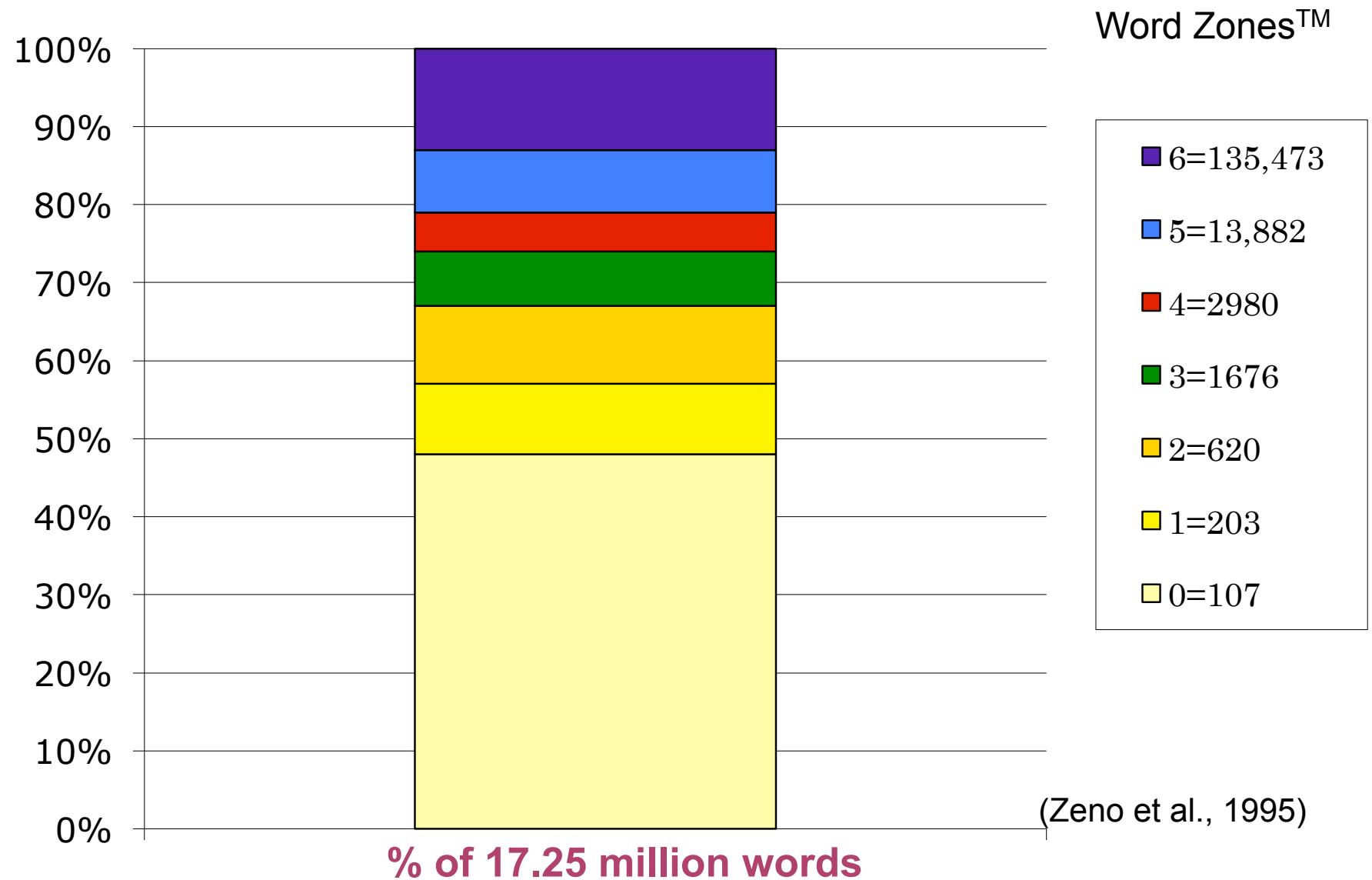
Romance

Most literary and academic words
**New Words through derivations: frigidity,
frigidness, refrigerator**

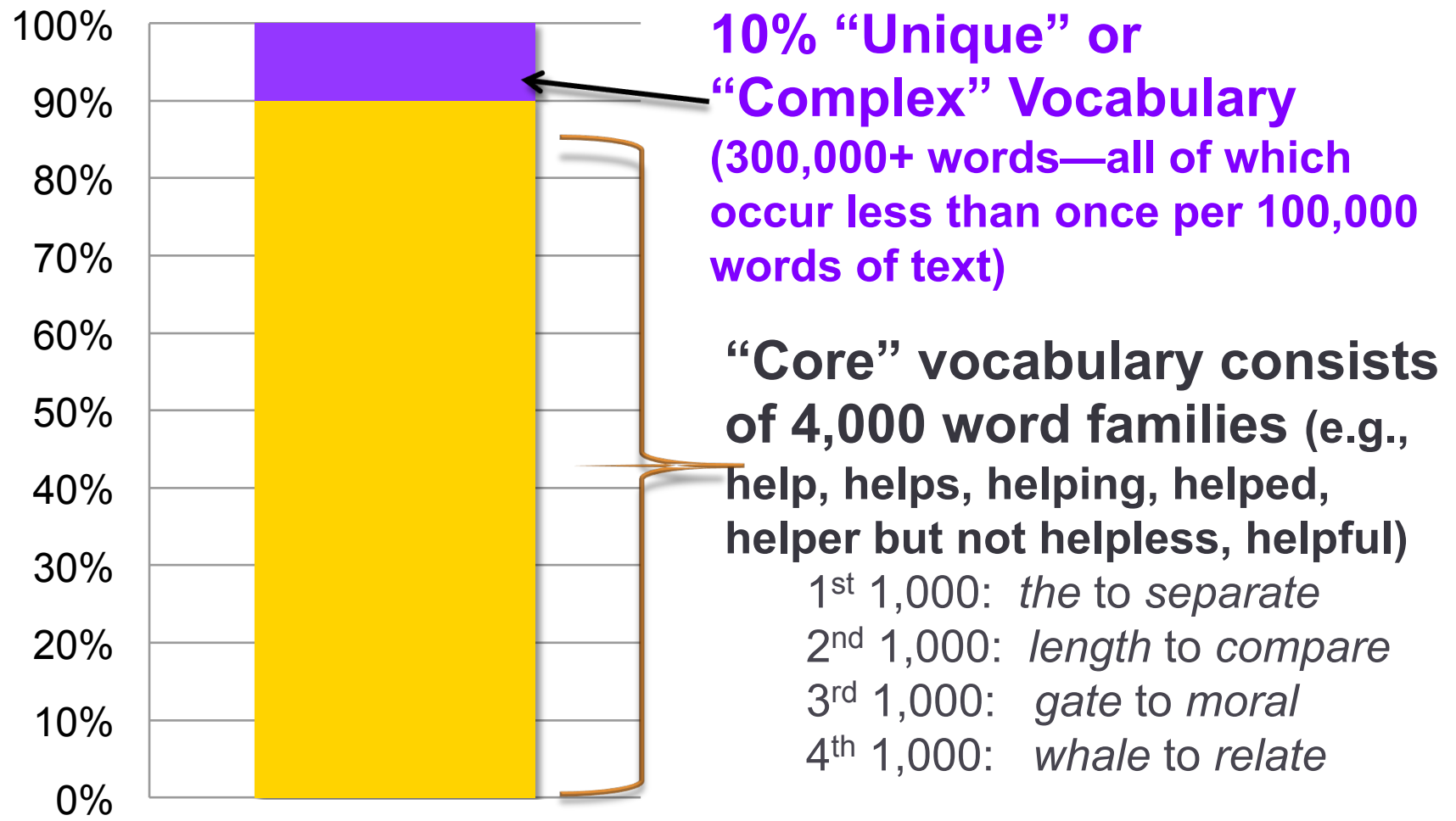
Anglo-Saxon

Common, everyday, down-to-earth words
**New Words through compounding: cold-blooded, cold-natured, cold-
drink, cold-running**

Distribution of Words in Textbooks



Proportion of Vocabulary



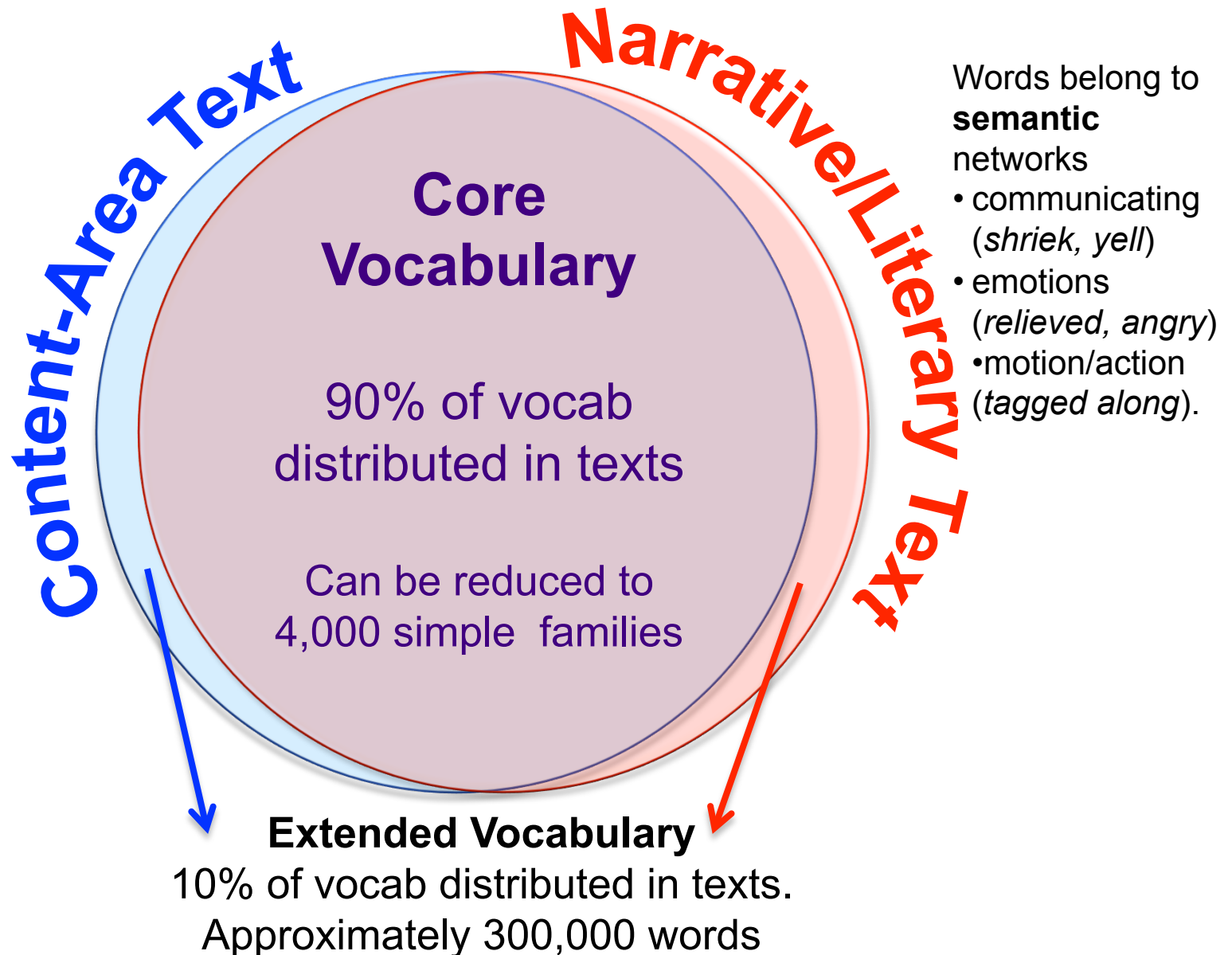
http://textproject.org/assets/library/resources/WordZones_4000-simple-word-families.pdf

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.



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 fascinated marveled	enchanted enthralled spellbound captivated transfixed
baffled bewildered stumped	confused mystified perplexed confounded

RARE WORDS IN SAKI'S THE STORYTELLER

undermined Cyril Jam humming scent
polite morsel retort amid bachelor excellence obedience
admiration audibly murmur comment goodness storyteller
unconcernedly suppressed teller listlessly
truthful assail scowl frown medals conversational shrubbery
questionings mandalay puddings bullocks improper
gasp utterly fatuously cushions sniff dreadfully lamely
confidential dissident trembled discouraged devoured inevitable gleamed tarts
absent railway resumed murmured diversion sniffing persisted petulant
recite sultry stupidest bachelor's unspeakable horrible persistent
delightful rage pinafore deplorably parrots housefly uninteresting compartment
unenterprising quoted horribly relucantly
flicker punctuality occupant preparatory whoever quickening
recommenced clinked s resolute spotlessly prowling novelty
bertha ferocity protested rarity
bristled clicked commended conviction
estimation aroused hummed myrtle trembling glaring emphatically momentarily
medal repitition templecombe unsympathetic

Eliminate short words (5 letters or less)

polite morsel undermined correspondingly bachelor retort humming
admiration murmur comment excellence obedience
unconcernedly audible suppressed teller listlessly goodness storyteller
truthful assail gleaming medals puddings bullocks conversational shrubbery
utterly questionings fatuously cushions trembled dreadfully lamely improper
confidential dissentient murmured diversion discouraged inevitable gleamed
absent railway resumed sultry stupidest bachelor's petulant
delightful pinafore deplorably parrots unspeakable horrible persistent
unenterprising quoted horribly housefly uninteresting compartment
flicker punctuality occupant reluctantly whoever quickening
recommended clinked s resolute preparatory prowling novelty
bertha ferocity lolling protested rarity spotlessly momentarily
estimation bristled clicked commended conviction glaring emphatically templecombe
aroused hummed myrtle trembling repetition unsympathetic

Eliminate Proper Names

polite morsel retort undermined humming
admiration bachelor excellence obedience
unconcernedly audible murmur comment
correspondingly suppressed teller listlessly goodness storyteller
truthful assail gleaming medals bullocks conversational shrubbery
questionings puddings lamely improper
utterly fatuously cushions dreadfully discouraged gleamed
confidential dissident trembled diversion devoured inevitable persisted
absent railway resumed murmured sniffing petulant
recite sultry stupidest bachelor's persistent
delightful pinafore deplorably parrots unspeakable horrible
horribly housefly uninteresting compartment
unenterprising quoted reluctantly
punctuality occupant
flicker s resolute
recommenced clinked lolling protested preparatory whoever quickening
bristled ferocity rarity spotlessly prowling novelty
estimation aroused clicked myrtle commended conviction emphatically momentarily
hummed trembling glaring repetition unsympathetic

Eliminate Concrete/Imageable Words

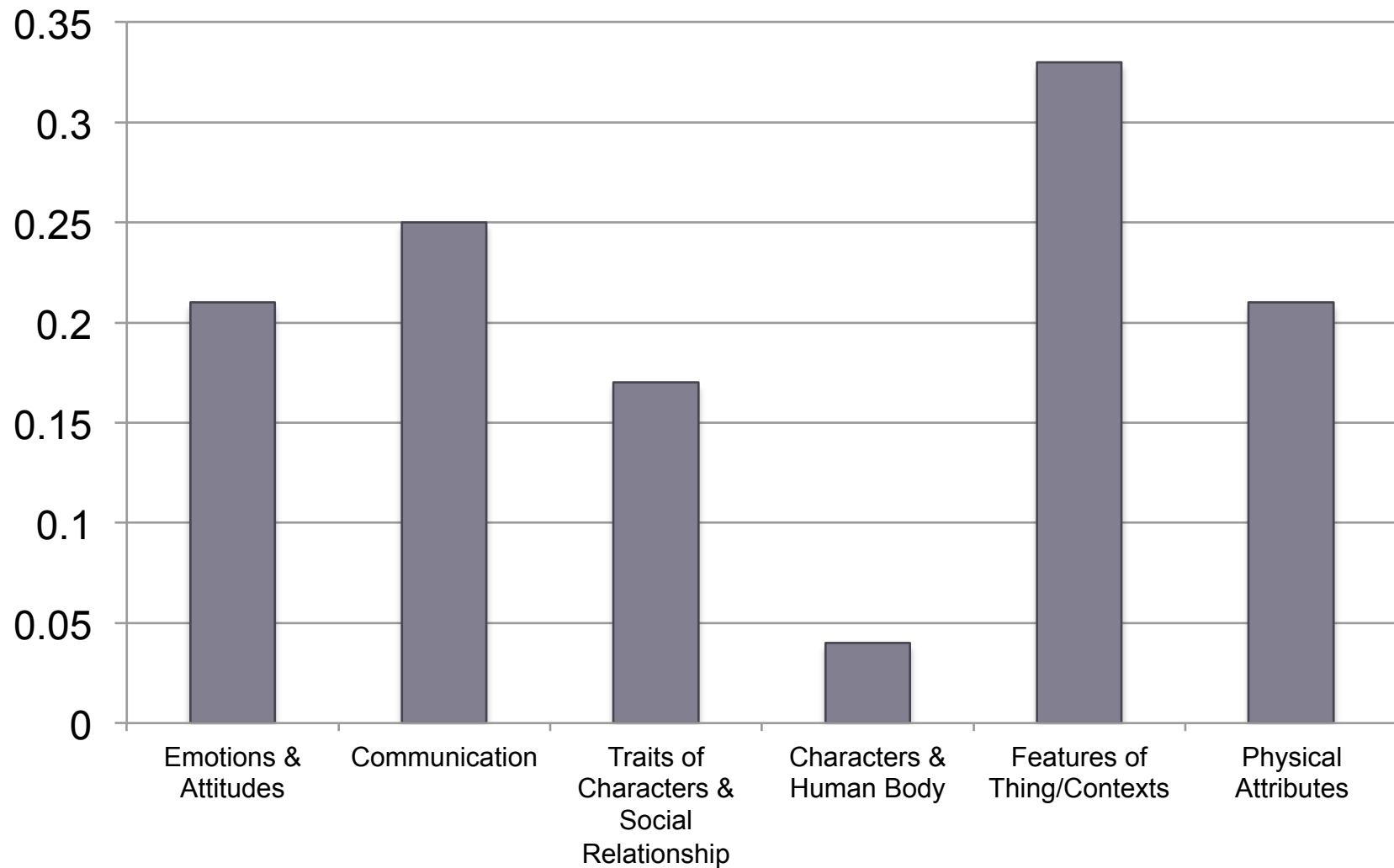
polite morsel undermined humming
admiration bachelor excellence obedience
unconcernedly audible retort murmur comment
correspondingly suppressed teller listlessly goodness
truthful assail gleaming conversational
questionings improper
utterly fatuously lamely
confidential dissident trembled dreadfully discouraged inevitable gleamed
absent resumed murmured diversion devoured sniffing persisted petulant
delightful recite sultry stupidest unspeakable horrible persistent
unenterprising quoted deplorably horribly uninteresting compartment
flicker punctuality reluctantly whoever quickening
recommended clinked occupant preparatory
bristled s resolute
estimation aroused ferocity lolling protested spotlessly prowling novelty
hummed commended conviction emphatically momentarily
trembling glaring repetition unsympathetic

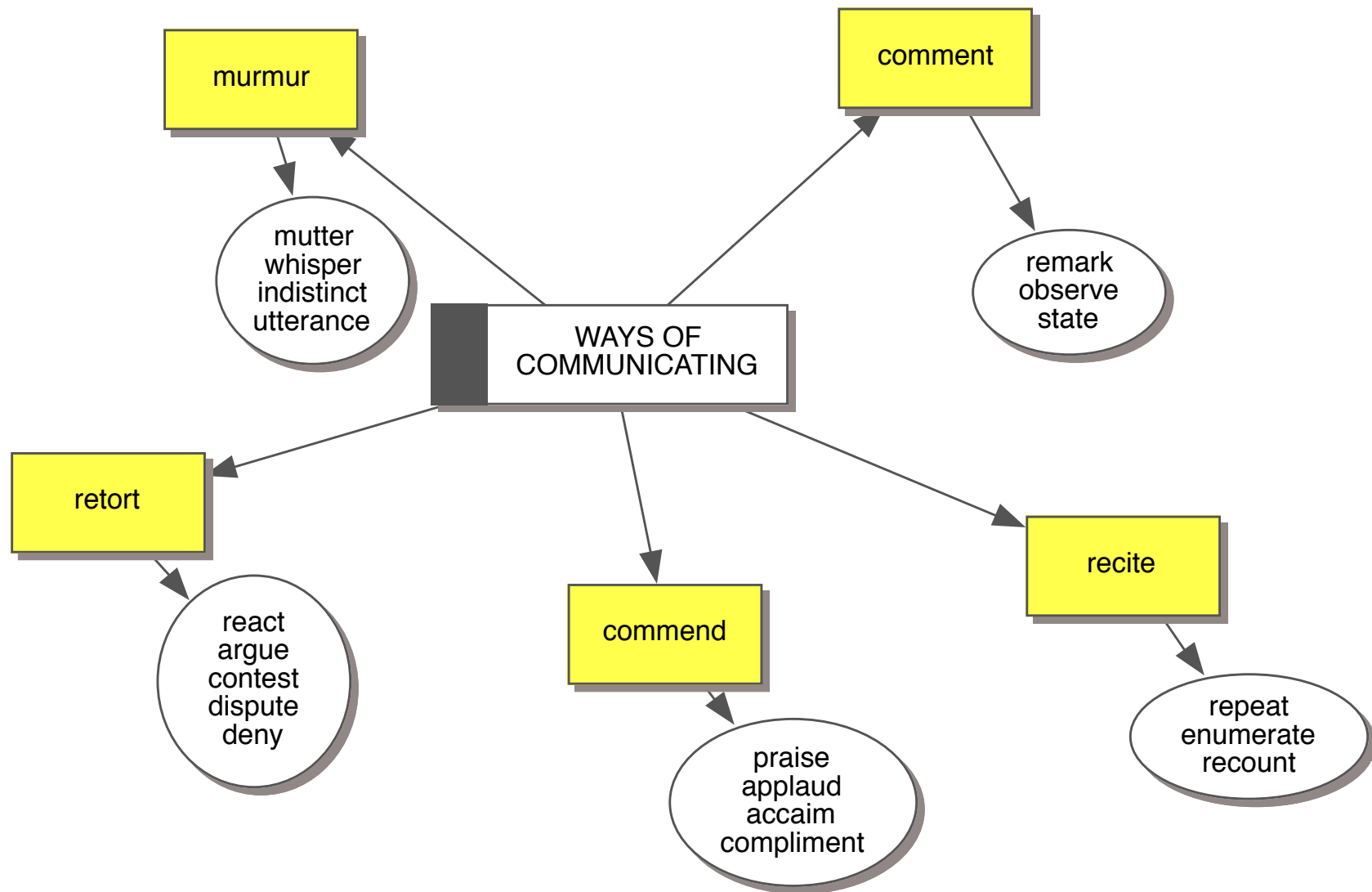
Inflected endings and simple derivatives of one-syllable words (e.g., ness, ful, er, ly), two-syllable compound words, inflected endings of another word in text

admission
unconcernedly
audible
murmur
correspondingly
suppressed
listlessly
morsel
conversational
improper
polite
assail
questionings
retort
undermined
dreadfully
discouraged
diversion
devoured
inevitable
persisted
petulant
persistent
confidential
utterly
fatuously
dissentient
resumed
sultry
deplorably
horribly
absent
recite
unenterprising
punctuality
flicker
recommenced
bristled
estimation
aroused
occupant
s
resolute
preparatory
reluctantly
uninteresting
compartment
quickenings
novelty
momentarily
unsympathetic
repetition
trembling
commended
conviction
spotlessly
emphatically
ferocity
protested
rarity

admiration	polite	discouraged	assail	persisted
aroused	punctuality	diversion	dissentient	persistent
bristled	bachelor	dreadfully	questionings	preparatory
petulant	delightful	emphatically	quickenings	protested
unsympathetic	deplorably	estimation	recommenced	reluctantly
audible	horrible	excellence	unconcernedly	repetition
comment	spotlessly	ferocity	unenterprising	resolute
murmur	horribly	improper	confidential	resumed
retort	absent	inevitable	conversational	suppressed
recite	momentarily	listlessly	conviction	trembling
commended	utterly	morsel	correspondingly	undermined
fatuously	flicker	novelty	devoured	uninteresting
obedience	sultry	occupants	compartment	unspeakable

Categories of Unique Words in Narrative Texts





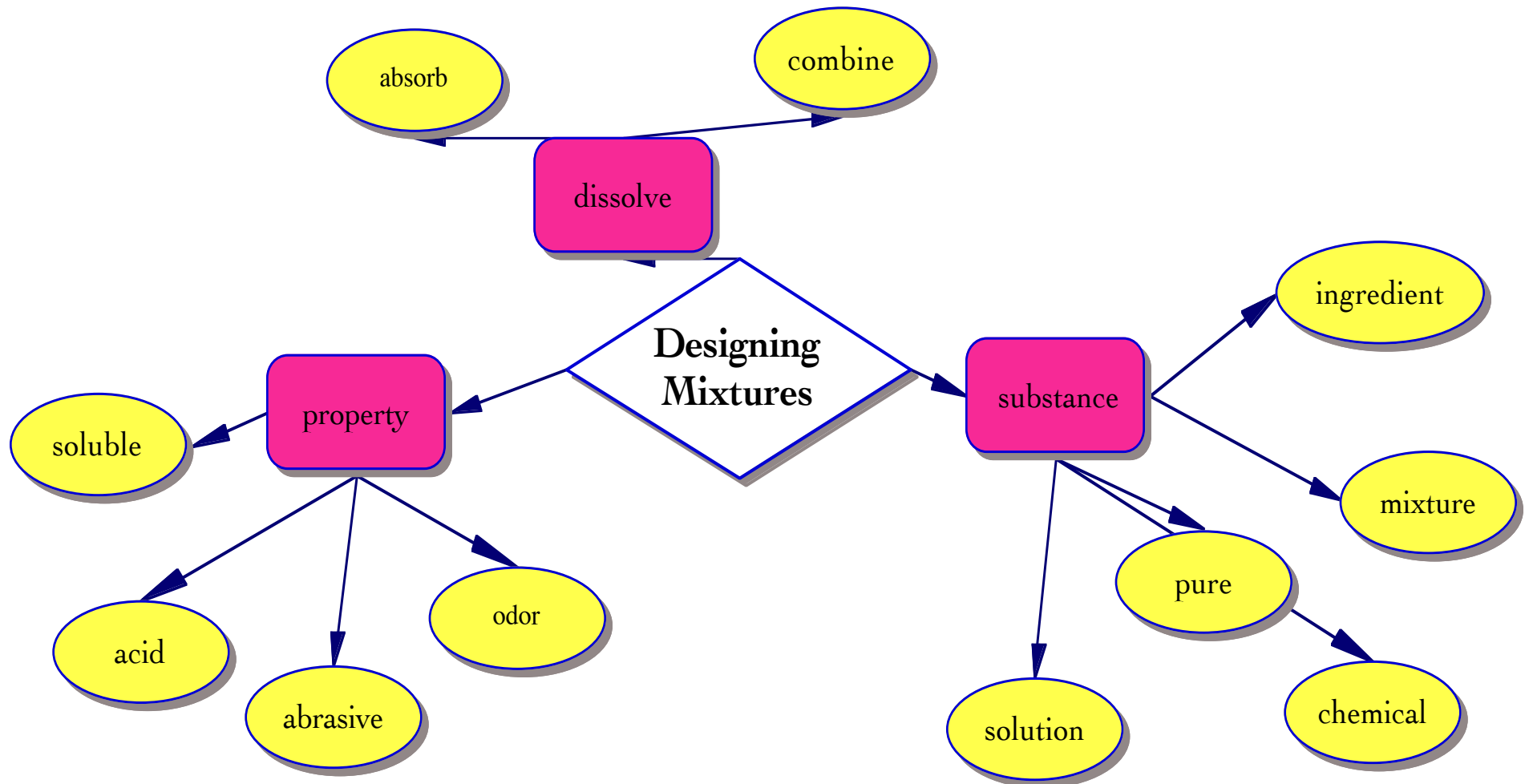
Prolific Groups in Narrative/Literary Texts

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

Content-Area Text

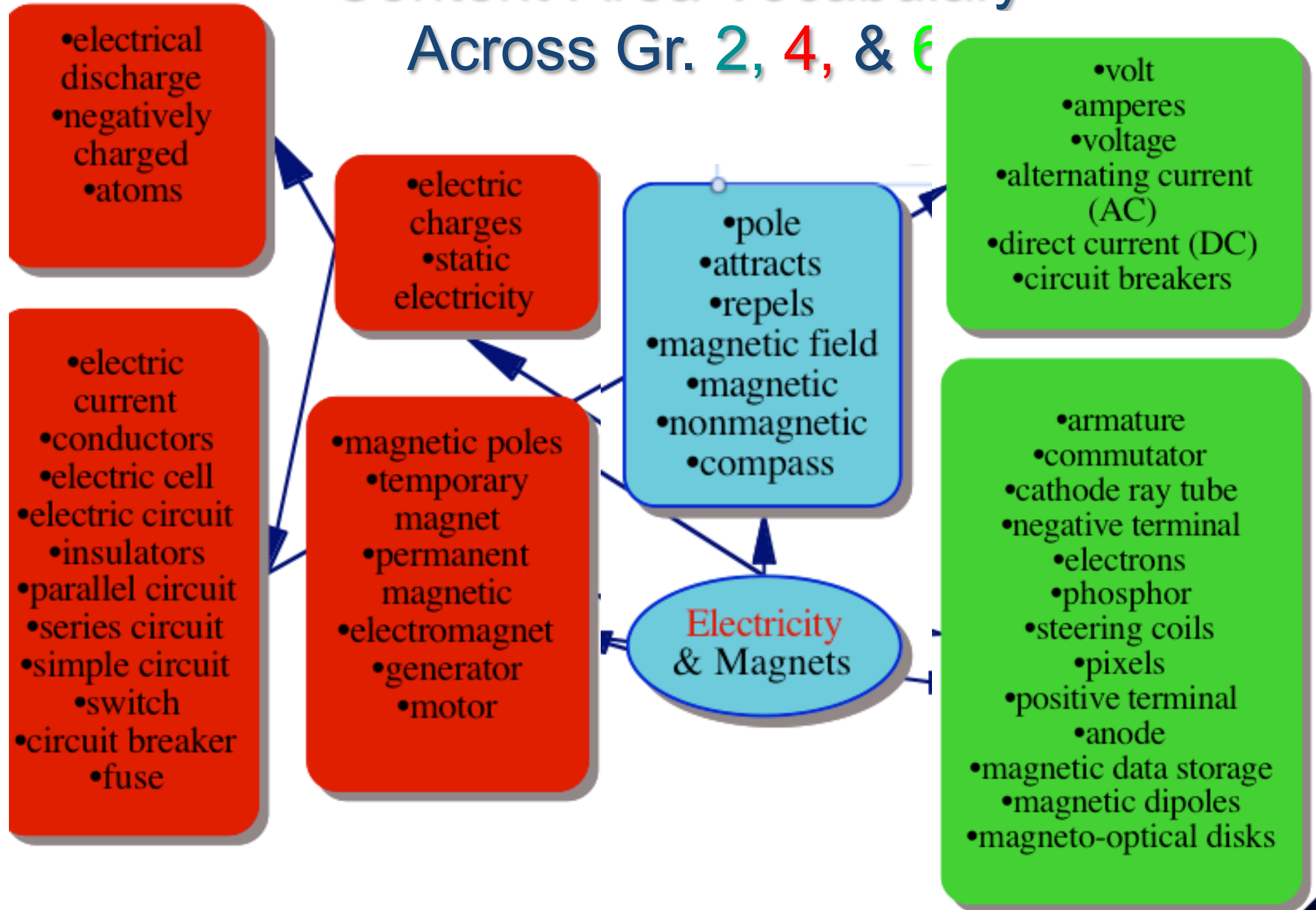
Embryological studies show that each batch of four is the result of a single fertilized egg, which divides twice. Each of the four resulting cells develops into a miniature armadillo which is born in early spring some six months after the adults have mated. All members of a young brood are of the same 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

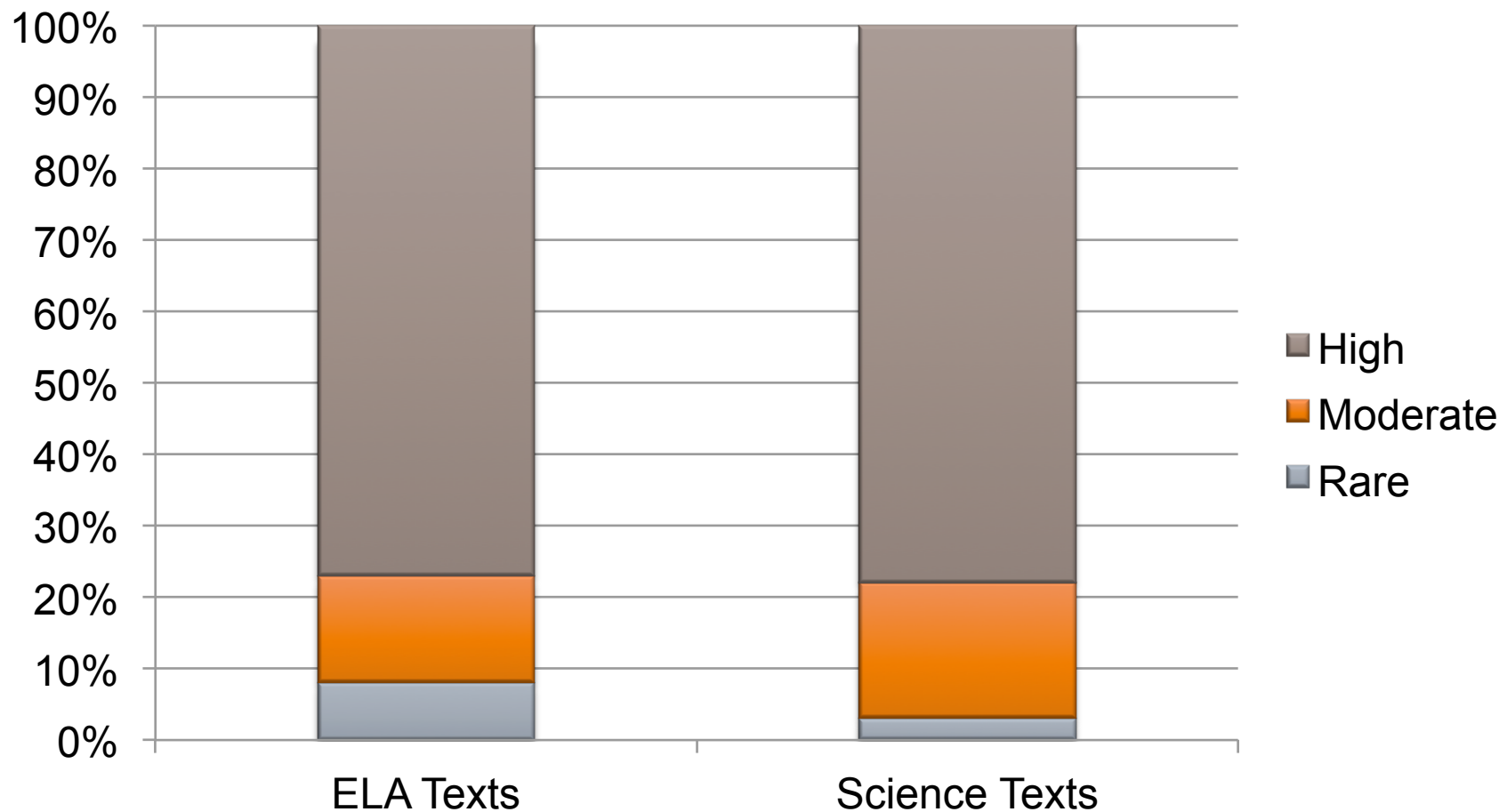


Content-Area Vocabulary

Across Gr. 2, 4, & 6



Why Content Area Text is Particularly Appropriate for Increasing Word Knowledge



10 rare words with most repetitions

Science Texts	ELA Texts
rainwater 2	blizzard 2
hypothesize 2	Carpathia 2
windbreakers 2	checkpoint 2
miriam 3	calico 3
romais 3	fidget 3
trickle 3	Ketcham 3
headland 6	Titanic 3
glacier 8	lifeboat 3
sediment 9	satchels 3
shoreline 10	ribbon 5

It's Not Just Informational Text That Supports Knowledge Acquisition: The Critical Role of Narrative Text in the Common Core State Standards

Posted by Elfrieda H. Hiebert on 12 September 2012

Elfrieda H. Hiebert

TextProject & University of California, Santa Cruz

Acquiring knowledge is the *raison d'être* of the Common Core. In the digital-global world, the “haves” are the ones who have knowledge and know how to acquire more knowledge. When you know something, you can build on this knowledge and in this way knowledge grows. Knowledge begets knowledge. The “have nots” are the ones who depend on others to filter their knowledge through talk radio, television shows, and conversation.

Reading is a critical component in knowledge acquisition since much of knowledge is recorded in texts. True, there are now video clips of momentous world events and there are numerous films and videos of almost any topic. But, at least with noteworthy films, all began as scripts and, to identify video clips, information is needed to locate them—information in the form of texts.

When it comes to content area texts, the nature of knowledge is clear. If a book is about horses or tree kangaroos, we expect to learn about these species. If we are using these books for instruction, we have extensive guidance from content-area specialists who have described the underlying ideas and the connections between ideas. We can learn about the world in more complex ways as a result of these content-area maps and curriculum guides.

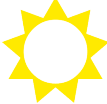
But when it comes to narrative texts, we are often rudderless. We teach narrative from the standpoint of personal connections. When students read *Birchbark House* (Erdich, 2002), we emphasize students' responses to how Omakayas felt when her baby brother died. When reading *M.C. Higgins the Great* (Hamilton, 1974/2006) we ask students about MC's plans to get his family off the mountain. We do not ask students why the protagonists in these stories had the problems that they did.

Two^{1/2} Examples of Integrating Word & World Knowledge

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

Talking
Points

For
Kids

SummerReads™ 



- Example 2: An Integrated Science-Literacy Curriculum
 - Seeds of Science/Roots of Reading (Amplify)
- And a third example in development

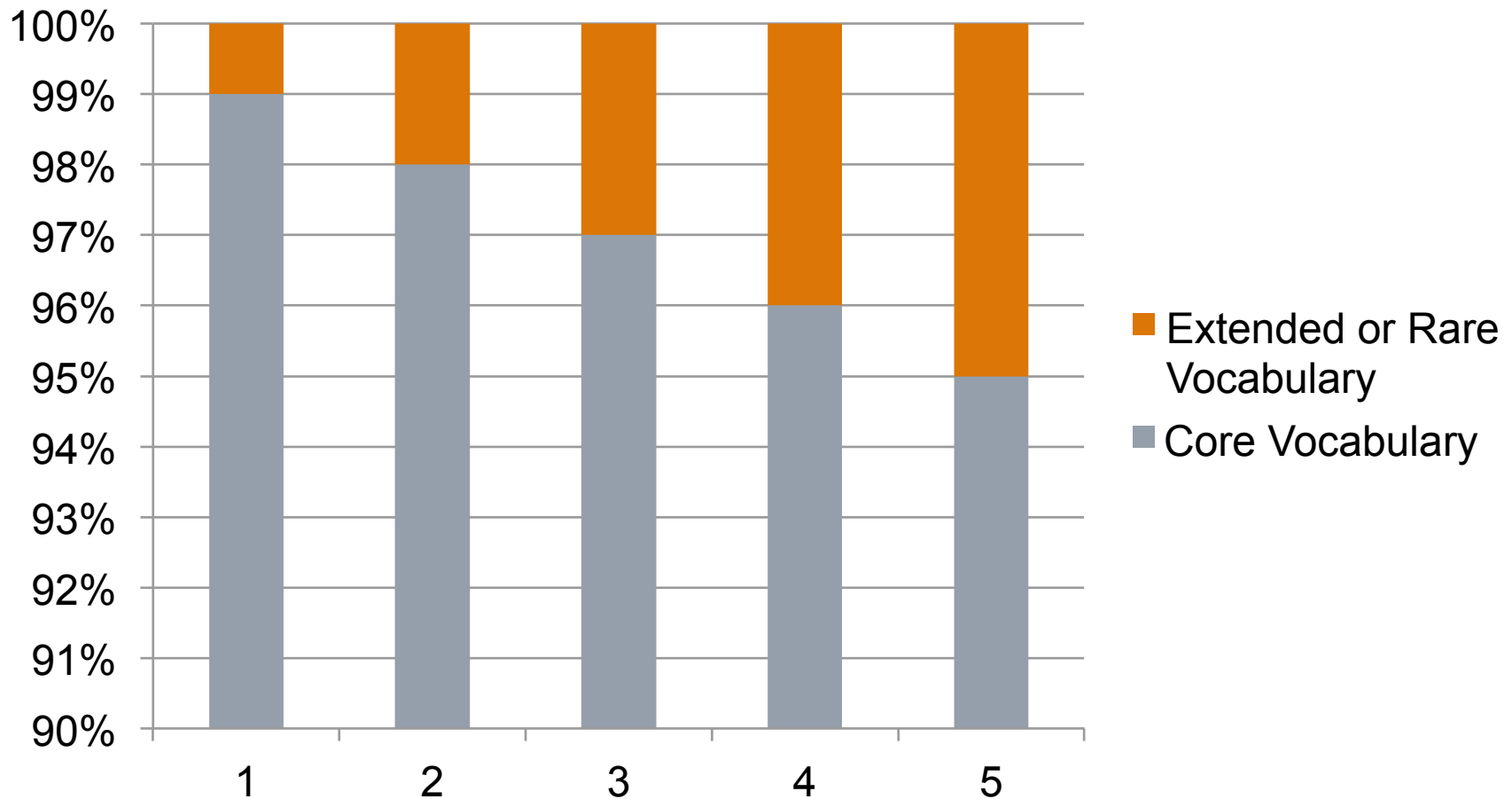




Example 1: Magazine Articles

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



Standing on Your Own

volume 4
issue 3



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.

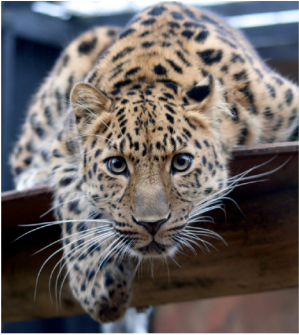
Like most spiders, most fish leave their eggs to hatch on their own. Cichlids are different. Mother cichlids watch over their eggs. Sometimes, they hold their eggs in their mouth. When the eggs hatch, the baby cichlids stay inside their mother's mouth until they're ready to swim on their own.

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!



For more information about TextProject and *FYI for Kids*, visit textproject.org
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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.

Photo: Polar Bear Knut at age 2. Zoo of Berlin, Germany. December, 2008. ©2008 by Aconcagua. Some rights reserved: GNU Free Documentation License and Creative Commons Attribution-Share Alike 3.0 Unported

Talking
Points

For
Kids



For more information about Talking Points for Kids visit www.textproject.org
Prototype © Elfrieda H. Hiebert. Some rights reserved (<http://creativecommons.org/licenses/by-nc-cd/3.0/us/>).



Photo: A U.S. Air Force officer swims in a race at the U.S. Air Force Academy. Taken by Jennifer A. Villalobos. Released into the public domain by the U.S. Air Force.

Different Swimming Strokes



Whether they are young or old, all swimmers start out with the same swimming stroke. This stroke is called the dog paddle. Most swimmers learn the breaststroke begins by lying in the water.

Photo: A young swimmer practices the dog paddle in a pool near San Diego, California. © 2010 by Piper Toney. Used by permission.

Swimwear



The clothes worn by swimmers have changed over time. About 200 years ago, women wore dresses of wool to swim. Wool absorbs water. The dresses got heavy in the water, making it difficult to swim and not sink.

Today, a swimming suit is made to fit

Photo: A young girl wears goggles while learning the backstroke near Tai Po, Hong Kong, May 2006. © 2006 by Tommy Wong. Some rights reserved (<http://creativecommons.org/licenses/by/2.0/>).



Introduction

Swimming

There are lots of reasons why you might want to go



down. You move both arms in a circle. You raise your head out of the water to breathe once during each stroke. You also need to kick your legs in a circular motion like a frog's kick.

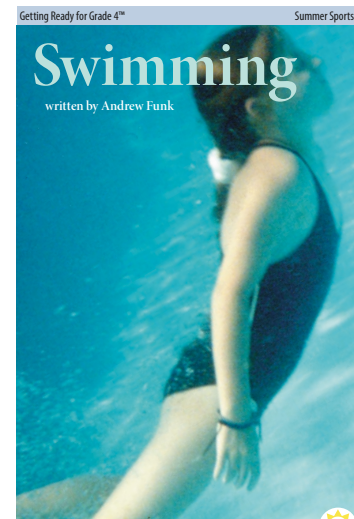
Swimming Underwater



Humans can swim under water but only for short periods of time. After about two minutes, a human needs to return to the surface to get oxygen from the air.

There are animals that, like humans, use lungs for breathing. Some of these animals are much better underwater swimmers than humans. Whales can stay underwater for up to two hours without coming to the surface for air. Birds also

Photo: Humpback whales (*Megaptera novaeangliae*) near Maui, Hawaii. Taken by Dr. Louis M. Herman. Released into the public domain by NOAA.



swim fit allows a swimmer to glide through the water. The suit



have lungs and many can stay underwater much longer than humans.

The best underwater swimmers are fish. Unlike humans, most fish breathe through gills that allow them to get oxygen from the water. Since they do not have to come to the surface, fish are excellent swimmers. Some fish can reach speeds of more than 40 miles per hour.

Almost all animals are born with either gills or lungs and have one or the other for their entire lives. But some animals are born with gills and then switch to lungs later in life. This means that they live in water for the first part of life and, later, breathe air and live on land. Frogs are an example of such animals. Frogs start out as eggs in the water. When the eggs hatch, tadpoles that breathe with gills come out. Later, tadpoles become frogs and the gills are gone. Frogs use lungs for breathing. Tadpoles can stay underwater but frogs can't. Frogs need to come to the water's surface to breathe.

Example 2: Integrated World & Word Learning: *Shoreline Science from Seeds and Roots*



Key Science Words:

predators

prey

habitat

shoreline

wrack

plankton

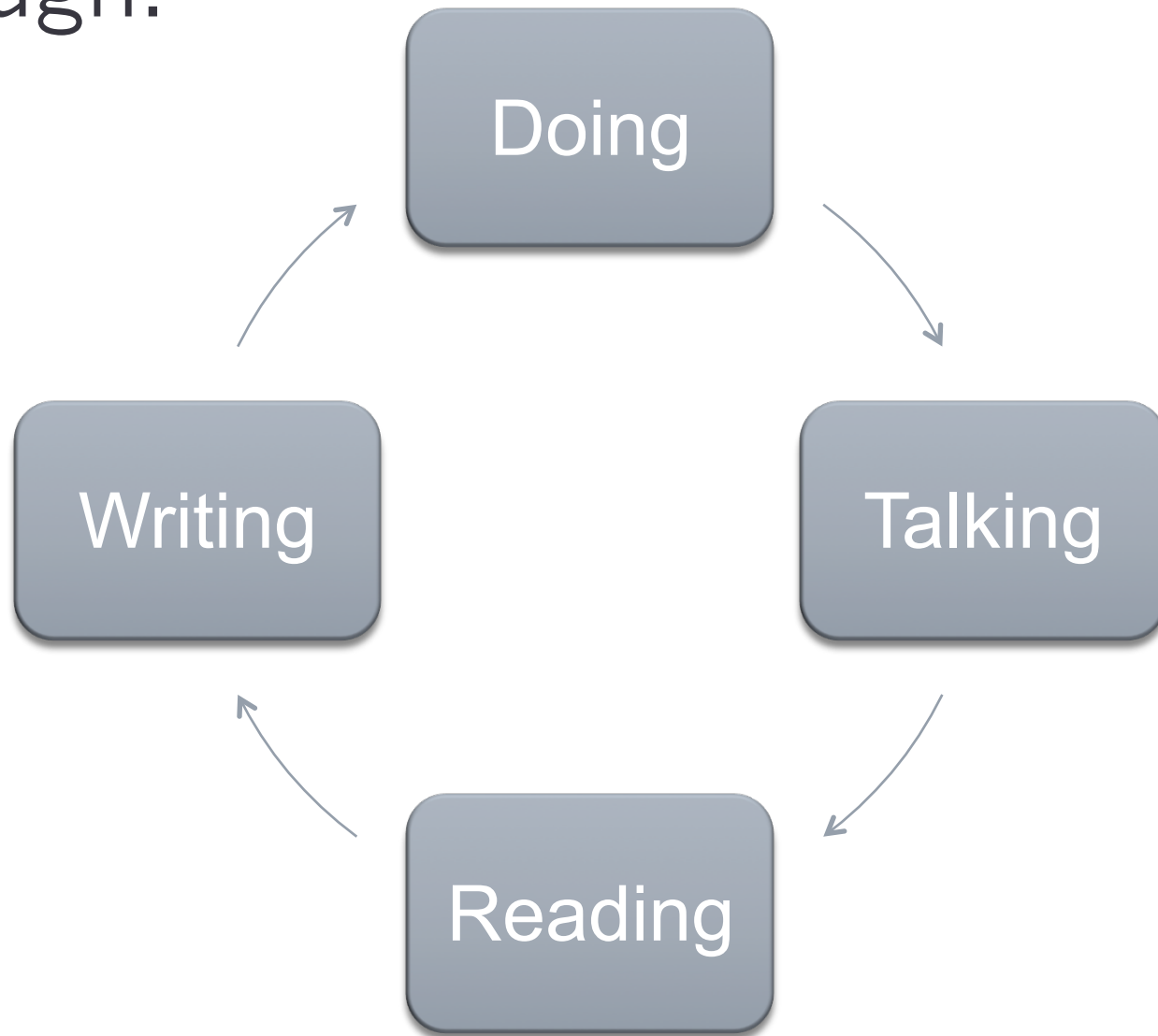
erosion

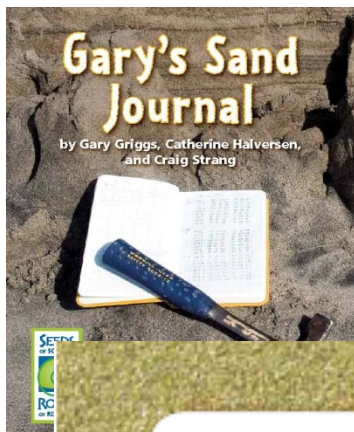
organisms

evidence



Multiple Exposures to Concepts Through:





Reading



Sand 3

	Observations	Could be evidence of
Size	Big	Big waves
Shape	Rounded	Old sand grains
Color	Green, brown, white, pink, clear	Sand composed of different kinds of rocks and minerals

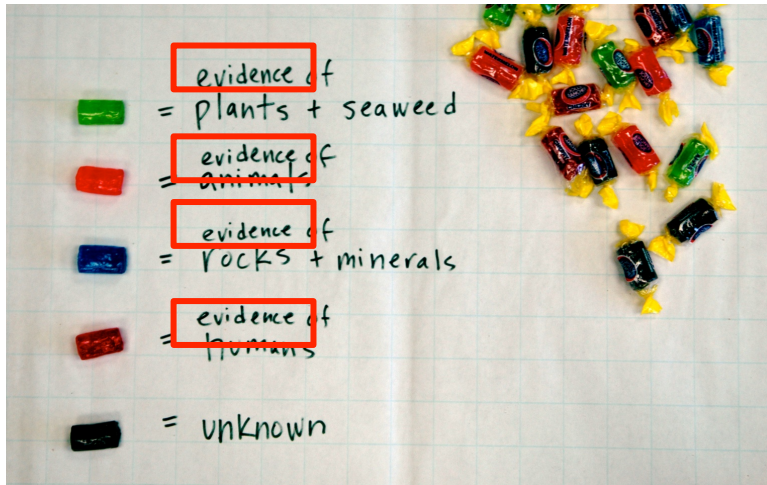


Explanation: This sand is colorful.

This is evidence that it is composed of different kinds of rocks and minerals. Colorful sand like this is often found near rocky cliffs.

The big sand grains are evidence of big waves. I can tell the sand grains are old because they are rounded. They have been rolling around and crashing against one another for a long time.

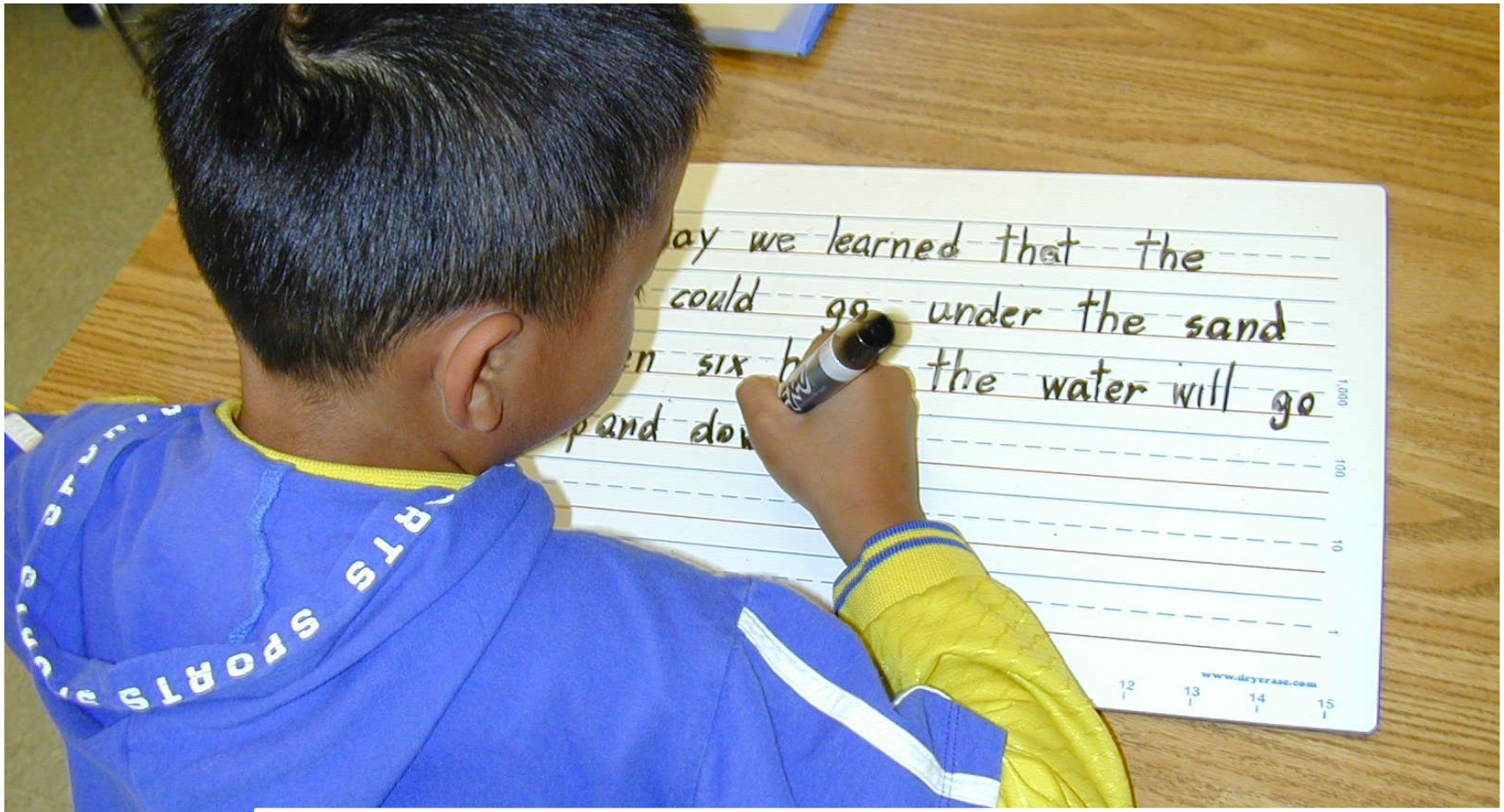
Notes: I collected this sand on a beach below tall cliffs. At high tide, the waves come right up to the cliffs. The waves crash against the rocks. The colors of the cliff rocks match the colors in the sand.



Doing



Writing



Talking



And a third example in development*:

TextProject's Text Connections:

Magazine Articles That Support Background
Knowledge, Purpose, and Engagement for
Anchor Texts

*With an invitation to teachers to make recommendations and contributions

Your Majesty, Your Royal Highness, Mr. President, Excellencies, Ladies and Gentlemen: I accept the Nobel Prize for Peace at a moment when 22 million Negroes of the United States of America are engaged in a creative battle to end the long night of racial injustice. I accept this award on behalf of a civil rights movement which is moving with determination and a majestic scorn for risk and danger to establish a reign of freedom and a rule of justice. I am mindful that only yesterday in Birmingham, Alabama, our children, crying out for brotherhood, were answered with fire hoses, snarling dogs and even death. I am mindful that only yesterday in Philadelphia, Mississippi, young people seeking to secure the right to vote were brutalized and murdered. And only yesterday more than 40 houses of worship in the State of Mississippi alone were bombed or burned because they offered a sanctuary to those who would not accept segregation. I am mindful that debilitating and grinding poverty afflicts my people and chains them to the lowest rung of the economic ladder.

Therefore, I must ask why this prize is awarded to a movement which is beleaguered and committed to unrelenting struggle; to a movement which has not won the very peace and brotherhood which is the essence of the Nobel Prize.

After contemplation, I conclude that this award which I receive on behalf of that movement is a profound recognition that nonviolence is the answer to the crucial political and moral question of our time - the need for man to overcome oppression and violence without resorting to violence and oppression. Civilization and violence are antithetical concepts. Negroes of the United States, following the people of India, have demonstrated that nonviolence is not sterile passivity, but a powerful moral force which makes for social transformation. Sooner or later all the people of the world will have to discover a way to live together in peace, and thereby transform this pending cosmic elegy into a creative psalm of brotherhood. If this is to be achieved, man must evolve for all human conflict a method which rejects revenge, aggression and retaliation. The foundation of such a method is love.

The tortuous road which has led from Montgomery, Alabama to Oslo bears witness to this truth. This is a road over which millions of Negroes are travelling to find a new sense of dignity. This same road has opened for all Americans a new era of progress and hope. It has led to a new Civil Rights Bill, and it will, I am convinced, be widened and lengthened into a super highway of justice as Negro and white men in increasing numbers create alliances to overcome their common problems.

I accept this award today with an abiding faith in America and an audacious faith in the future of mankind. I refuse to accept despair as the final response to the

Dr. King's Nobel Prize acceptance speech

How the Children of Birmingham Changed the Civil-Rights Movement

Fifty years ago this week, thousands of students left their classrooms and marched on downtown Birmingham, Alabama. Their Children's Crusade changed a nation. Lottie L. Joiner talks with some of the participants.

by [Lottie L. Joiner \(/contributors/lottie-l-joiner.html\)](http://contributors/lottie-l-joiner.html) | May 2, 2013 4:45 AM EDT

Fifty years ago this month, Charles Avery left his high school in Jefferson County, Alabama, to lead about 800 of his fellow students on a 10-mile walk to Birmingham City. They were stopped by the sheriff's department, arrested, and jailed. "I was put in the paddy wagon with Dick Gregory and his writer," says Avery, who was 18 at the time and president of his senior class. "I would never forget that day."



Policemen lead a group of black schoolchildren into jail following their arrest for protesting against racial discrimination on May 4, 1963, near the City Hall of Birmingham, Alabama. (Bill Hudson/AP)

In 1963 Birmingham was known as one of the most racist cities in the South. Martin Luther King Jr. had described it as a "symbol of hard-core resistance to integration." Activists had nicknamed it Bombingham, because of the frequency of violent attacks against those fighting the system of segregation.

It was the [Rev. James Bevel \(http://www.nytimes.com/2008/12/23/us/23bevel.html\)](http://www.nytimes.com/2008/12/23/us/23bevel.html), a leader of the Southern Christian Leadership Conference and adviser to King, who came up with the idea of a protest group made up of children. In May 1963 they launched the Children's Crusade and began a march on Birmingham. By the time Avery made it to the city May 7, more than 3,000 black young people were marching on the city.

Children's March 1963: A Defiant Moment

By: Denise Stewart

Posted: May 1, 2013 at 1:31 PM

Fifty years later, participants recall standing up to Bull Connor in the fight for civil rights.

(The Root) -- Defying your parents' orders not to march in Birmingham, Ala., in the 1960s could have meant a whipping for teens. Defying the police commissioner's order not to march protesting segregation could have meant attacks by dogs, blasts from fire hoses and a lockup in jail.

Fifty years ago in the spring of 1963, thousands of youths in Birmingham did just that -- often disobeying their parents because they wanted to join a unified call to end segregation. A re-enactment of the Children's March (also known as the Children's Crusade) is set for Thursday, May 2, in downtown Birmingham.

In 1963, pictures from Birmingham were shown around the world of children blasted by fire hoses. Of children attacked by dogs. Of children singing, "We Shall Overcome."

Freeman Hrabowski, president of the University of Maryland at Baltimore County, was 12 and a freshman at Ullman High School when he left school to march downtown. Before the day was over, he had come face-to-face with the city's iconic, racist public-safety commissioner, Eugene "Bull" Connor, and found himself locked up in a juvenile detention facility.

"I guess you could say I learned an early lesson from a Birmingham jail," said Hrabowski, named last year by Time magazine as one of its "100 Most Influential People in the World." "If I had to do it all over again, I would do the very same thing."

While he was locked up, Hrabowski remembers Martin Luther King Jr. coming to the juvenile facility and speaking words of encouragement outside. "He said, 'What you do this day will impact children who have not been born,'" Hrabowski said. Days earlier, Hrabowski had heard King speak at his church, Sixth Avenue Baptist. "He told us that by marching in the movement, children would help end segregation and improve education. That caught my attention. We had great teachers at the time, but we were told that our resources were not the same as whites. I wanted to see change."

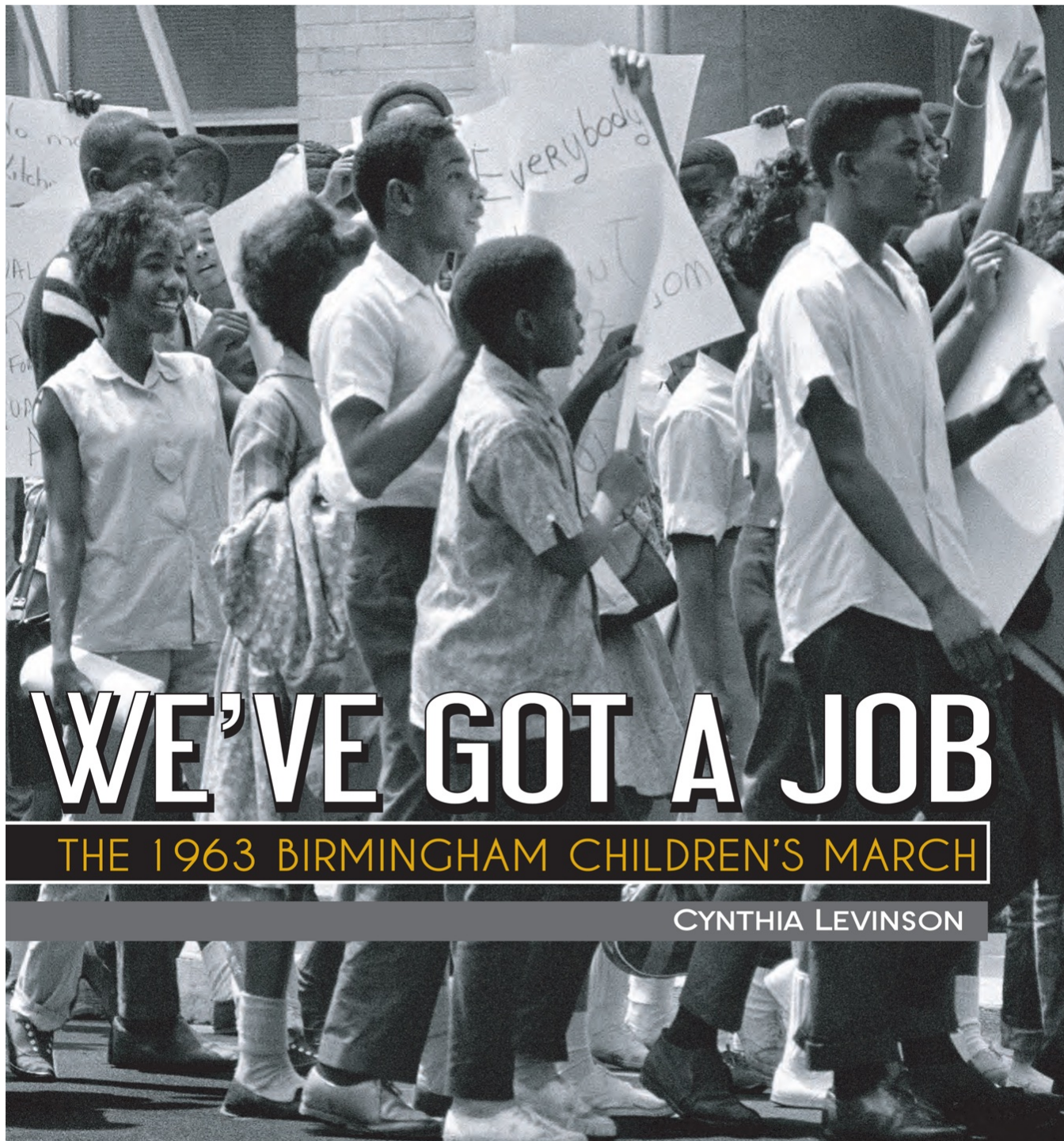
When Hrabowski told his parents he wanted to march, they told him, "Absolutely not."

"Then I did something you just didn't do back then. I asked them why they would take me to hear this man [King] talk about marching for better education, but tell me I couldn't do it," he said. "My dad said, 'Boy, go to your room.'"

Hrabowski insisted on marching, and when the crowds left Ullman that May day, he left, too. They marched from south of town about two miles to 16th Street Baptist Church. "As a child, I was a fat nerd, but I loved school. I wanted to be part of anything that would bring better education," he said.

The youths assembled in the church and received their instructions for the day. When they made it to the Birmingham City Hall, they would kneel and pray. That's where Hrabowski encountered the public-safety commissioner whose image was synonymous with segregation -- Bull Connor.

"My knees were shaking. He looked at me and said, 'Little nigra, what do you want?' I said, 'We want to kneel and pray,'" Hrabowski said. Not long after that, he and hundreds of others were hauled away and locked up.



WE'VE GOT A JOB

THE 1963 BIRMINGHAM CHILDREN'S MARCH

CYNTHIA LEVINSON

Cesar Chavez



Commonwealth Club Address

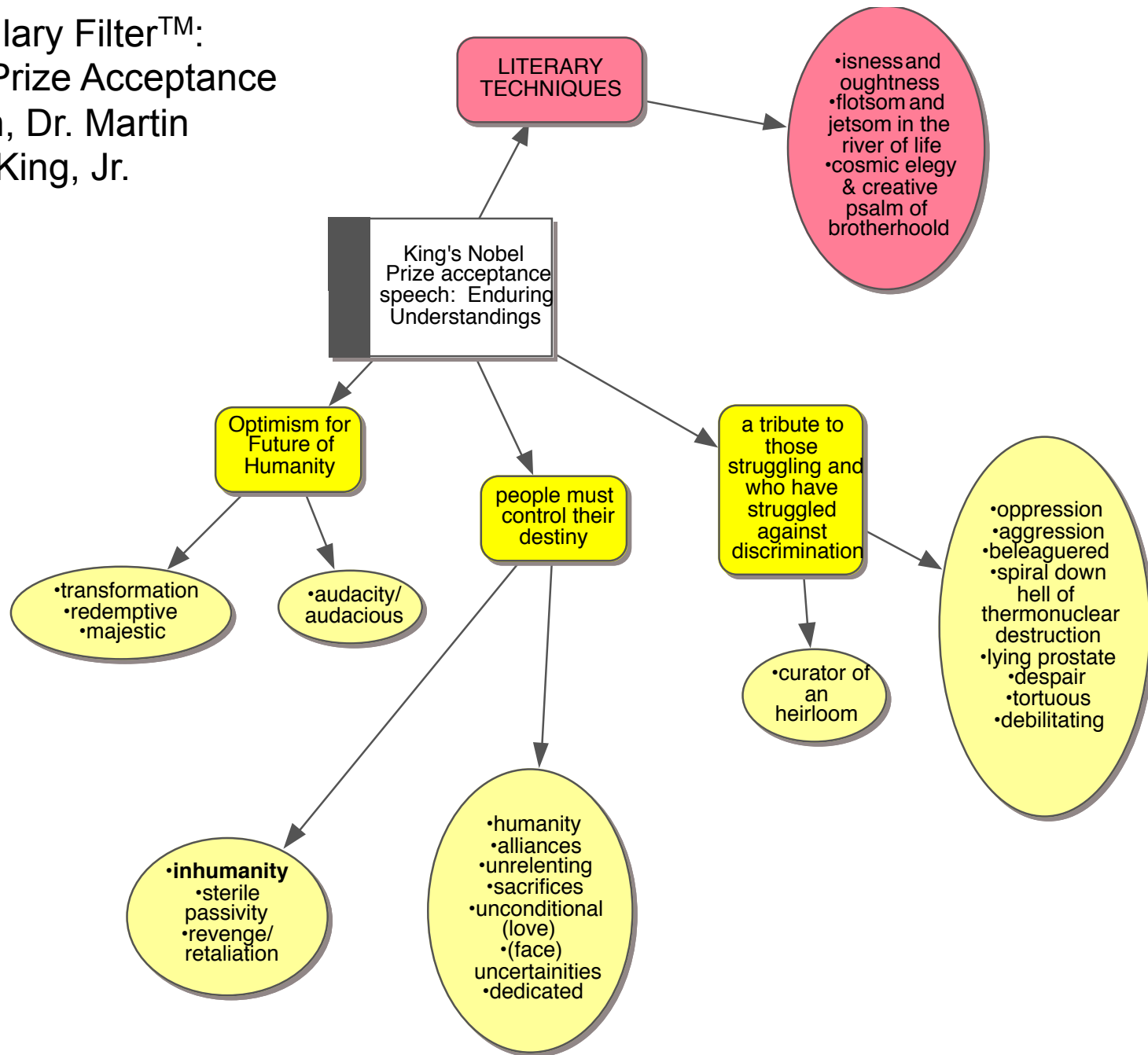
delivered 9 November 1984

Thank you very much, Mr. Lee, Mrs. Black, ladies and gentlemen. Twenty-one years ago, this last September, on a lonely stretch of railroad track paralleling U.S. Highway 101 near Salinas, 32 Bracero farm workers lost their lives in a tragic accident. The Braceros had been imported from Mexico to work on California farms. They died when their bus, which was converted from a flatbed truck, drove in front of a freight train. Conversion of the bus had not been approved by any government agency. The driver had tunnel vision. Most of the bodies laid unidentified for days. No one, including the grower who employed the workers, even knew their names. Today, thousands of farm workers live under savage conditions, beneath trees and amid garbage and human excrement near tomato fields in San Diego County; tomato fields, which use the most modern farm technology. Vicious rats gnaw at them as they sleep. They walk miles to buy food at inflated prices and they carry in water from irrigation ditches.

Child labor is still common in many farm areas. As much as 30 percent of Northern California's garlic harvesters are underaged children. Kids as young as six years old have voted in states, conducted union elections, since they qualified as workers. Some 800,000 underaged children work with their families harvesting crops across America. Babies born to migrant workers suffer 25 percent higher infant mortality rates than the rest of the population. Malnutrition among migrant workers' children is 10 times higher than the national rate. Farm workers' average life expectancy is still 49 years, compared to 73 years for the average American.

All my life, I have been driven by one dream, one goal, one vision: to overthrow a farm labor system in this nation that treats farm workers as if they were not important human beings. Farm workers are not agricultural implements: they are not beasts of burden to be used and discarded. That

Vocabulary Filter™:
Nobel Prize Acceptance
Speech, Dr. Martin
Luther King, Jr.



Getting Ready For The New Assessments

Several Actions That Teachers Can Take Right Now

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. Increase Reading Volume

(Un)Homework: Reading popular but thematically related books

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

3. Increase Students' Stamina by Reading Silently

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

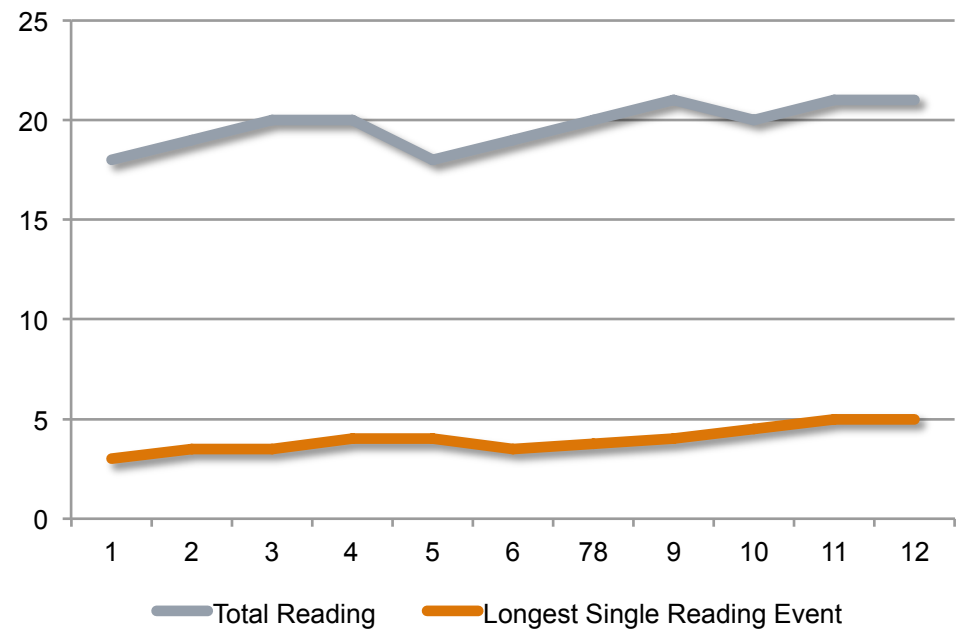
Step 1: Get baseline data:

- 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*) and *Patterns of Nature*)
- Musicians (*John's Secret Dreams*; *Lives of the Musicians*)

All resources at textproject.org are available for free download



Informational Text and the CCSS: Pitfalls and Possibilities
Registration is now open for Dr. Nell Duke's May 30th webinar. This is a FREE webinar. Join us as Dr. Duke shares her thoughts on the challenges of informational texts in the classroom.

Information about our webinar series, as well as past webinars, is available on our [webinar series homepage](#).

Student Resources

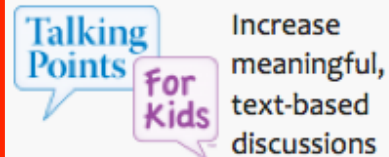
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