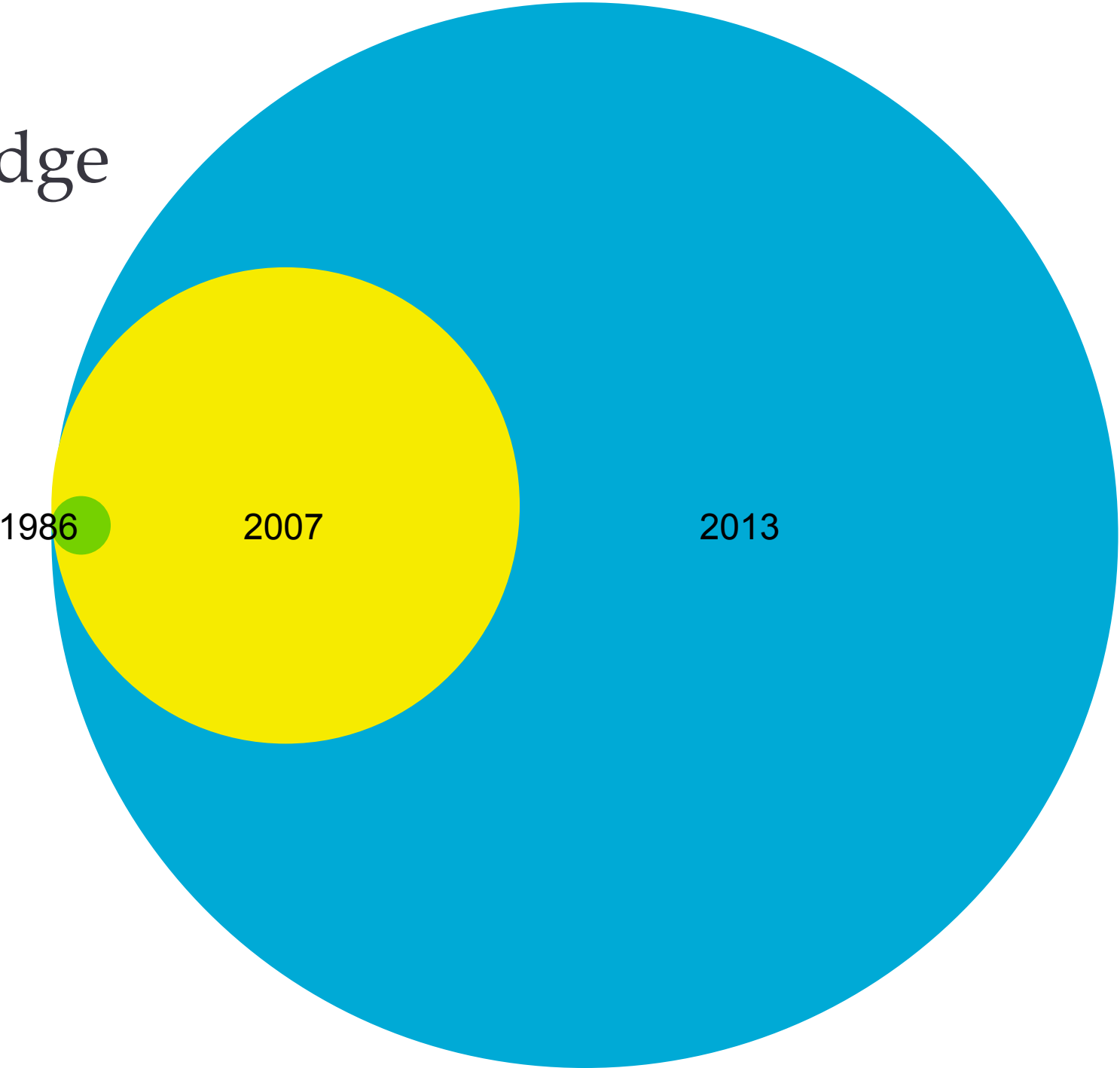
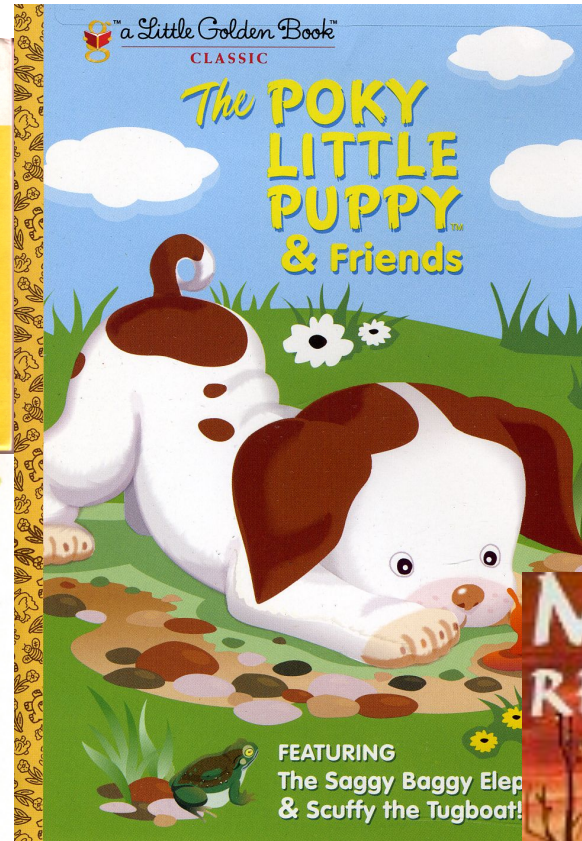
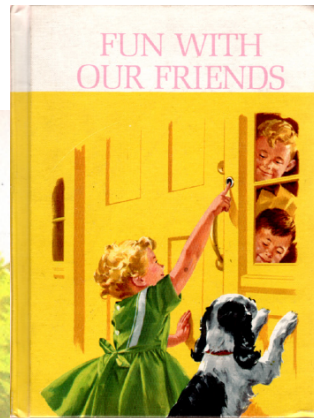


# Developing Proficiency in Reading Complex Texts: Time Matters

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

# World Knowledge



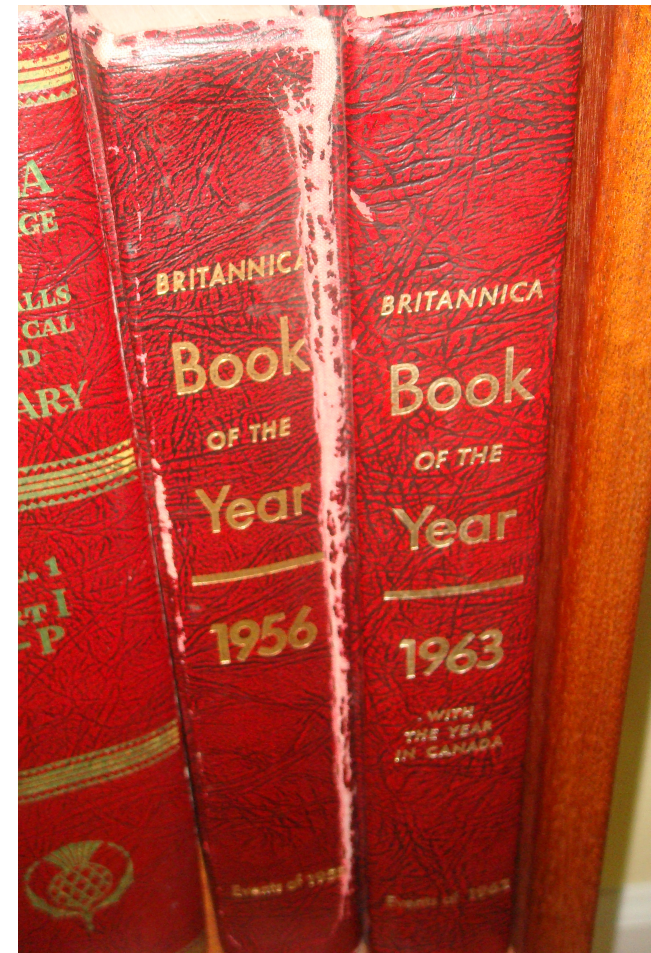
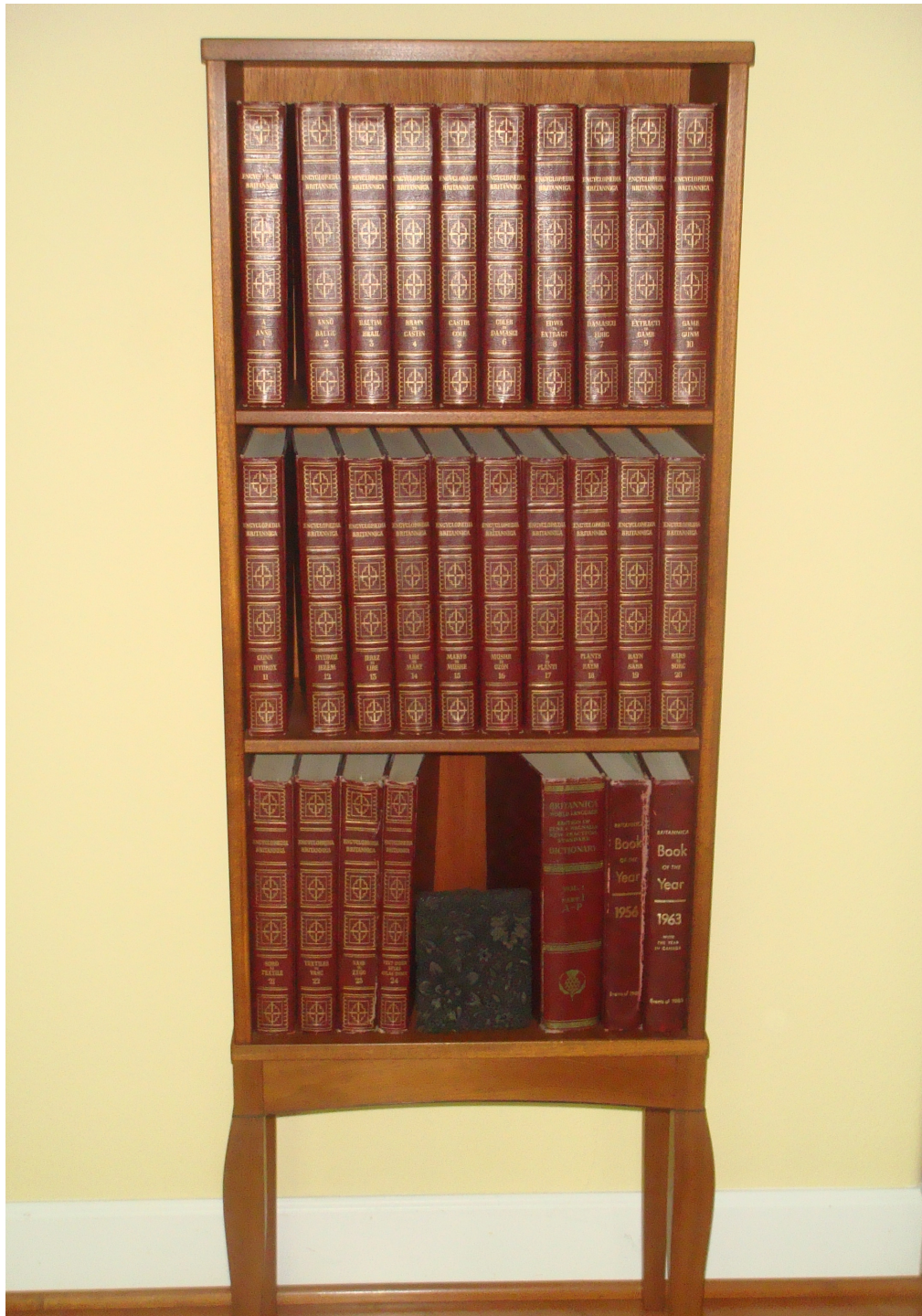


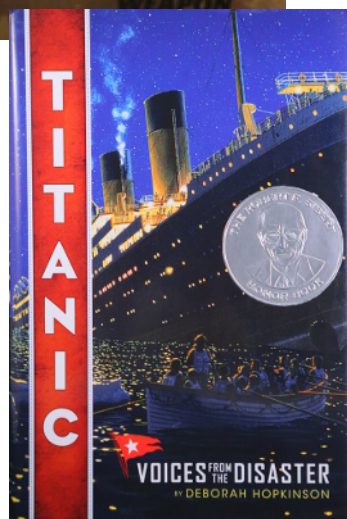
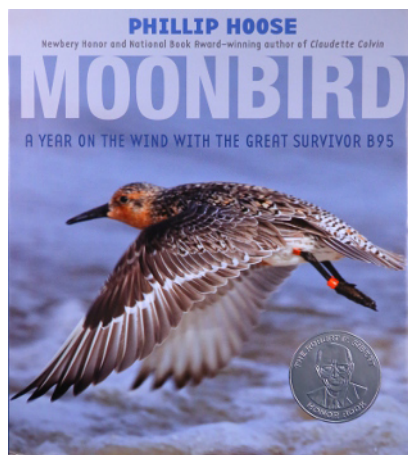
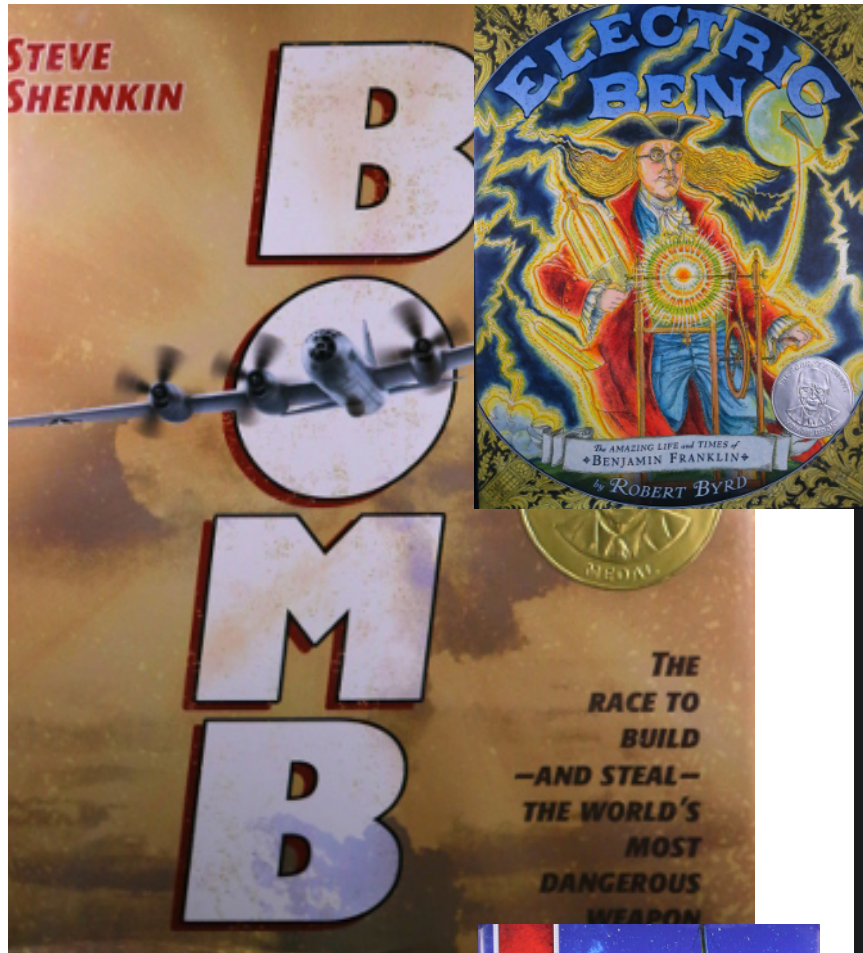
### Tim Takes a Ride

Dick said, "Look there, Pete.  
There is Tim in Sally's car.  
Let's do something funny with the car."

Pete said, "We will have to work fast.  
We don't want Sally to see us."

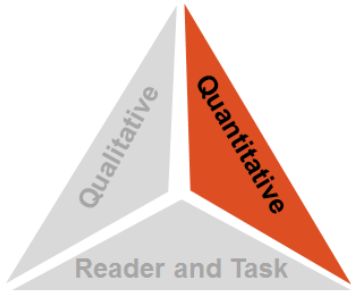






# Standard 10: Range, Quality, & Complexity of Student Reading

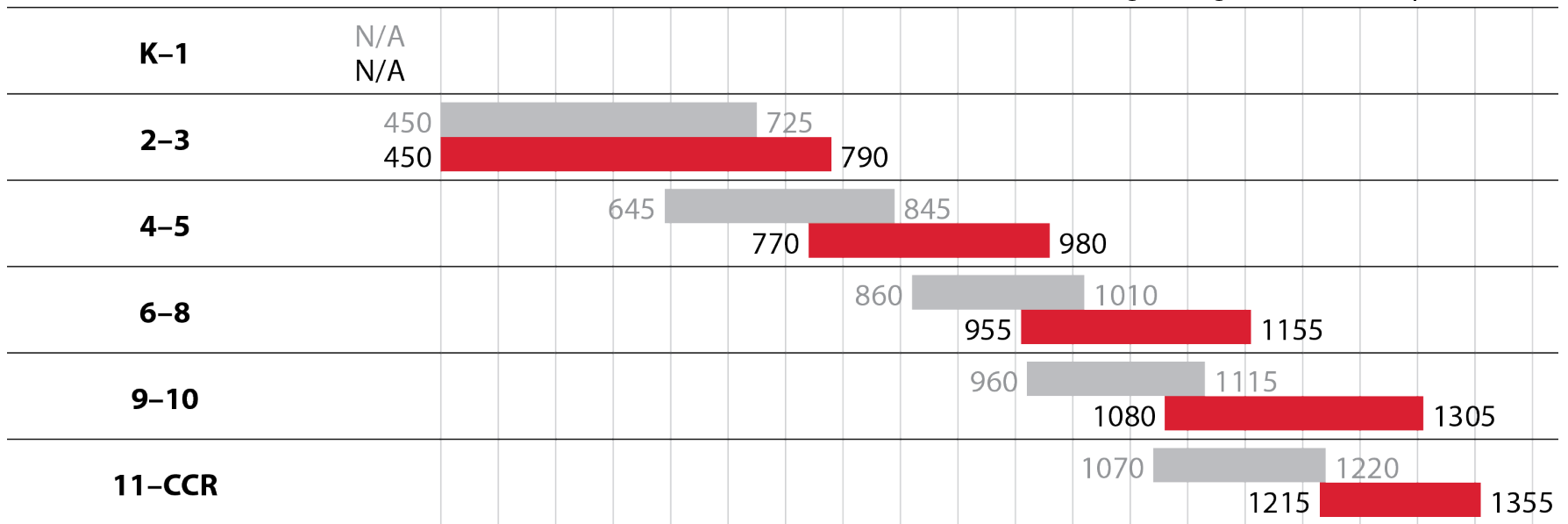
| Grade 6 students:                                                                                                                                                                                               | Grade 7 students:                                                                                                                                                                                               | 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

Text Complexity Grade  
Band in the Standards

Old Lexile Ranges  
Lexile Ranges Aligned to CCR Expectations



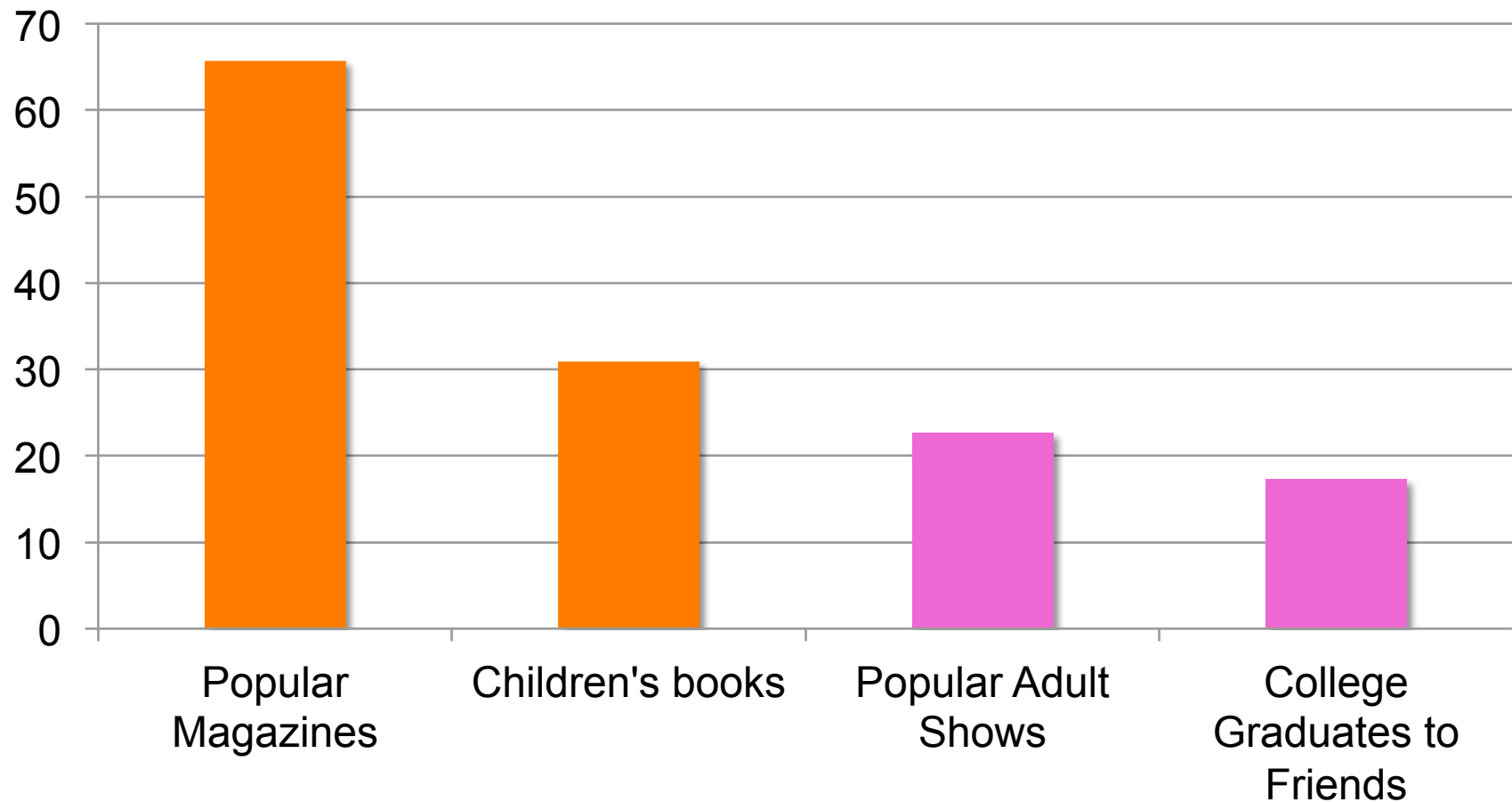
Hiebert, E.H. (October, 2010). *Anchoring Text Difficulty for the 21<sup>st</sup> Century: A Comparison of the Exemplars from the National Assessment of Educational Assessment and the Common Core State Standards* (Reading Research Report 10.02). Santa Cruz, CA: TextProject, Inc.

# Developing Proficiency with Complex Texts: Time Matters

- I. Why & How Time Matters in Reading Complex Texts
- II. Five Ways of Increasing “Time on Task” or Stamina

# Why & How Time Matters in Reading Complex Texts

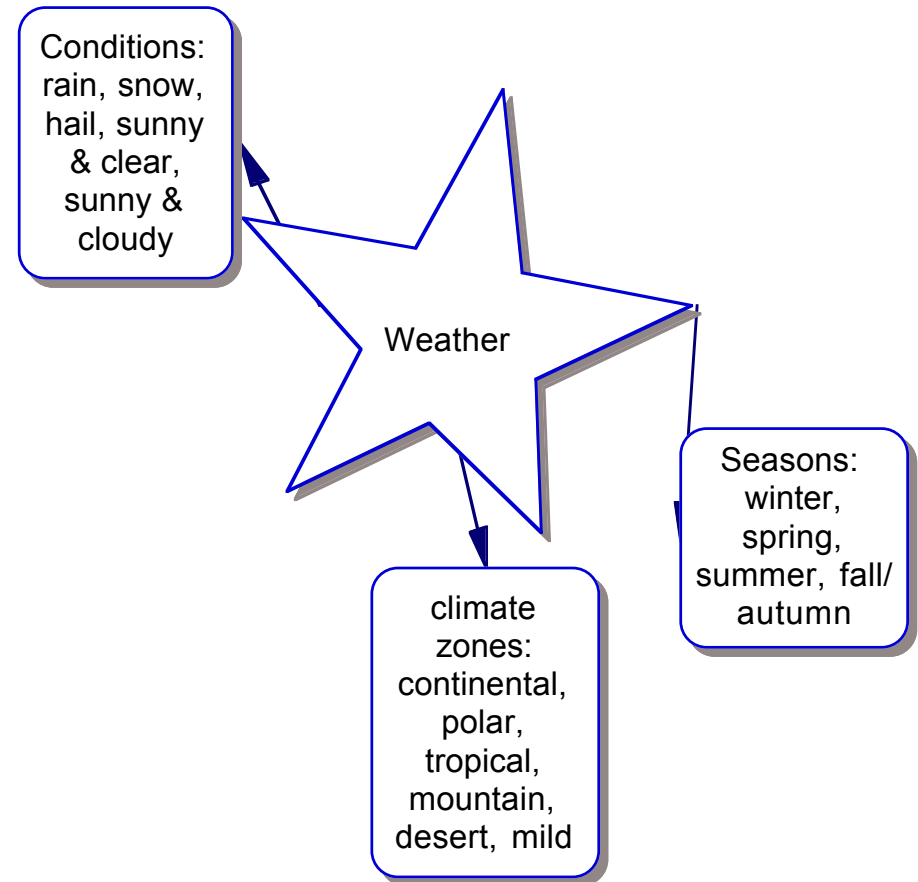
# Words (and Concepts) are Developed & Extended in Texts (Rare words per 1,000)



*(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

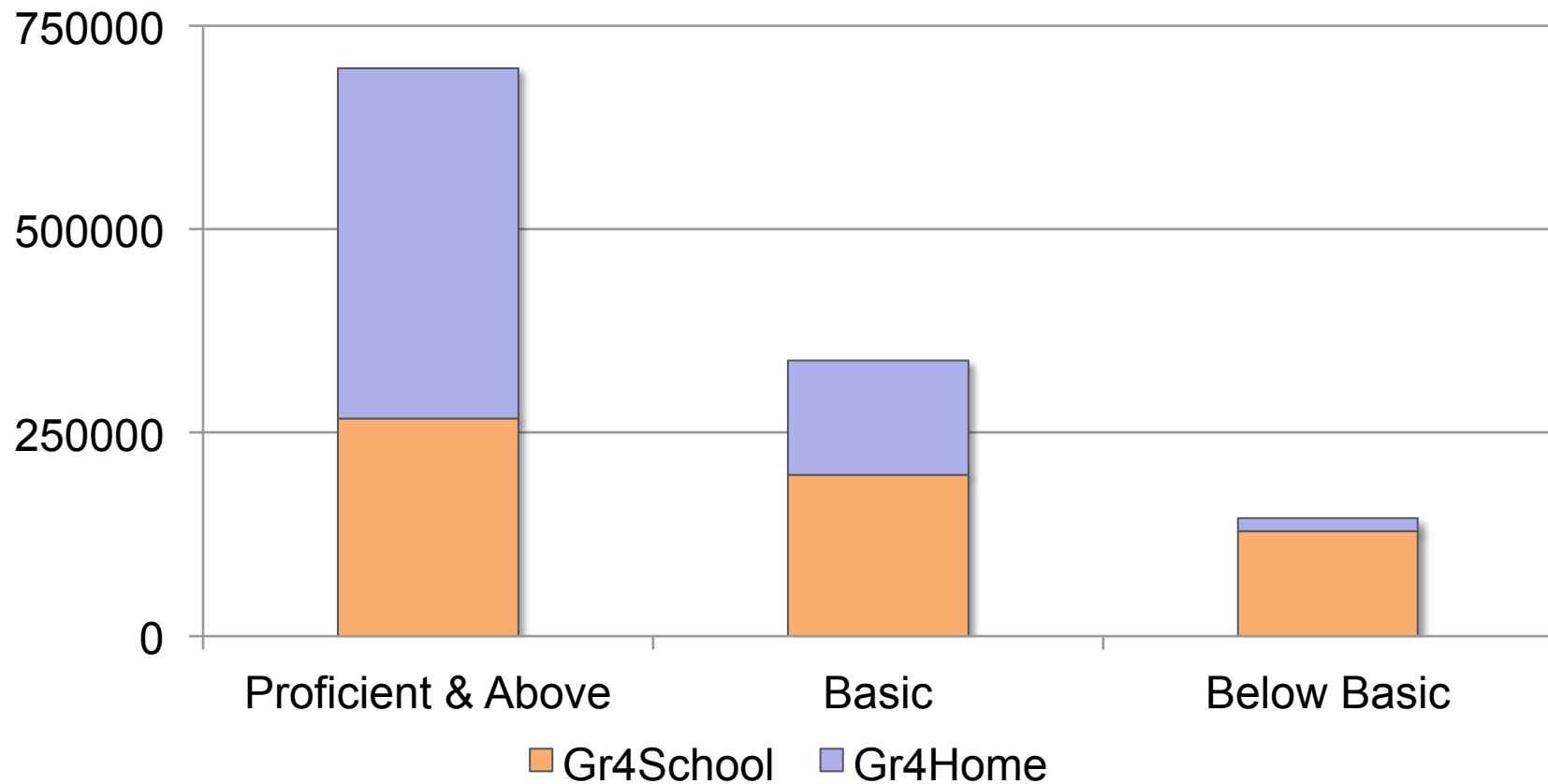
- Words are labels for concepts.
- As our knowledge grows, so does our vocabulary for understanding and expressing that knowledge

## The 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<br>(128,700) | 1,100<br>(198,000) | 1,485<br>(267,300) |
| # exposures to academic vocabulary over school year           | 6.4              | 9.9                | 13.4               |
| #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<br>(2,406)     |

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

# Typical Amounts Read in School & at Home

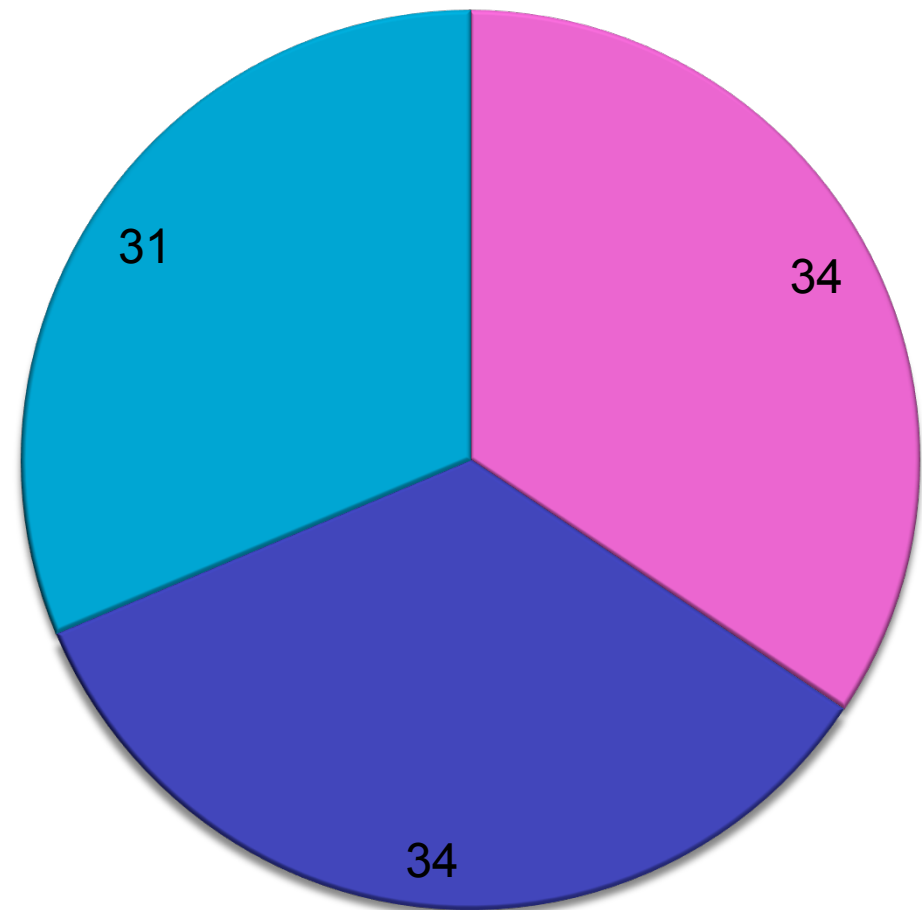


Home: Anderson, R.C., P.T. Wilson, and L.G. Fielding. 1988. Growth in reading and how children spend their time outside of school. *Reading Research Quarterly* 23(3):285-303.

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)

■ National 4<sup>th</sup> grade



■ Below Basic ■ Basic ■ Advanced/Proficient

# Data from Reading 1<sup>st</sup> Classrooms

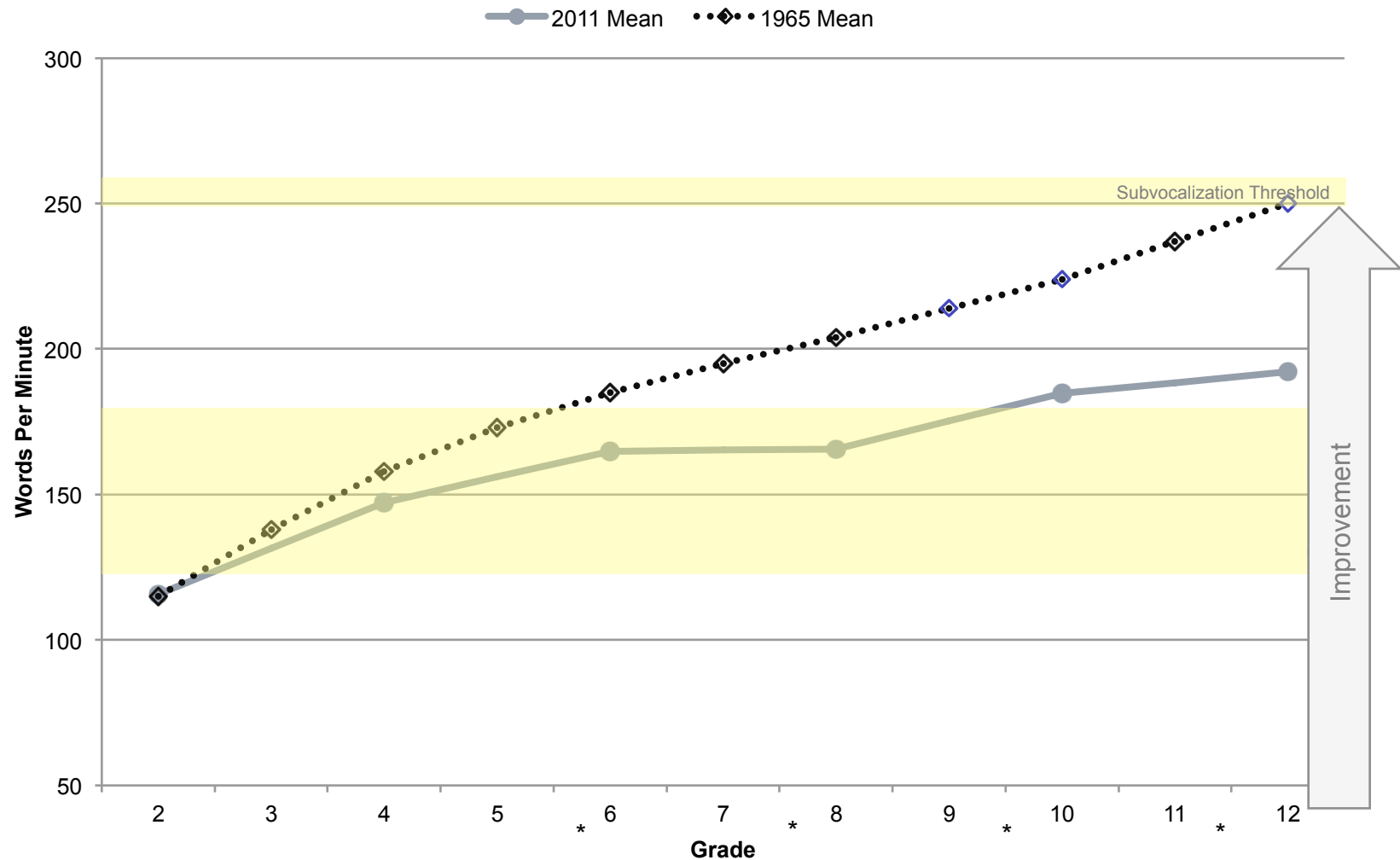
- Time spent on reading instruction increased by 100%
- Time spent on students with “eyes on text” increased by about 15%

[Brenner, Hiebert, & Tompkins, 2009]

# What 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 3<sup>rd</sup> 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**

# Comprehension-Based Silent Reading Rates 2011 and 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

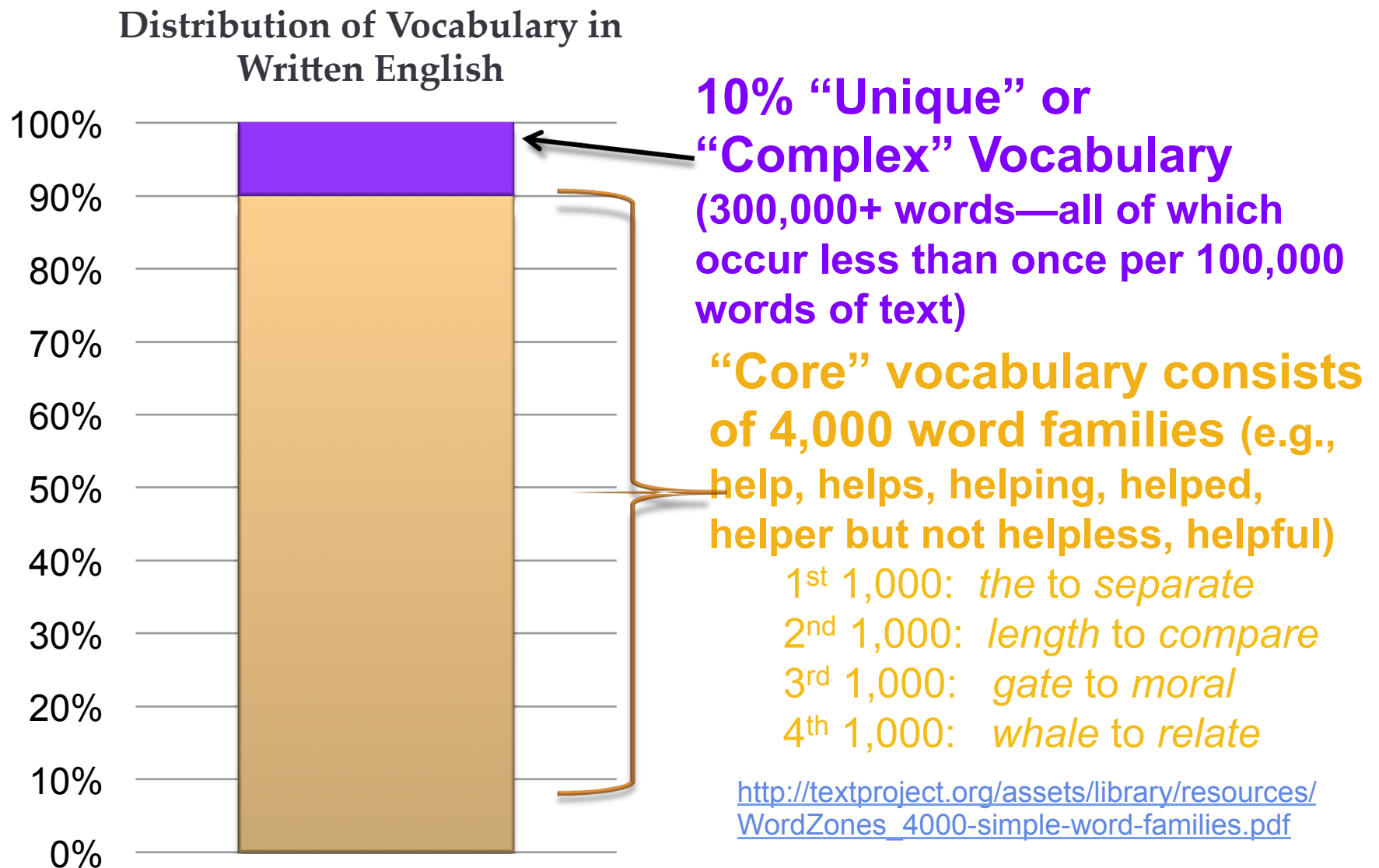
11

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

Five ways to increase stamina

# 1. Let students know about the degree of challenge in texts—especially around vocabulary



# Illustration of making the task visible and what it is that students can do:

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. Chunk texts with purpose-setting question, giving students responsibility for the first read....and follow-up with “evidence verification” in the text and also discussion of challenging ideas

# Illustration with *Black Ships Before Troy*

- Chunking
- *Before Reading (Day 1):*
  - Greeks turn to *cunning* to win the war. Read to identify elements of Odysseus's plan that involves deceit.
- *After Reading (Day 1):*
  - Use the text to identify the elements of cunning in Odysseus' plan.
  - Support close reading of the text using critical vocabulary: How do the Greeks regard *cunning*?

|                                                               | Day 1                                                                       | Day 2                                                                                                                                      | Day 3                                                                                                  |
|---------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Focus Reading<br>(texts of<br>approximately<br>735-750 words) | The Wooden<br>Horse (from <i>Black<br/>Ships</i> ): Horse<br>has been built | The Wooden<br>Horse (from <i>Black<br/>Ships</i> ):<br>Menelaus &<br>others leave on<br>ship; Trojans find<br>Horse in burned-<br>out camp | The Wooden<br>Horse (from <i>Black<br/>Ships</i> ):<br>Sinon tells a tale<br>& horse gets into<br>City |

### 3. Use Texts as a Means of Developing Background Knowledge

- For unfamiliar and “big” topics, involve students in reading as the means for becoming more knowledgeable about the topic.
- Use homework as a means for students to become versed in a topic, including through the reading of “popular literature.”

# Illustration of Texts as Background Knowledge

|                 | Day 1                                                                                                                                                 | Day 2                                                                                                    | Day 3                                                                                |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Warm-up Reading | <ul style="list-style-type: none"><li>• Greek myths (320)</li><li>• Of how the war with Troy began (370 wds)</li></ul>                                | <ul style="list-style-type: none"><li>• Map that myth (290 wds)</li><li>• Trojan War (500 wds)</li></ul> | <ul style="list-style-type: none"><li>• Homeric legend (portion): 840 wds.</li></ul> |
| Home Reading    | Students select a book from Percy Jackson series (Riordan) or Companion Quartet (Golding), with assignment to finish book over week & “map that myth” |                                                                                                          |                                                                                      |

## 4. 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:

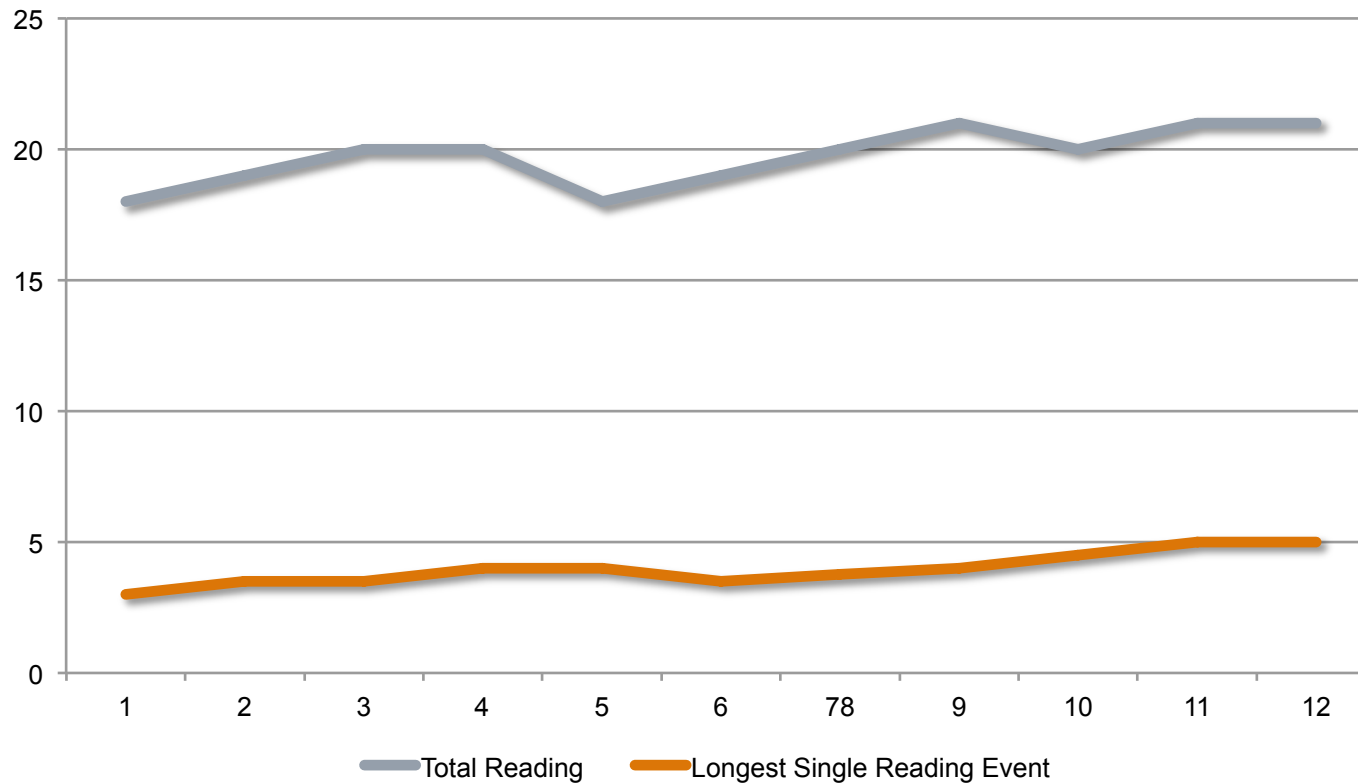
- Establish the length of time that students are reading: 20 minutes daily
- Establish the length of the “average” silent reading event: 4 minutes

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

# Illustration of Student Goal Setting:



Record of what I learned from reading:

- Fibonacci patterns (I read *Blockhead*; *Patterns of Nature*):
- Musicians (*John's Secret Dreams*; *Lives of the Musicians*): Some people like John Lennon use music to deal with hard things in their lives. Often, musicians need to make many sacrifices to do what they do.



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- Check back for updated videos
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- Post success stories
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Log in to join the challenge

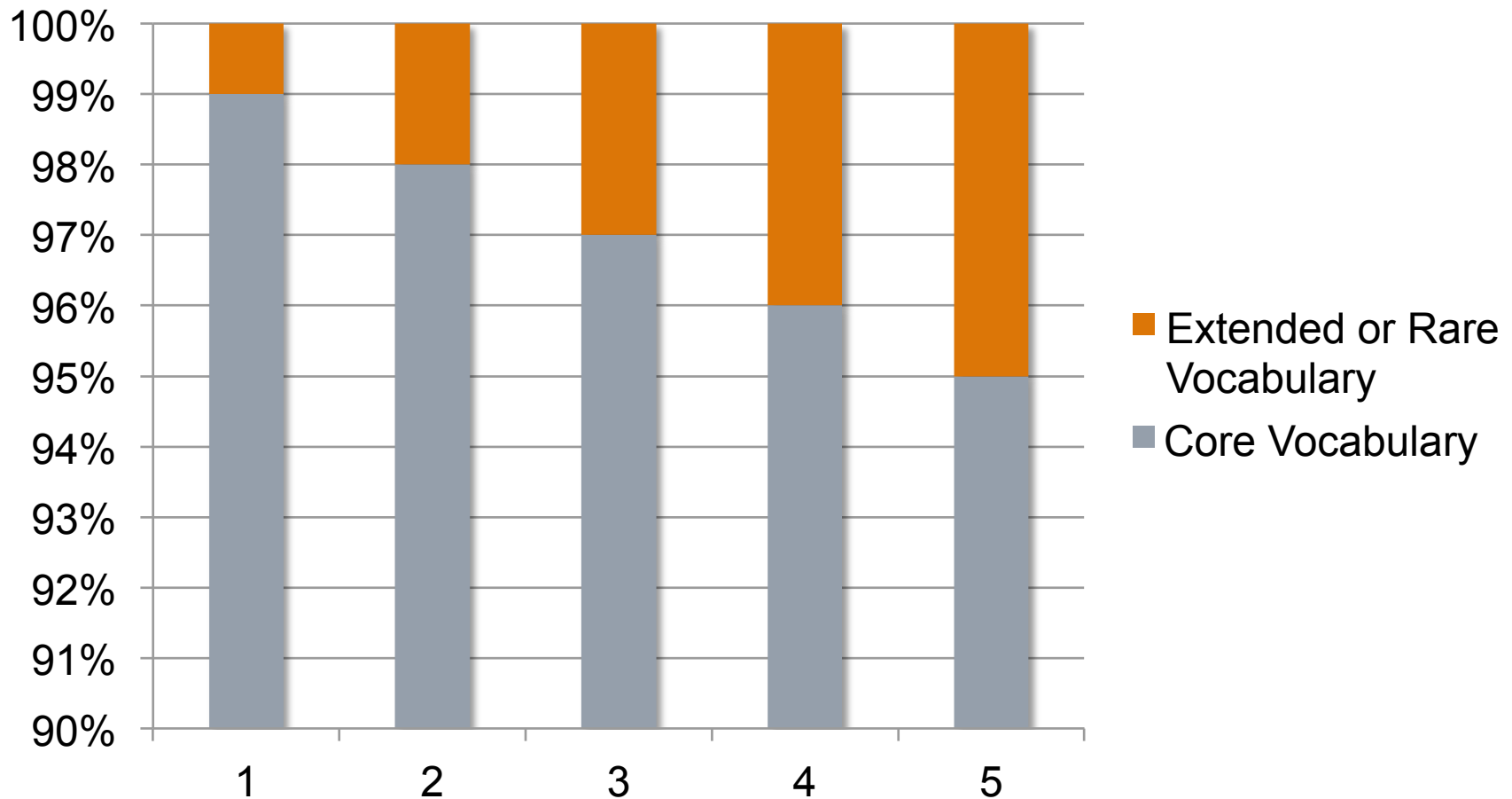
5. Use magazine articles as transition activities (as well as ways of introducing new content)

# Illustration:



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

# FYI for Kids: Five Complexity Levels



# Bird Nests

volume 1  
issue 1



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.



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# 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.



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# Putting Two Words Together

volume 3  
issue 2



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.



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# 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!



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# A Birthday Wish: Rachel Beckwith

volume 5  
issue 1



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.



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## Physical Exercise



Written by **Elfrieda H. Hiebert**

### **What *Some People* Say About: Physical Education**

#### **Pacifica Examiner: Letter to the Editor**

Dear Editor,

I am in the 4<sup>th</sup> 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. She 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

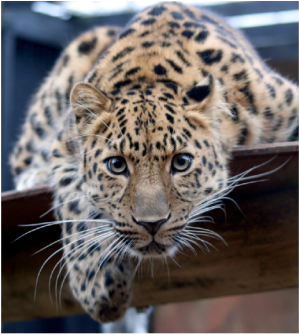
# Talking Points

## For Kids

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





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](http://www.textproject.org)  
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# Reading Rules

1. Read often.
2. Mostly silent.
3. Focus on knowledge.



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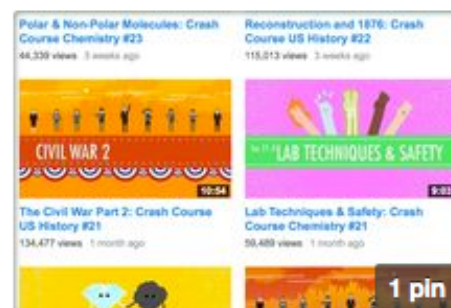
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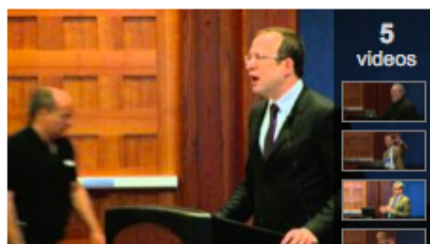
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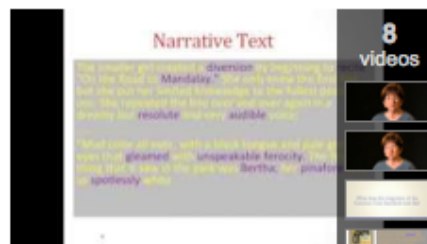
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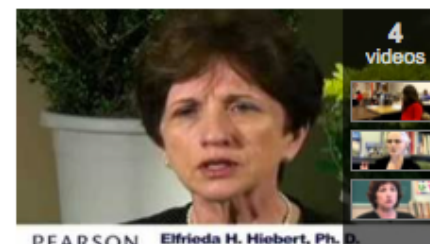
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