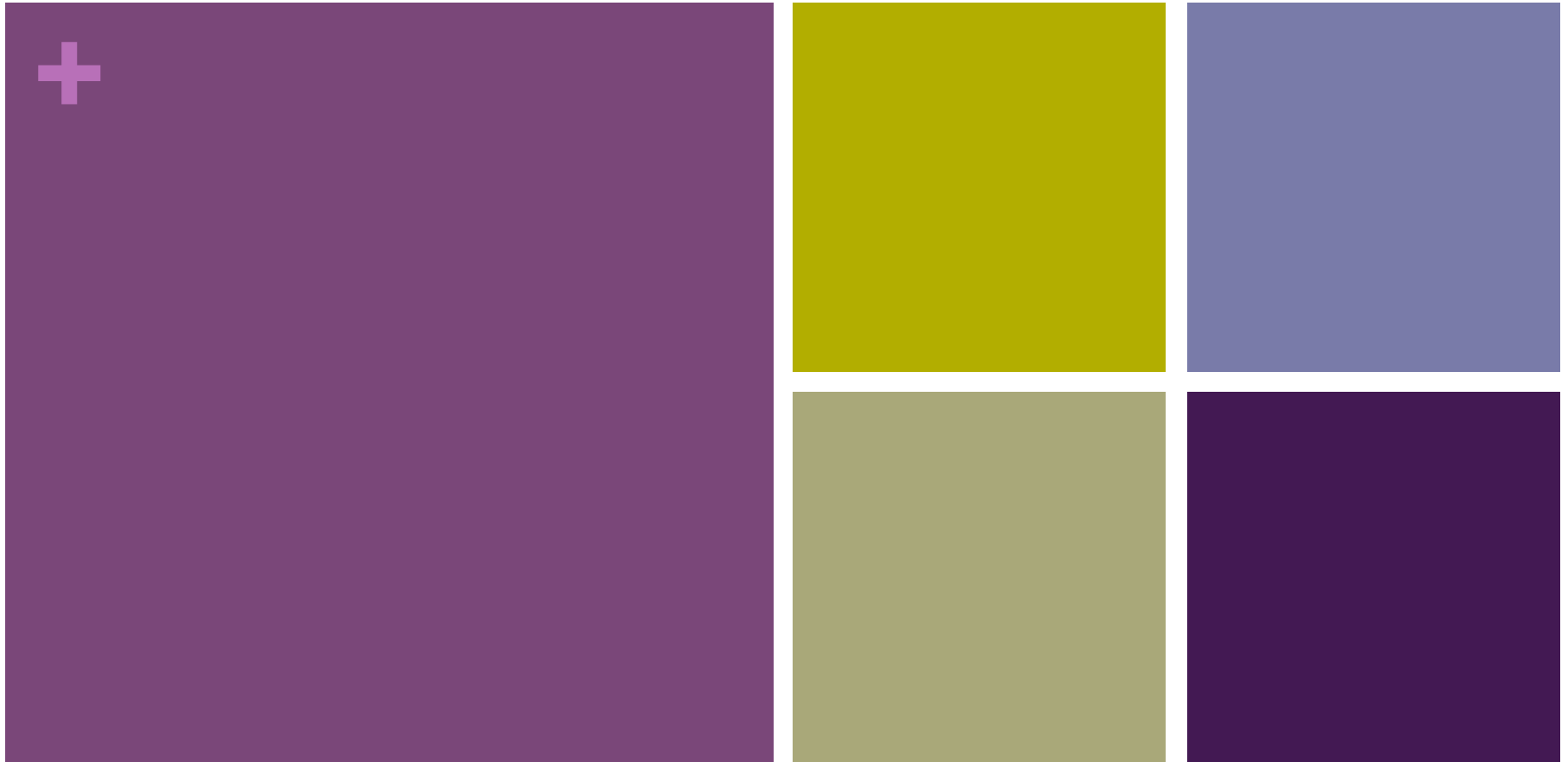




Looking at Complex Text From the Vantage Point of Early Childhood Classrooms

Elfrieda H. Hiebert

TextProject & University of California, Santa Cruz

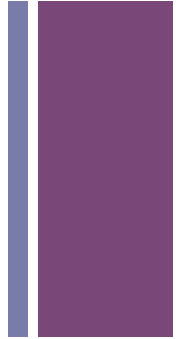
+ Looking at Complex Text From the Vantage Point of Early Childhood Classrooms

1. Do texts in early childhood classrooms need to be more complex?
2. What experiences underlie success with texts?
3. What kinds of texts support reading acquisition—especially for children who depend on schools to become highly literate?

- 
- + 1. Do texts in early childhood classrooms need to be more complex?



1962



Go, Go, Go.

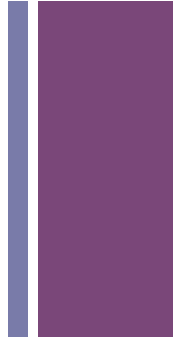
Go, Dick, go.

Go, go, go.

Help, help!



1971



The horse

The girl is on the horse.

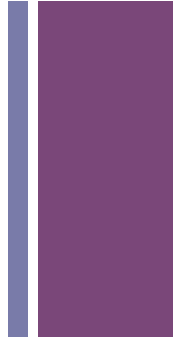
The man is on the horse.

The dog is not on the horse.

Now the dog is on the horse.



1983



Can You Find It?

Can the girl find the dog? Can the girl find the cat?

Is the dog in the doghouse? The dog is not in the doghouse.

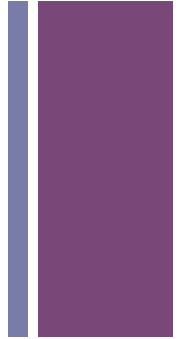
Is the dog in the barrel? Look at the barrel. Is the dog in it?
Can the girl find the dog?

Can the girl and the dog find the cat? The cat is not in the hay?
The cat is in the tractor. The girl can find it.

Can the girl find the cow? Can the dog and cat find the cow?
Can you?



1993



So Can I

I can brush my teeth.

So can I!

I can write my name.

So can I!

I can read a book.

So can I!

I can carry the groceries.

So can I!

I can brush my teeth and write my name and
read a book and carry the groceries.

So can I!



2000

The Nap

I am on my mat. I will have a nap.

Away I go.

Look at that! Wag, wag, wag.

I like my cap. Can I have the bat?

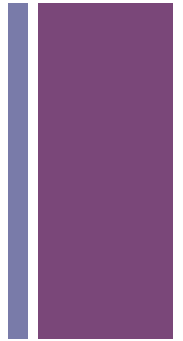
Will it go up? Will it come down?

No, not on the dad!

No, not on the cat!

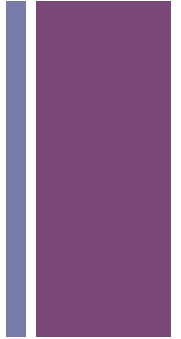
Look at that!

What a nap!





2007 & 2013



Sam, come back!

Sam, the cat is on my lap.

Sam ran. Sam, come back.

Sam ran that way.

Nab that cat.

See Sam in the sack.

Sam ran that way.

Nab that cat.

See Sam in the pack.

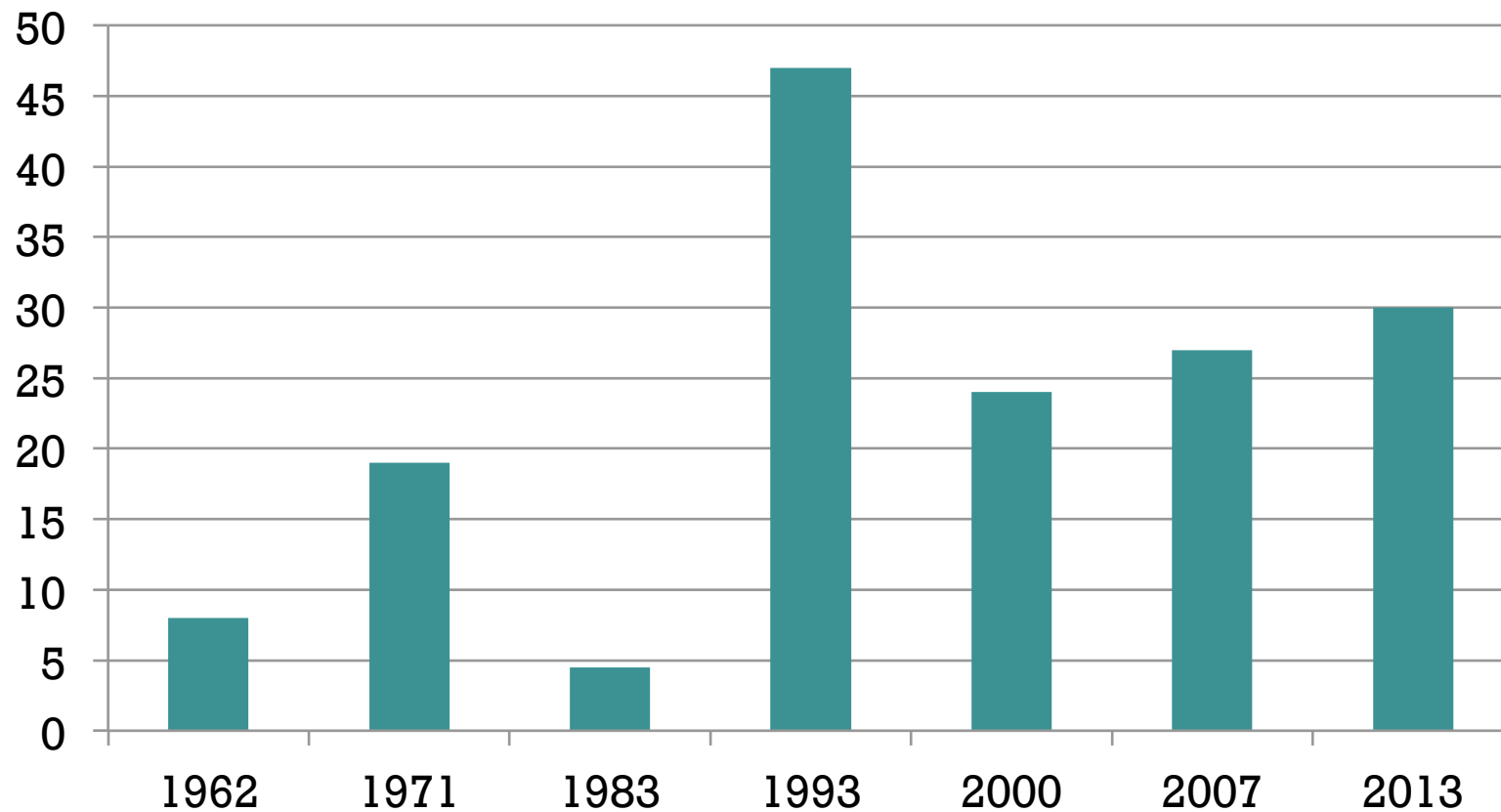
Bad Sam.

Sam, come back.

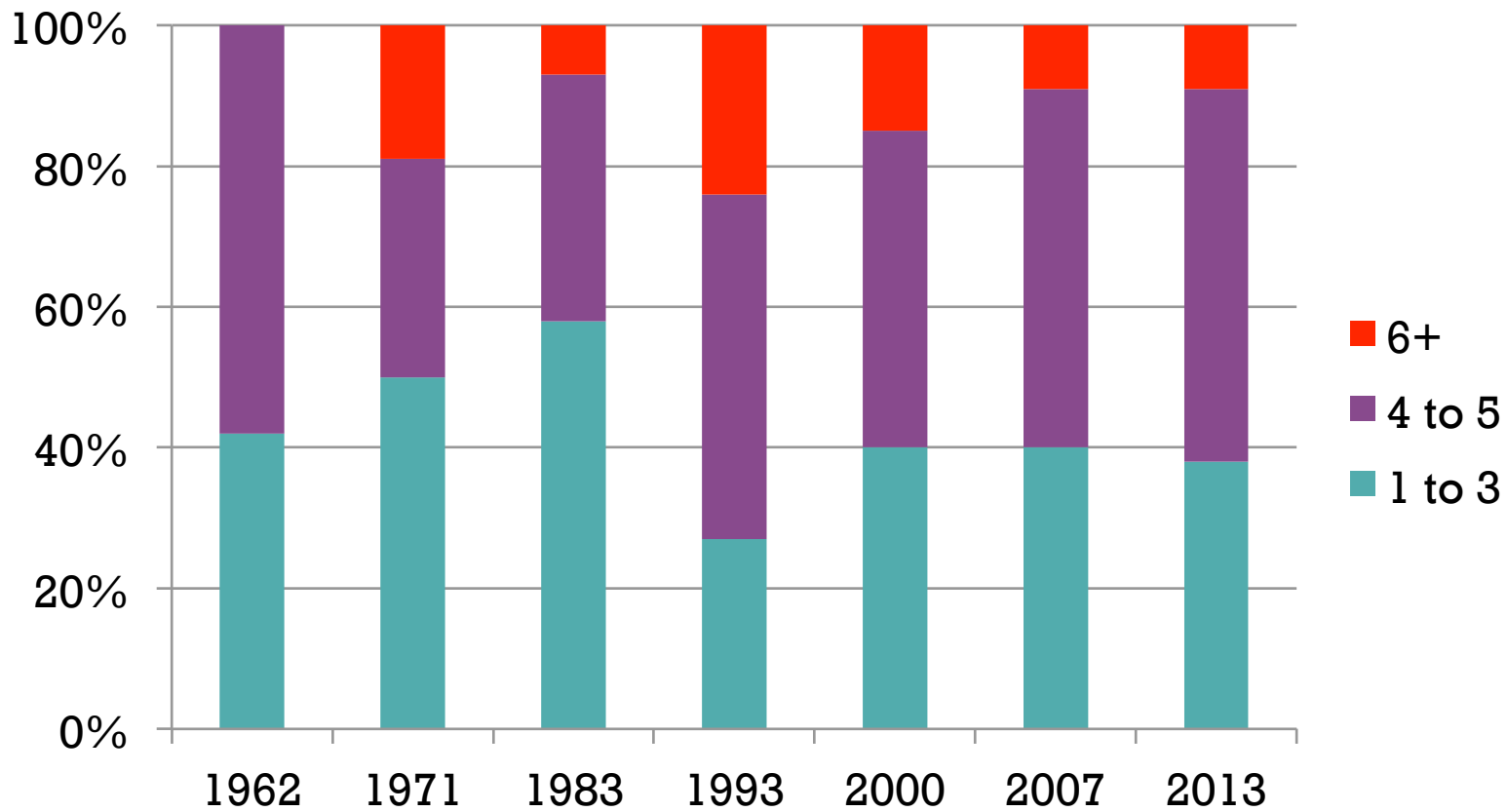
Jack, Jack, Sam is back.

Pat Sam on my lap.

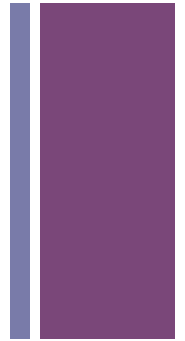
New words per every 100 words



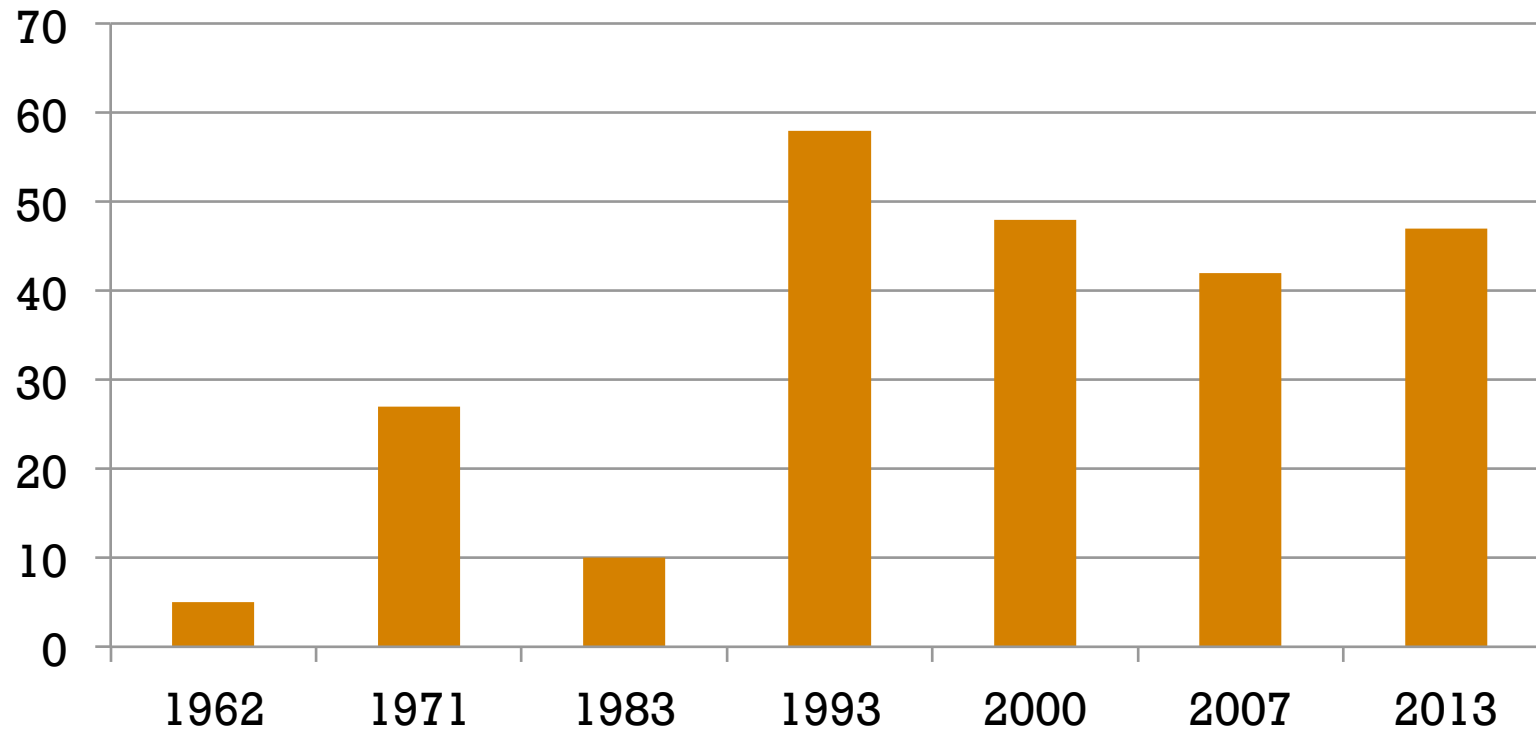
+ Length of Words



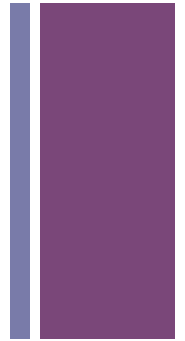
+ Percentage of Singletons



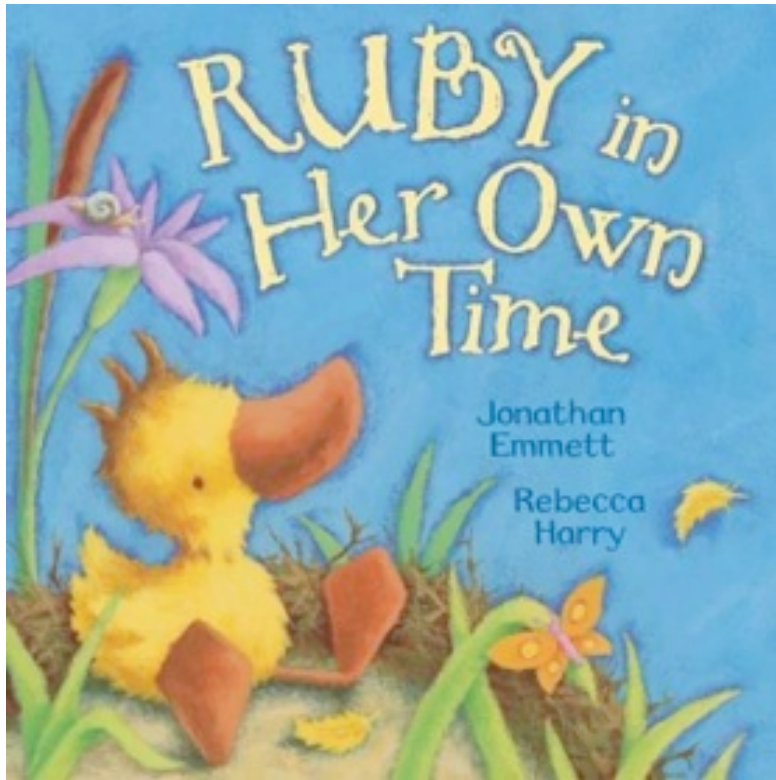
Singletons (%)



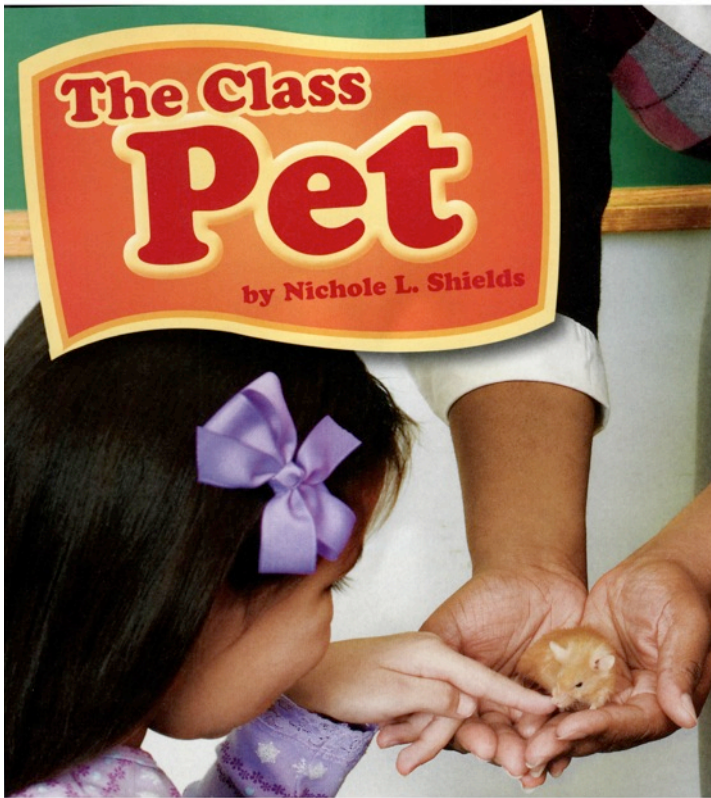
- + The word-level curriculum is left undefined—in both quantitative and qualitative systems: Mid-Grade 1 Core Reading Program



Text	Guided Reading Level	Lexile
Ruby In Her Own Time	G	510
The Class Pet	H	530
Frog & Toad Together	K	420
I'm a Caterpillar	G	200



Then, one bright morning, the eggs began to hatch. One, two, three, four little beaks poked out into the sunlight. One, two, three, four little ducklings shook their feathers in the breeze. “We’ll call them Rufus, Rory, Rosie, and Rebecca”, said Father Duck. And Mother Duck agreed. But the fifth egg did nothing.

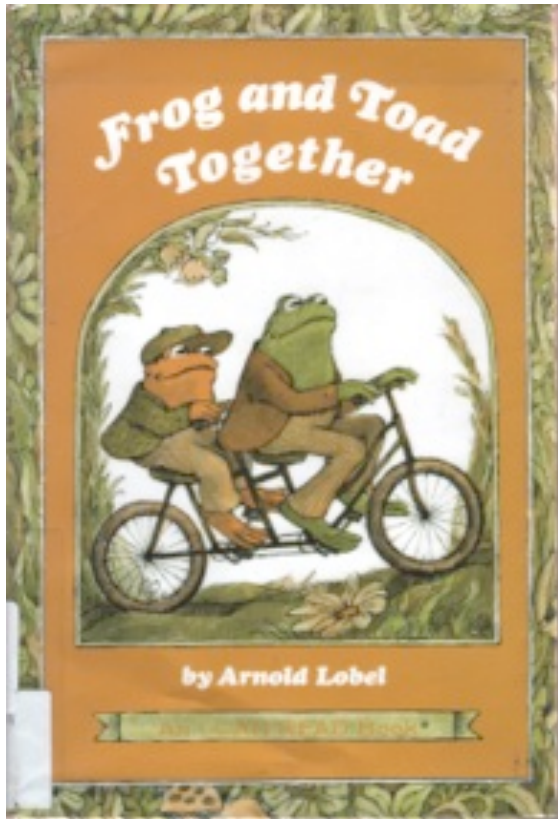


Pet stores may sell seed mixes or hard pellets.

But mice will eat all sorts of things, such as corn and nuts.

Mice like to run and jump late at night. It is time for them to sleep when the sun rises.

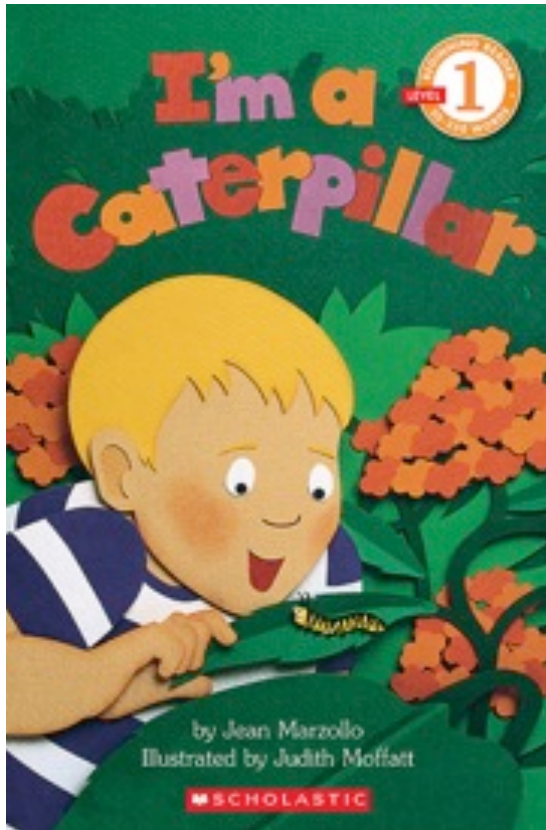
Mice use torn cloth and cotton to make nests.



Toad read a long story to his seeds.

All the next day Toad sang songs to his seeds.
And all the next day Toad read poems to his seeds.
And all the next day Toad played music for his seeds.

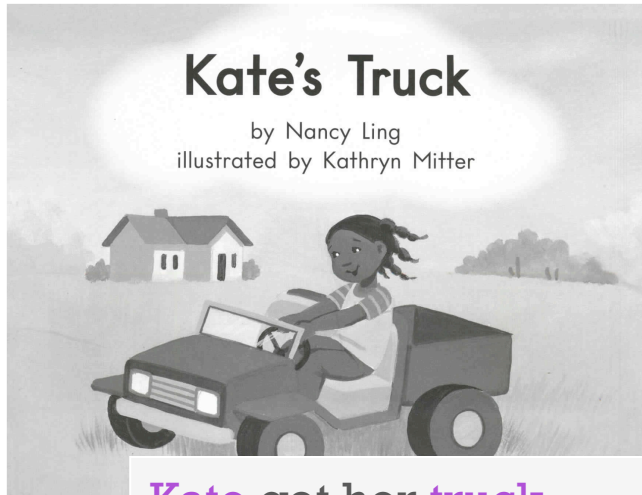
Toad looked at the ground. The seeds still did not start to grow.



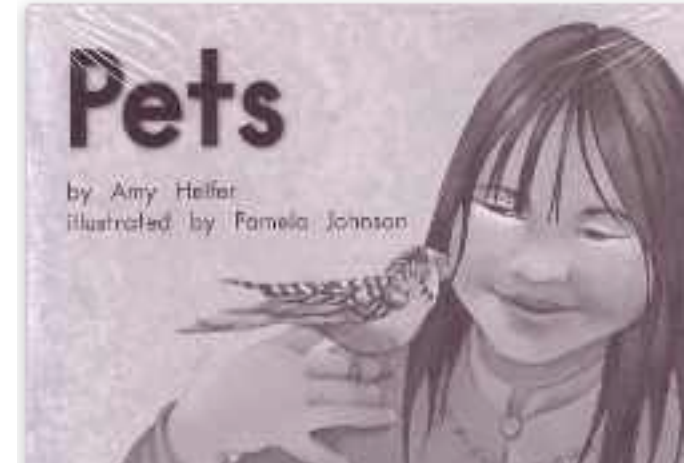
I'm a caterpillar. Munch. Crunch. I'm getting bigger. Munch. Crunch. Munch. Crunch. Munch. Crunch. That's it. No more food. I'm done. It's time to hang from a stem. I wait, and wait, and wait. I shiver. I twist. I split my skin. My old skin falls away. I am soft inside.

+ What this means in Tier 2 & 3 instruction: Grade 1 Intervention Program

Text	Guided Reading Level	Lexile
• Kate's Truck • Pets	C	150
• The Big Storm • Pictures of Hugs	F	210
• Stone Soup • All About Honeybees	I	270



Level C (End of K)



Kate got her truck.

I can ride in my truck, she said.

I want my bear, said Kate.

She put the bear in her truck.

I want my dolls, said Kate.

She put her dolls in the truck.

Kate said, I want books.

She put the books in her truck.

This is my pet. It is a mouse.

I like my pet mouse.

This is my pet. It is a bird.

I like my pet bird.

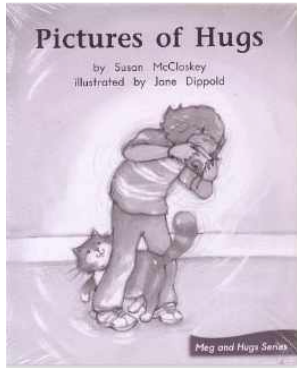
This is my pet. It is a fish.

I like my pet fish.

This is our pet. It is a rabbit.

We like our pet rabbit.

We love our pets!



Level F (mid Gr. 1)



It was **Pet** Week at school.

Meg had to take a picture of **Hugs** to **share**.

She got her **crayons** and some paper.

“This picture doesn’t look like **Hugs**,” she said.

Meg got more paper. But she could not make a good picture of her **cat**.

“Do you want my **camera**?” **Gram** said.

A **storm** was coming.

Orson did not like **storms**.

He ran under the table.

The **storm** was getting close.

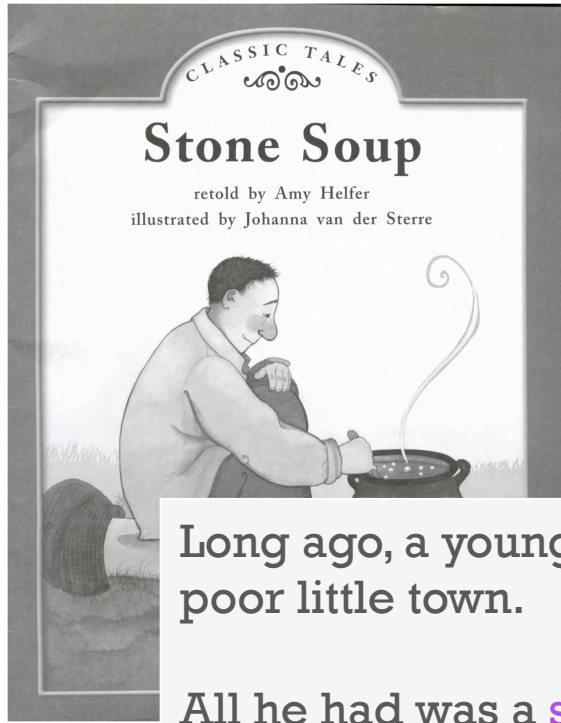
The sky got very dark.

Orson hid behind a **chair**.

It started to rain.

Big, **fat raindrops** hit the window.

Orson went behind the **sofa**.



Level I (late Gr. 1)

Long ago, a young man came into a poor little town.

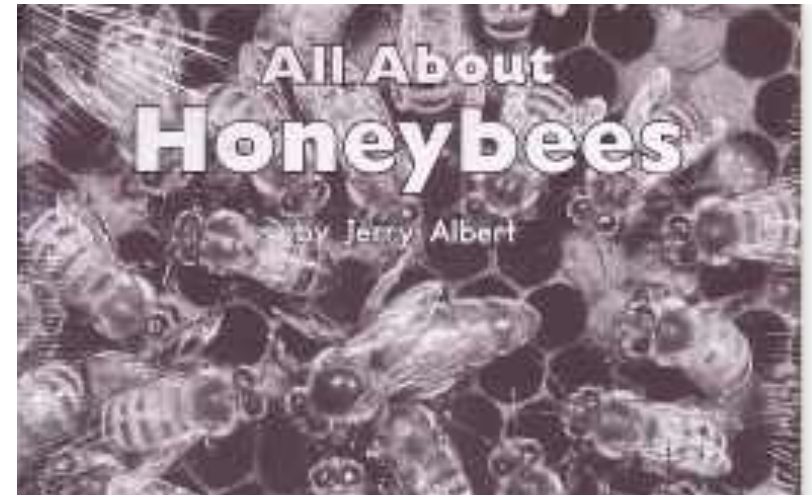
All he had was a **soup pot** and a **spoon**.

The man was very **hungry**.

The young **man stopped** at a house.

He **knocked** at the door.

“I am cold and **hungry**,” he said.
“May I have a bit of food?”



The flowers **bloom** on a warm summer day. You can hear the sound of **bees** in the **garden**.

Buzz, buzz, buzz. Little **honeybees fly** around the flowers. These **bees** are working!

Something **sweet** is inside the flowers. It is called **nectar**.

The worker **bees sip** the **nectar** from the flowers.



2. What experiences + underlie success with texts?

- Concepts about the world
- Concepts about words



Concepts about the world





History

World
Knowledge

An African American Alphabet
D is for Drinking Gourd

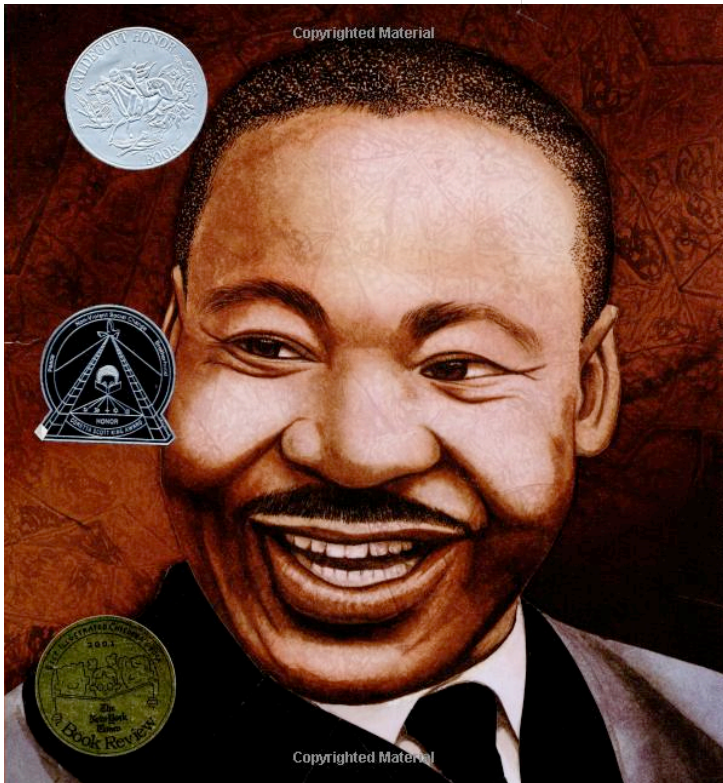


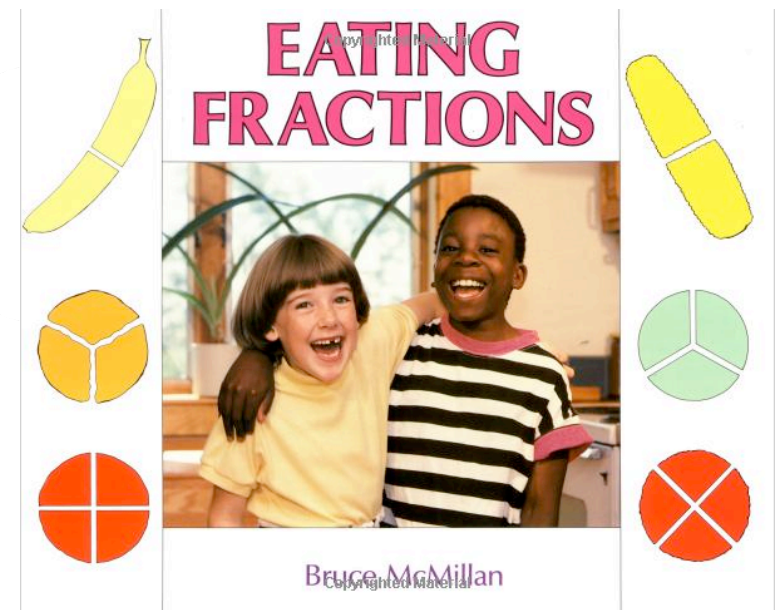
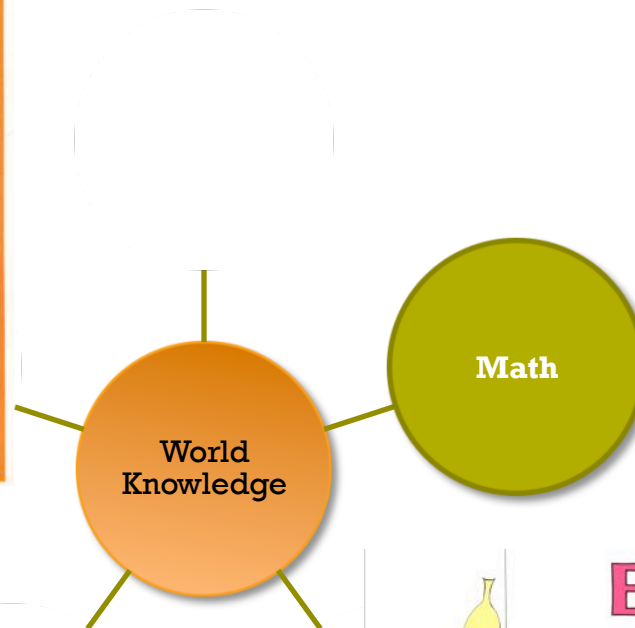
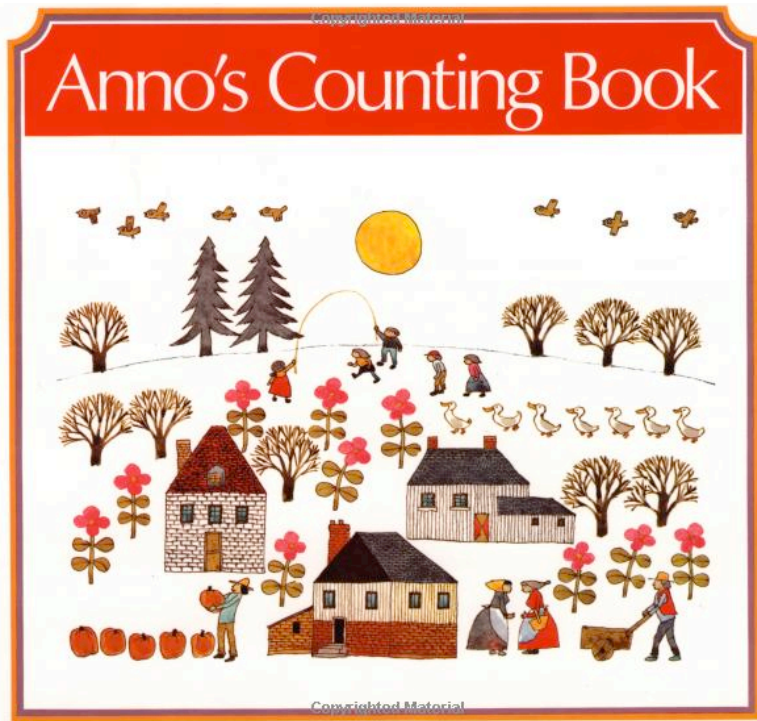
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Illustrated by E. B. Lewis

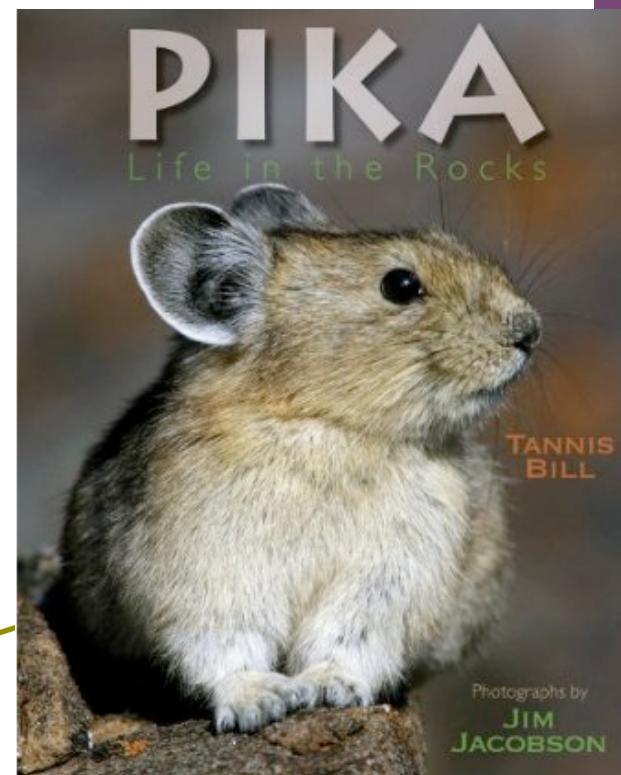
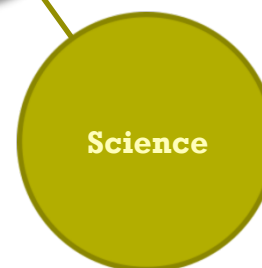
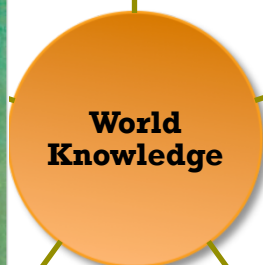
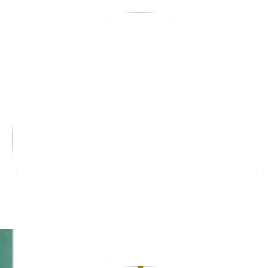
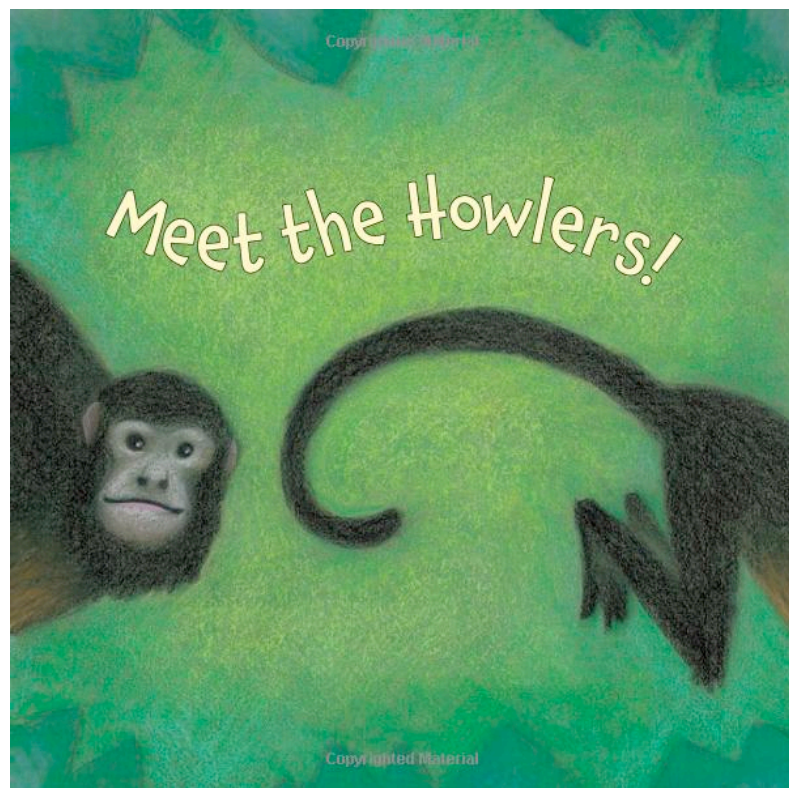
MARTIN'S
BIG
WORDS

THE LIFE OF
DR. MARTIN LUTHER KING, JR.

DOREEN RAPPAPORT
ILLUSTRATED BY BRYAN COLLIER







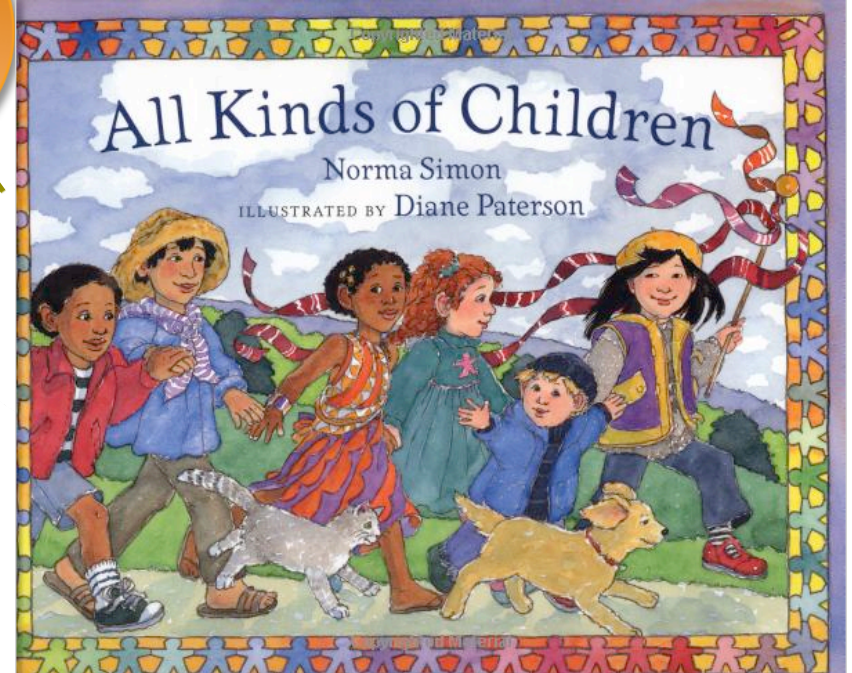
WHAT THE WORLD EATS

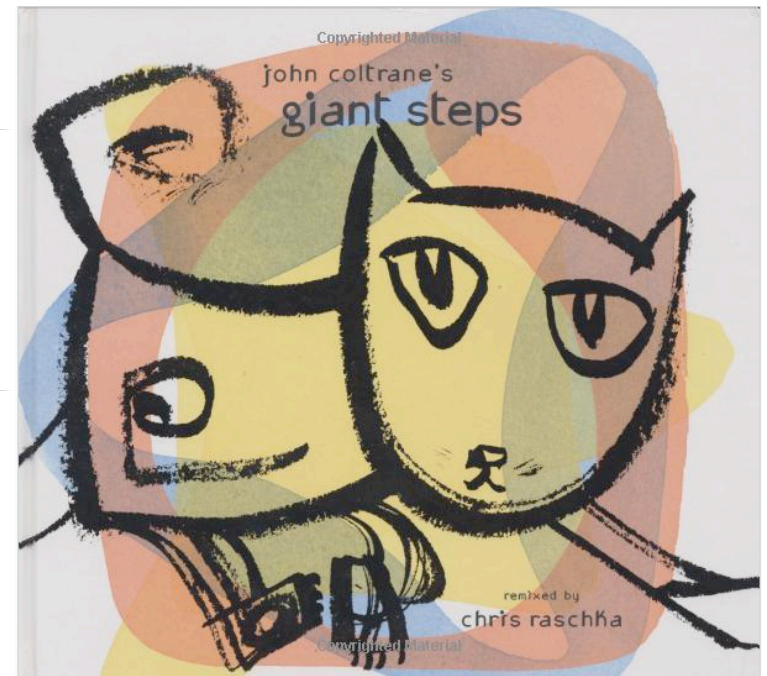
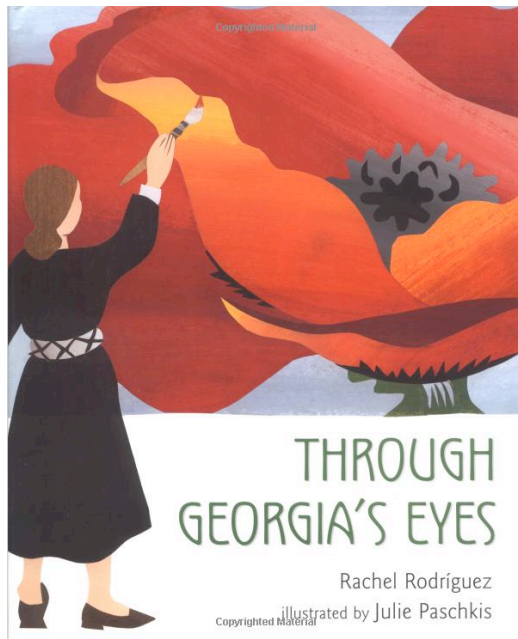
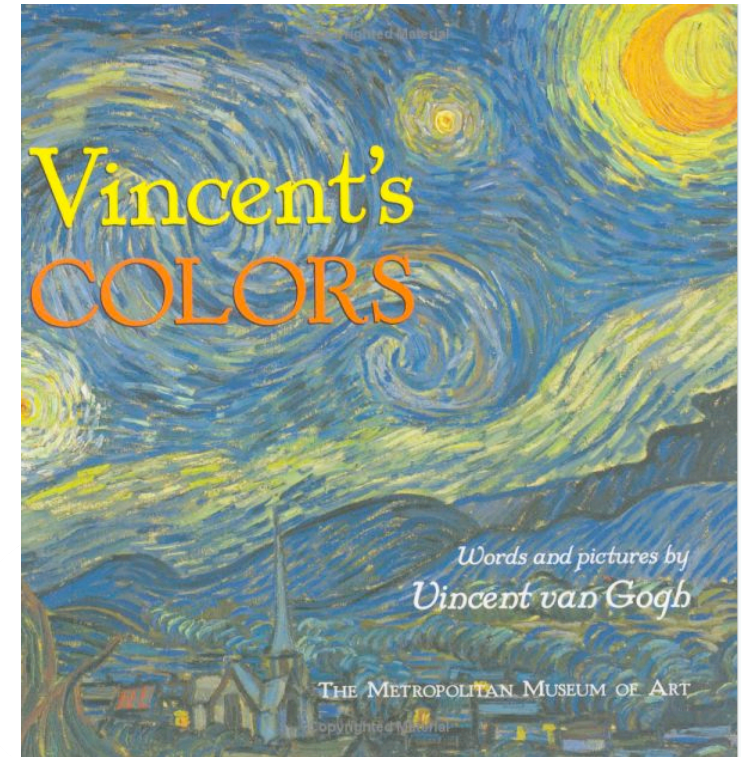
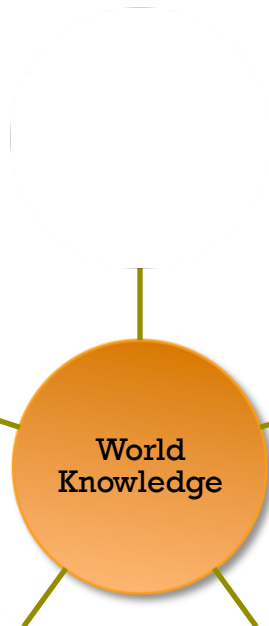
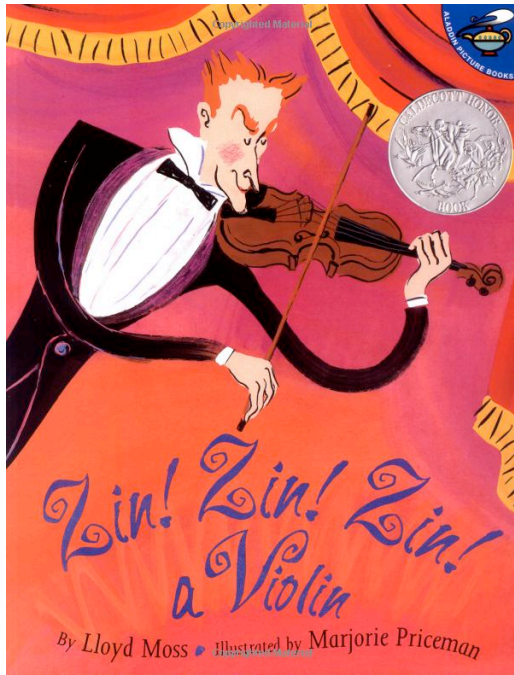


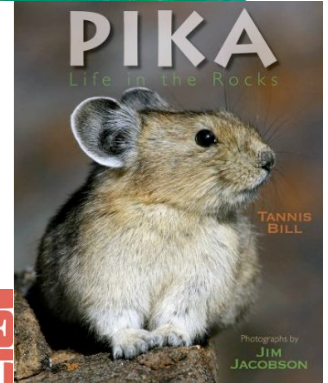
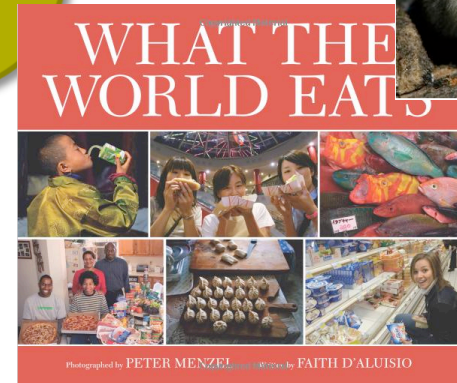
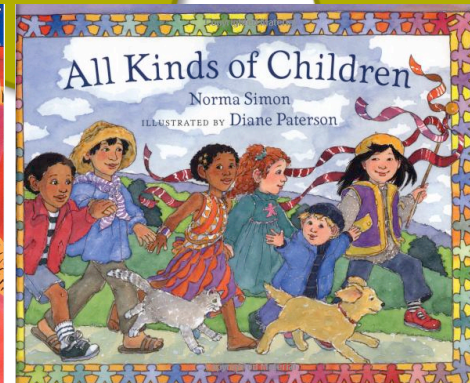
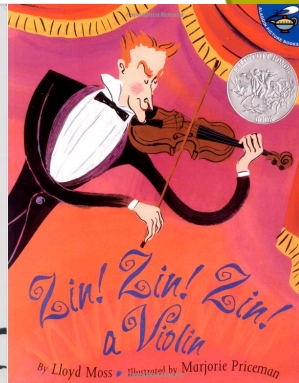
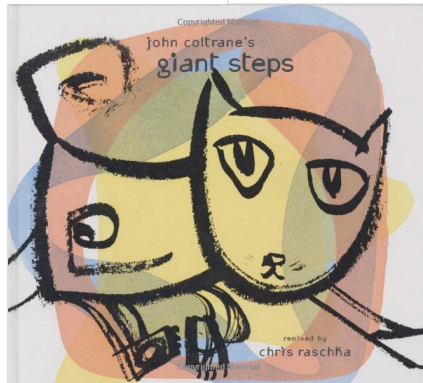
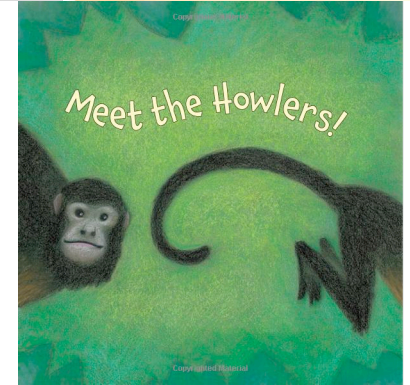
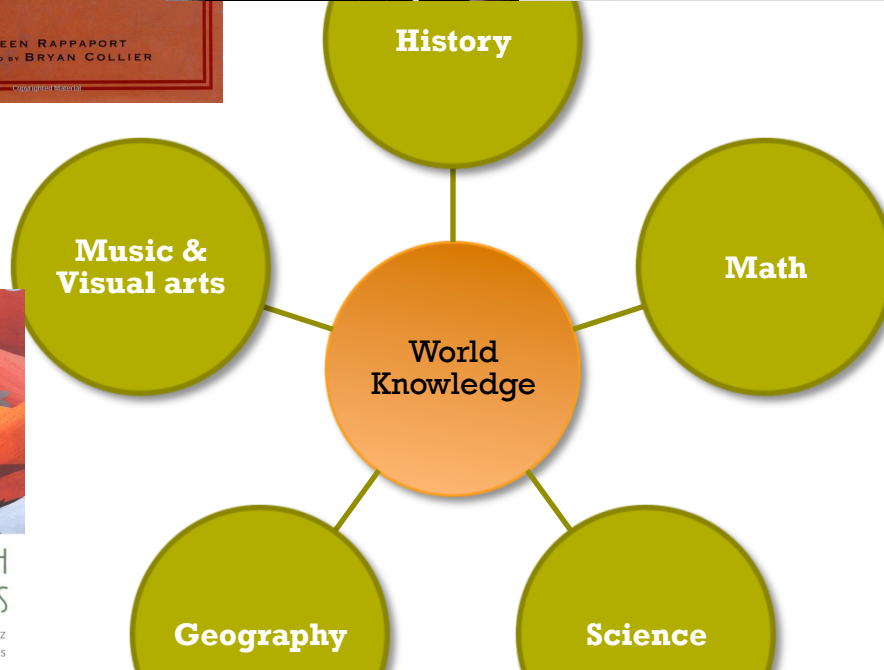
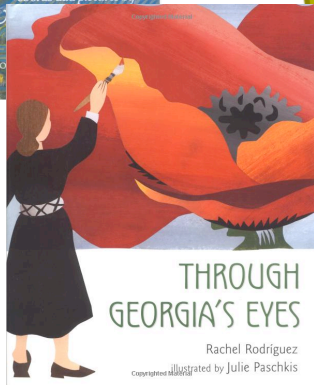
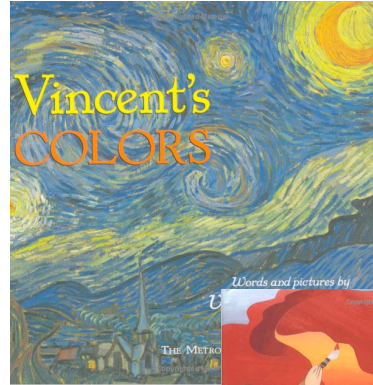
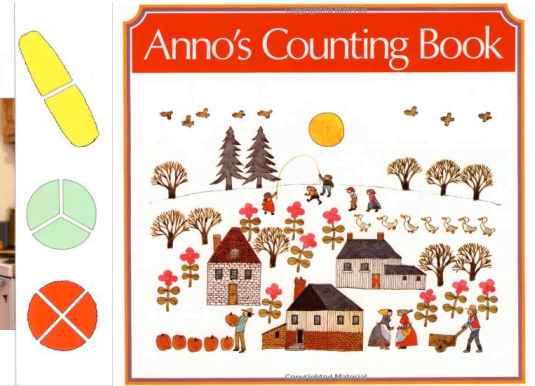
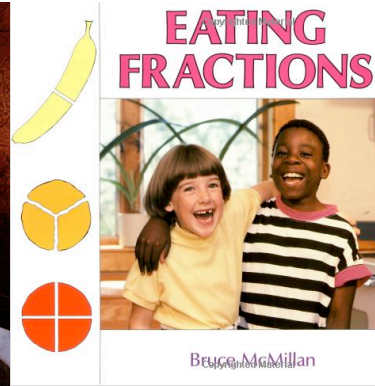
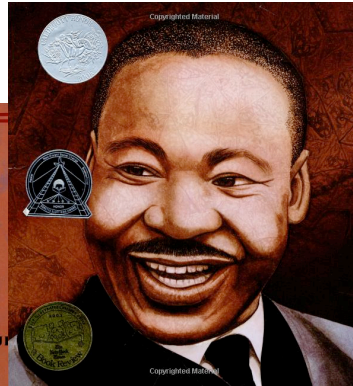
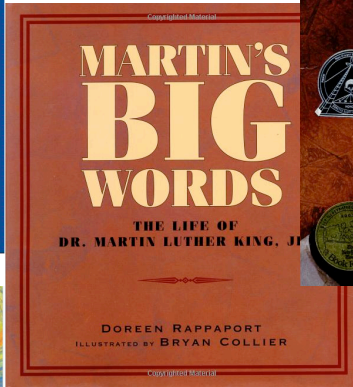
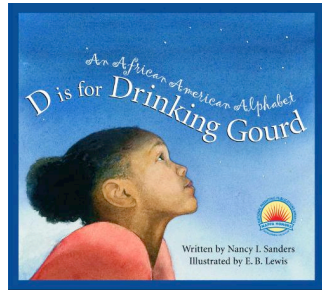
Photographed by PETER MENZEL Written by FAITH D'ALUISIO

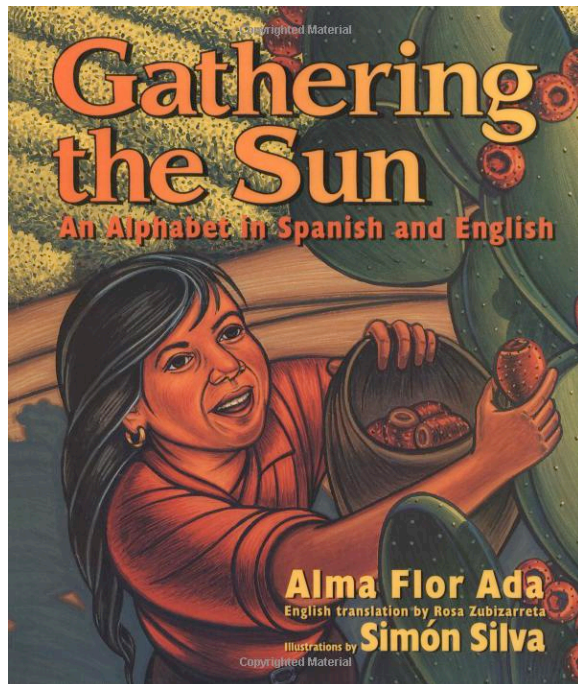
World
Knowledge

Geography



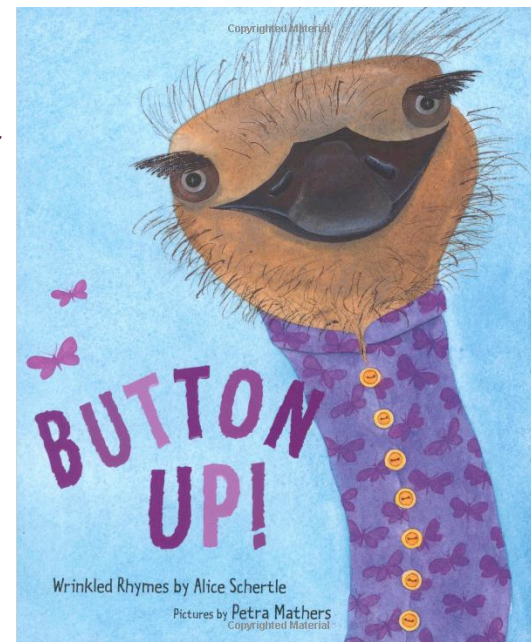
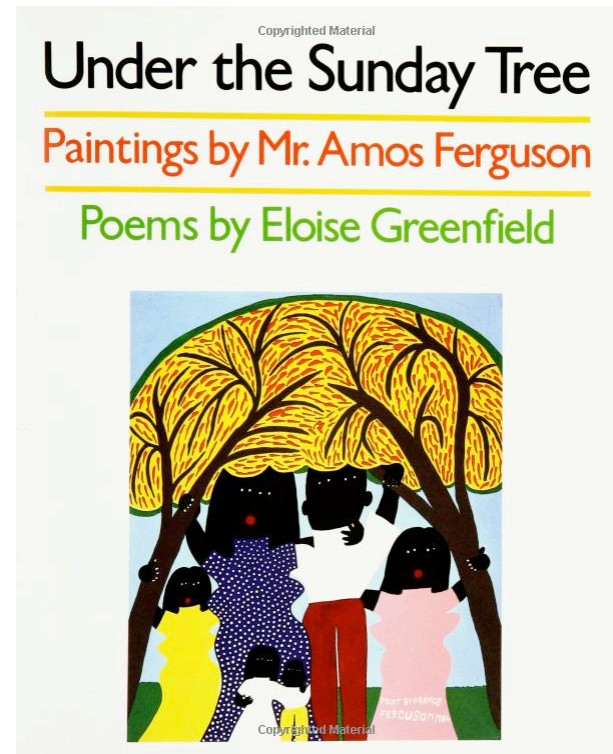


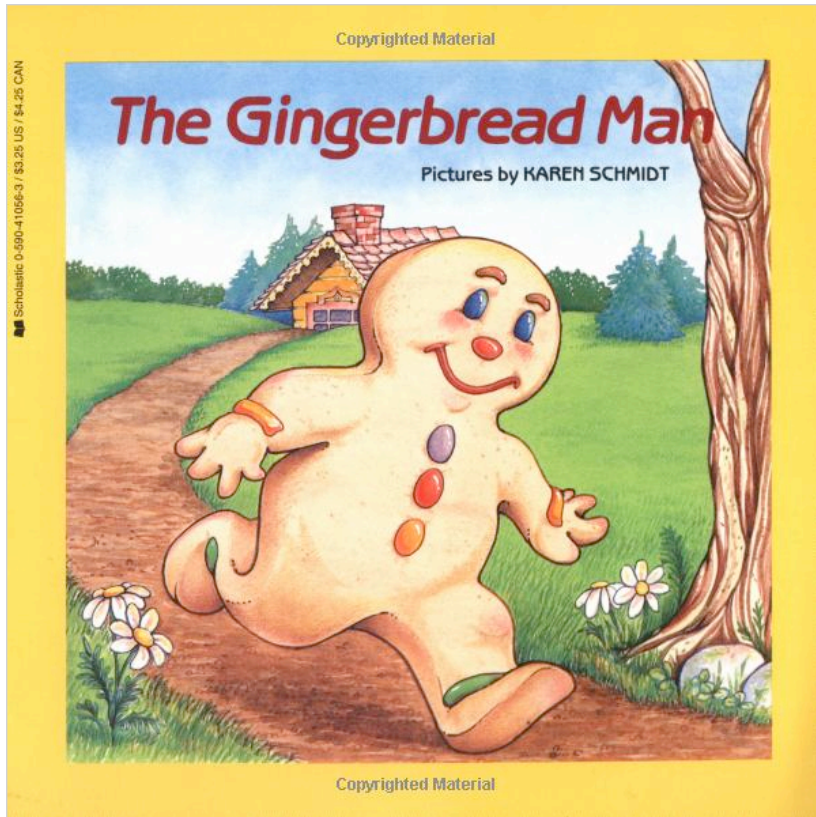




Poems:
New &
Old

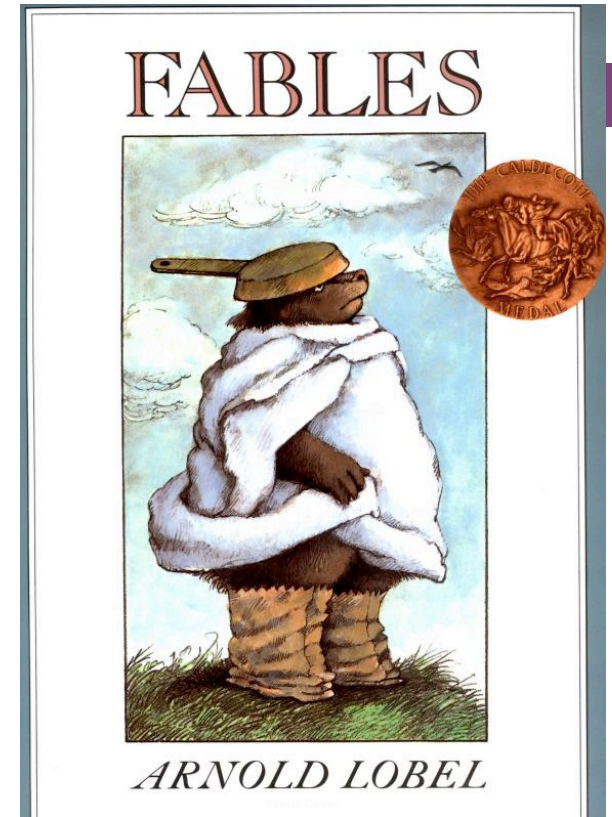
Literary
Knowledge

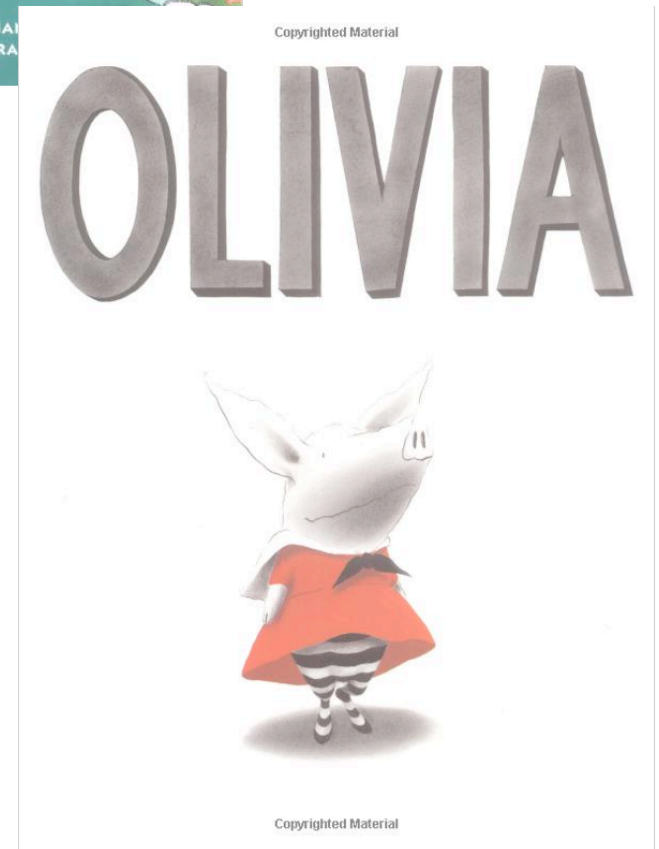
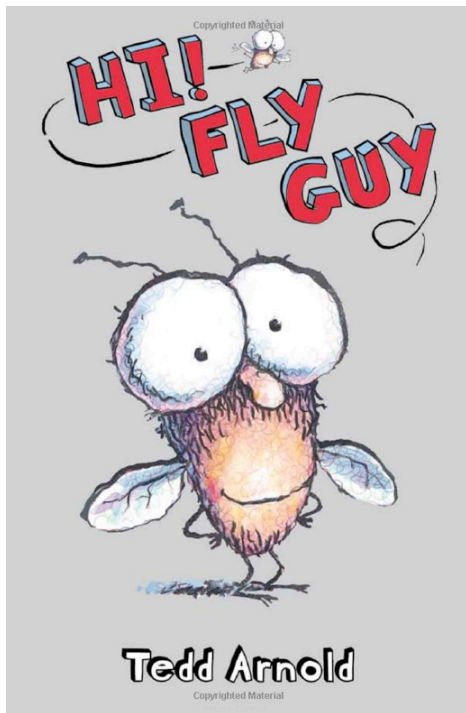
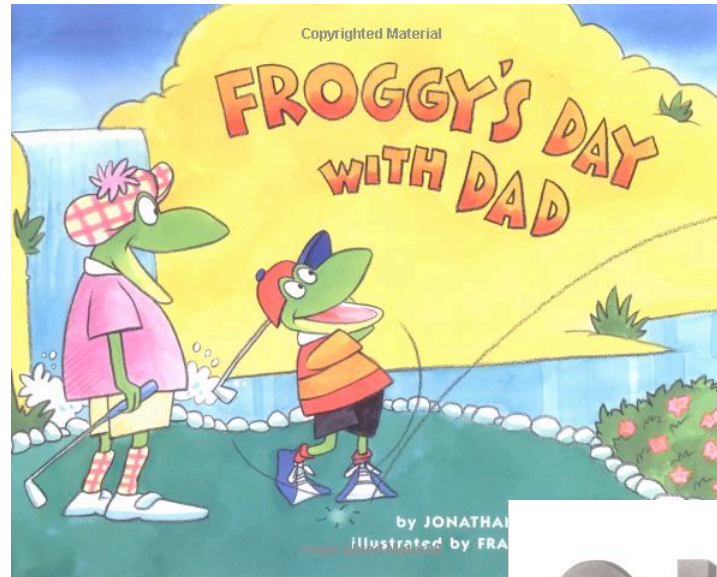
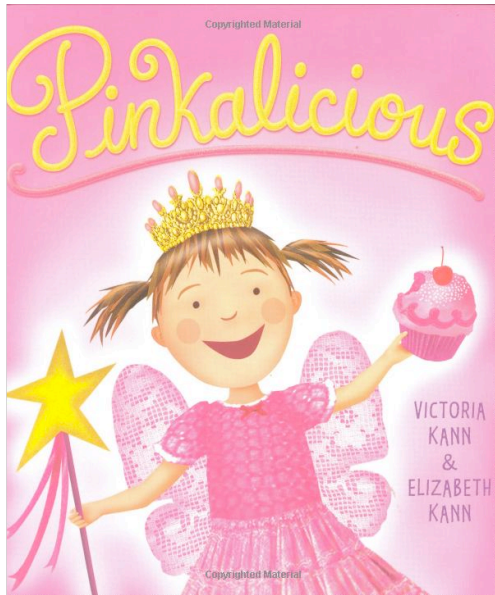


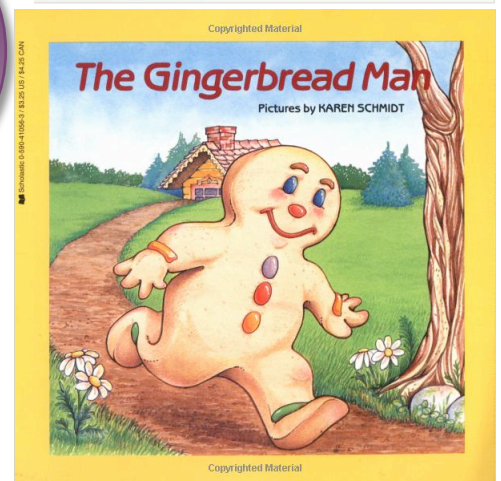
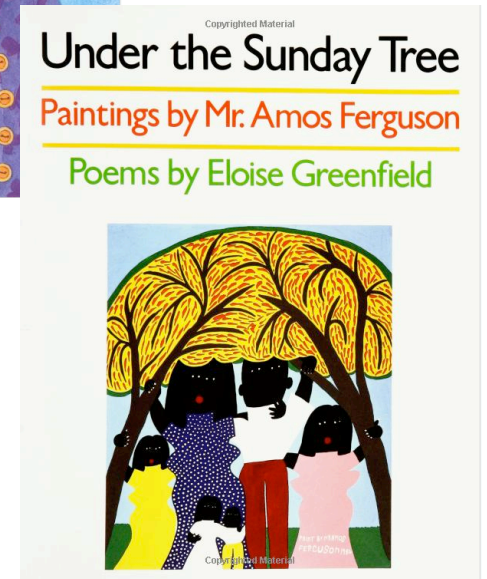
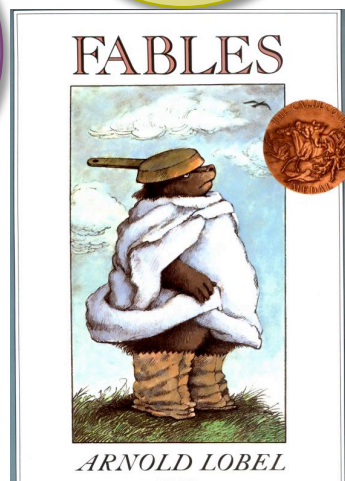
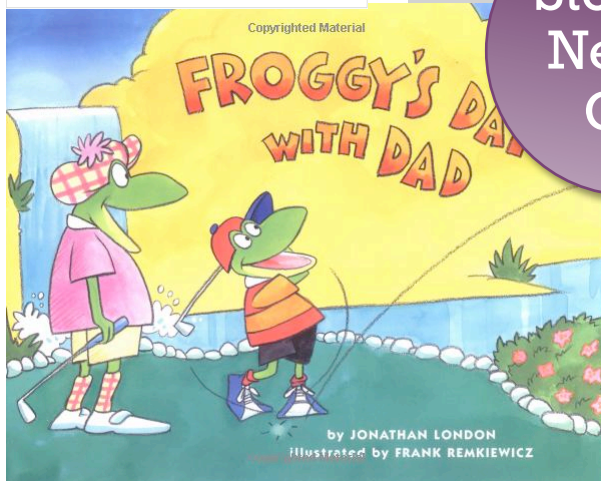
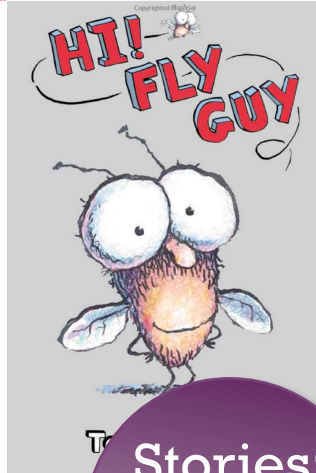
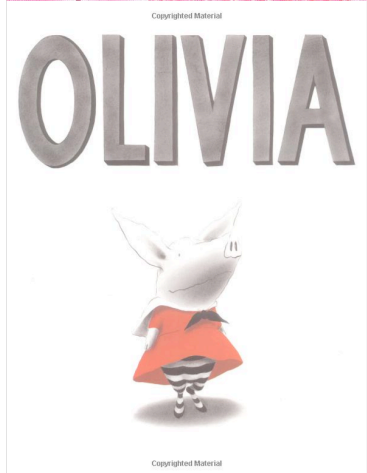
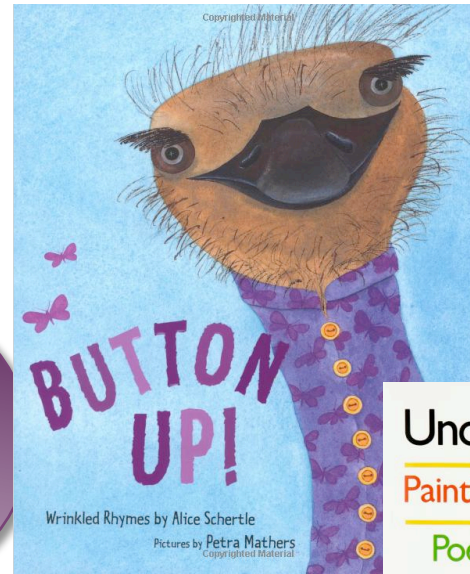
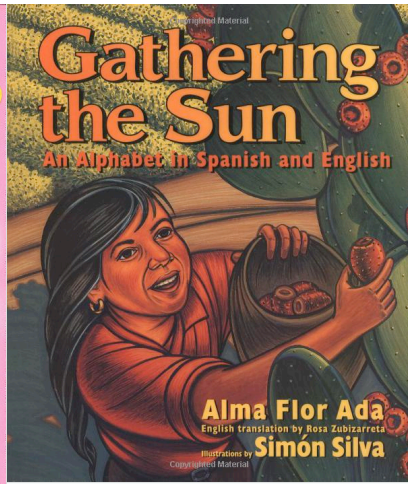
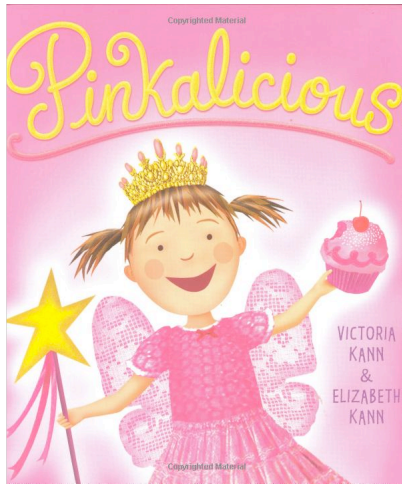


**Literary
Knowledge**

**Fables
& Tales**







Poems:
New &
Old

Literary
Knowledge

Stories:
New &
Old

Fables
& Tales



From Seeds to Plants



Corresponds to QuickReads Level A,
book 1, Life Science, *From Seeds to
Plants*

+ A seed of a bean



A grain of rice



+ A coconut

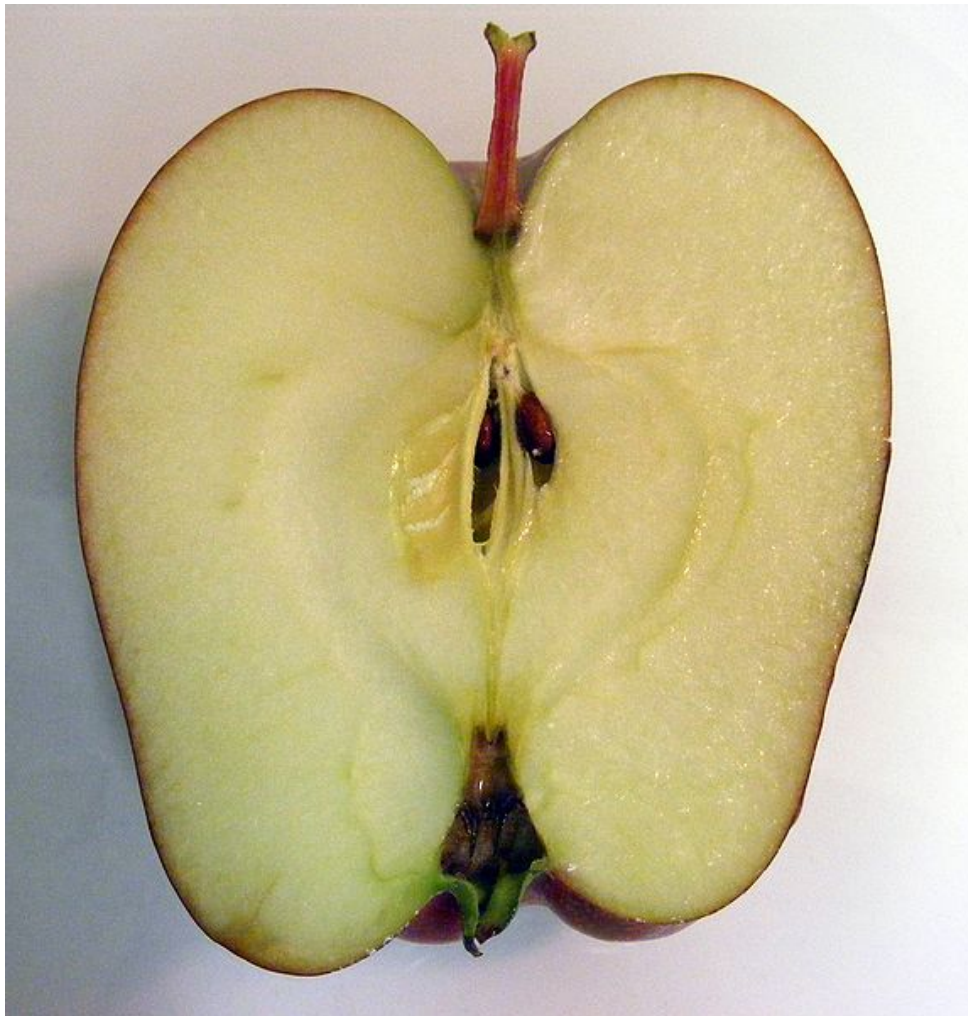


+ A plant



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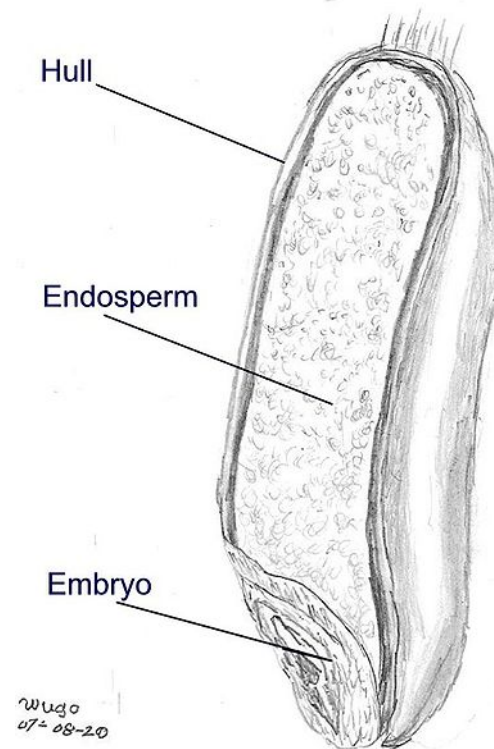
+ An apple seed and an apple



+ A pumpkin seed and a pumpkin



+ Parts of a seed—inside a seed



+ Germination



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+ Animals eating hay



+ People eating greens



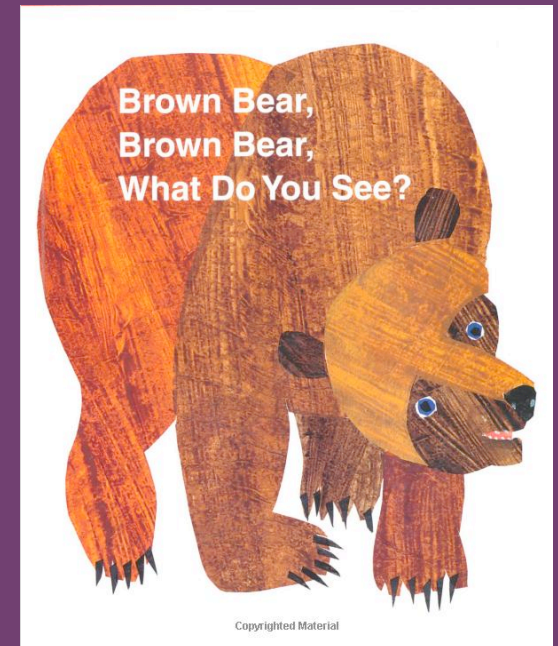


Content Area





Concepts about words





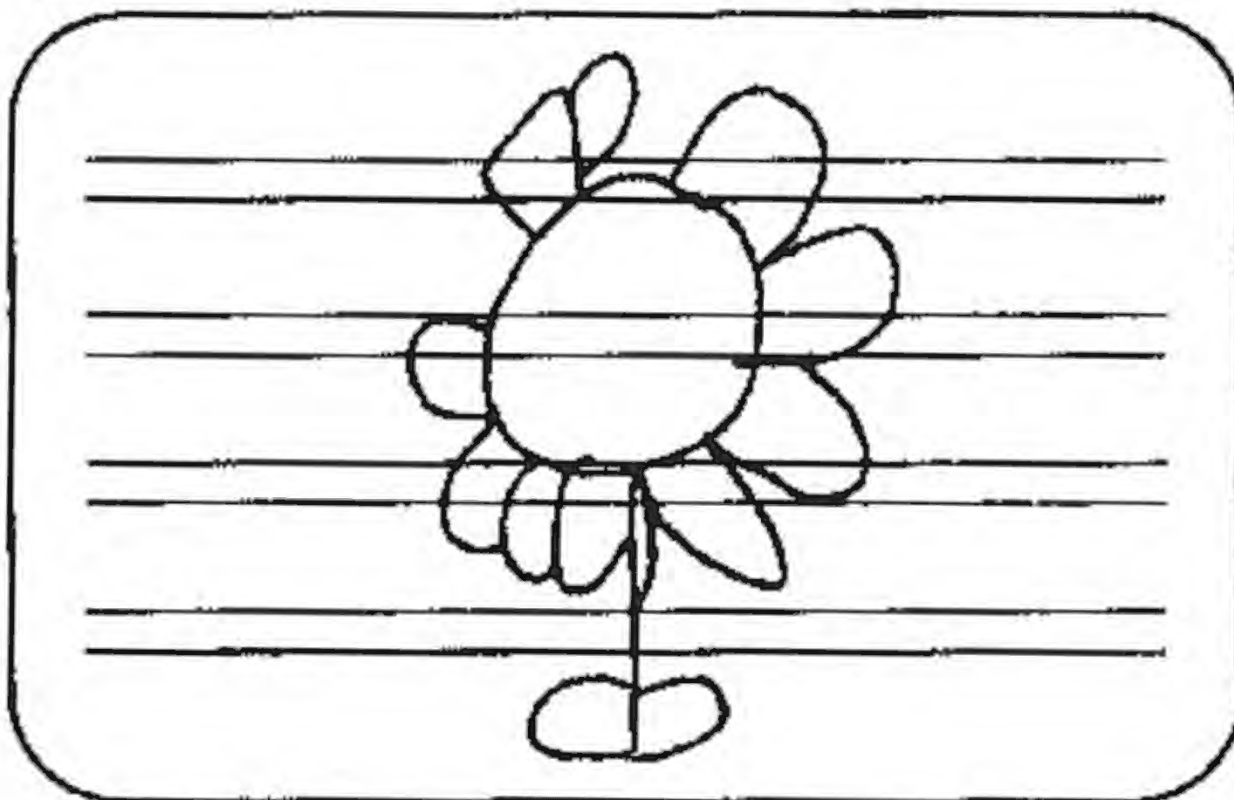
READING WORDS







Fall



“It’s a pretty flower.”

Winter

The cat and the dog play with

the cat

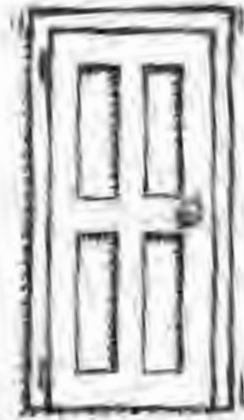
"The cat and the dog played with
the cat."

Spring

I like a doll
because I like them
and thay are fun
to play with my
utrer dollys.

"I like a doll
because I like them
and they are fun
to play with my
other dollies."





go

I

by

six

balloons

cat

mat

man



3. What kinds of texts support reading acquisition—especially for children who depend on
+ schools to become highly literate?

Begin with concrete words (that are also phonetically regular & highly frequent)

Beginning
Reads™

Level 2
Set 3
Book 1

Dogs



Dogs can run.
They run and run.



Dogs can dig.
They dig and dig.

Cats and Dogs

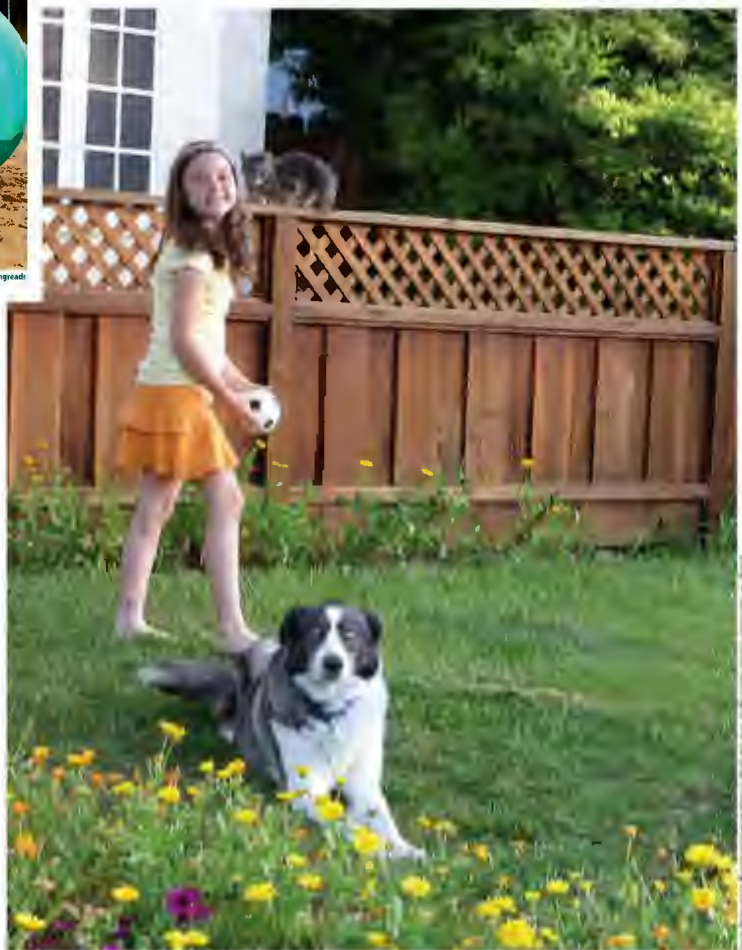


Cats are big.
Dogs are big.



Cats are little.
Dogs are little.

Get the Ball



I play ball with my cat
and dog.



Get the ball, cat.
No, cat, no.

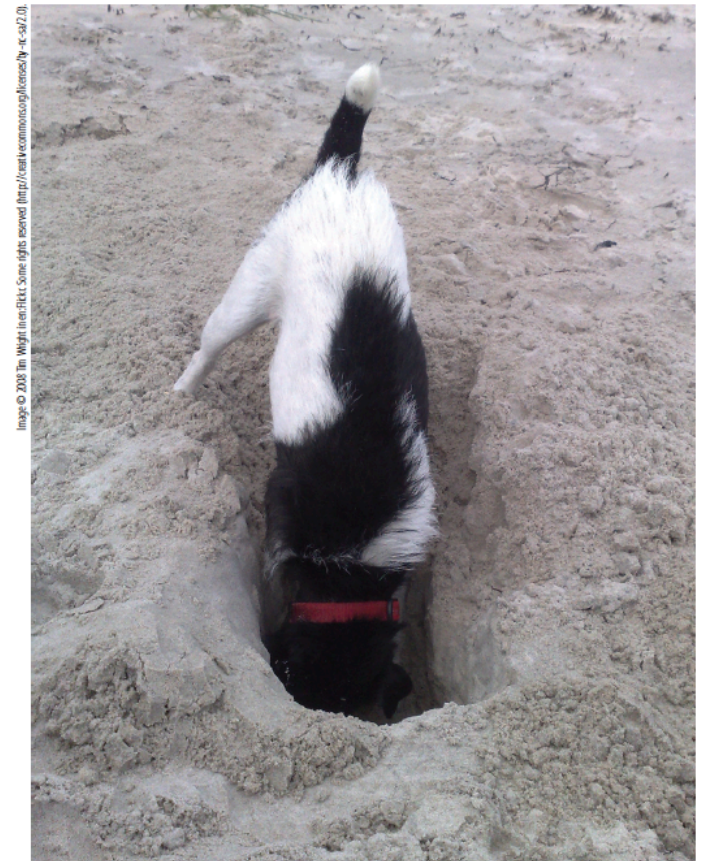
Ensure that texts are sequenced to attend to patterns and repetitions of words

- Not a phoneme-based curriculum that measures whether phonemes have been taught (i.e., Lesson to Text Match (LTTM)): The assumption here has been that students will develop automaticity with many different exemplars of phonemes and with a single lesson on a phoneme.

Example of an Appropriate Sequence: Level 2



Dogs can run.
They run and run.



Dogs can dig.
They dig and dig.

Trucks



There are green trucks. There are red trucks.

Level 4



Some trucks are big. Some trucks are little.

Level 6



A snail can smell leaves to eat. Here is one eating the leaves on a plant.



A snail can smell a safe place to hide. Here it is hiding.

Ensure extensive opportunities to read texts with consistent data

Beginning
Reads

Level 3
Set 1
Book 1

Too Hot!



Dan sat on the sand.
It was too hot.



He got up. He got a mat.

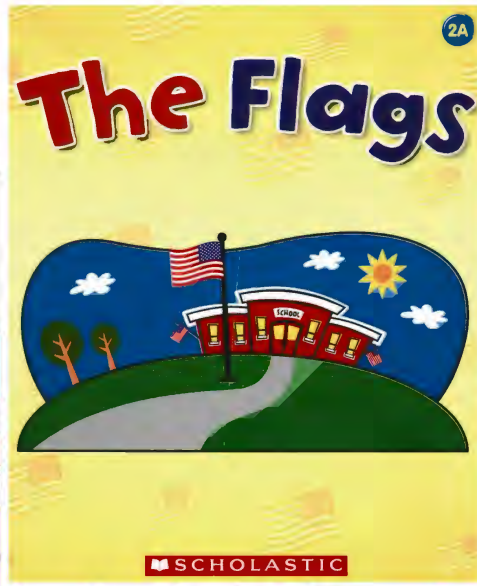
In the Sun



Ben had a **nap** in the sun.
He got hot and red.



He had a swim.
Then Ben was not hot.



"Here is the flag," says Dan.



"I am here by this flag to meet Pat.
Where is she?" he asks.

The Red Flag

28



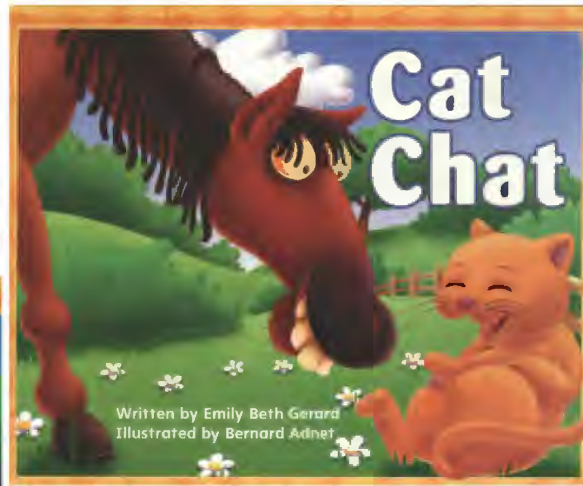
SCHOLASTIC

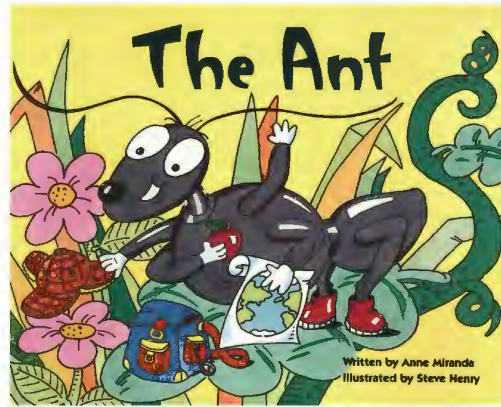


"I have a red flag in this bag,"
Pat says to Dan. "I like flags"



"I like flags too! What is this on
the flag?" he asks.

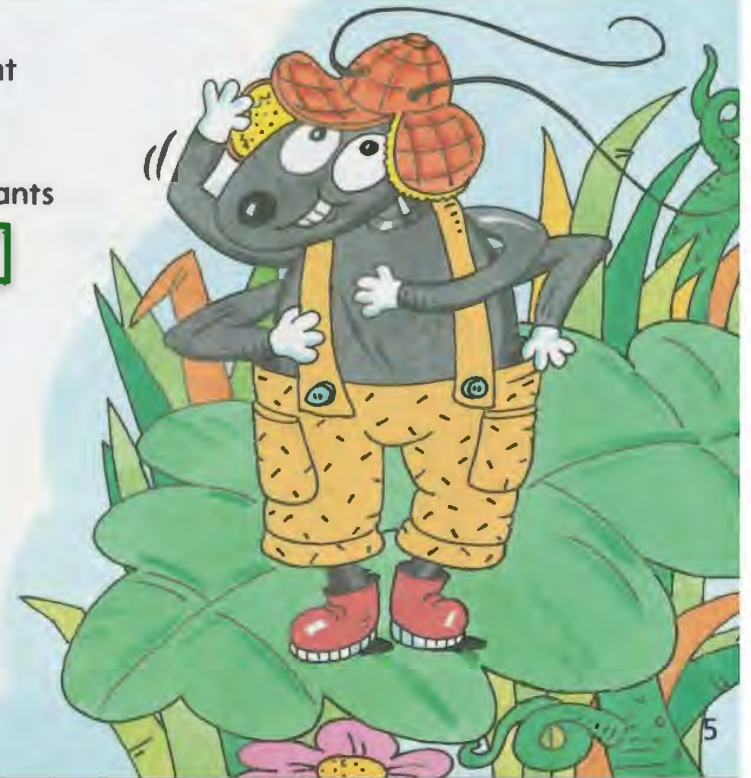




I am an ant
on a plant
wearing pants.



I am an ant
on a plant
wearing pants
and a cap.



Beginning Reads™



The BeginningReads™ Program

The BeginningReads™ program aims to bridge children's oral language knowledge with written language by providing 10 levels of FREE texts! Each level contains 12 4-page books. These texts include highly concrete and phonetically regular words—both of which are important aspects of texts for beginning readers.

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A snail can smell leaves to eat. Here is one eating the leaves on a plant.



A snail can smell a safe place to hide. Here it is hiding.

Where Is a Snail's Nose?



A snail does not have a nose. But it can smell. A snail uses its skin to smell.



Birds have beaks, not noses. Some birds have huge beaks. Some birds have little beaks.



This bird has a huge beak. But a huge beak does not mean that a bird can smell well.



Many birds cannot smell very well. Birds use their eyes to find food to eat.

Elephant's Trunk



An elephant's nose is called a trunk. It can smell things just like you can smell things with your nose.



Look at the elephant grab leaves to eat with its trunk. Can you eat with your nose?



Look at the elephant as it says hi with its trunk. Can you say hi with your nose?



- ☐ Elephant's trunk
- ☐ Bird's beak



- ☐ A bird looking for food.
- ☐ A bird drinking water.



- ☐ Picking up a snail.
- ☐ Picking up leaves.



Popcorn
For Ages: 4-7



Fix It, Fox
For Ages: 4-7



My Twin!
For Ages: 4-7



My Cat
For Ages: 4-7



Spots
For Ages: 4-7



Where Can a Hippo Hide?
For Ages: 4-7



Hop! Hop! Hop!
For Ages: 4-7



Night Animals
For Ages: 4-7



A Hunt for Clues
For Ages: 8-10



Moon Stories
For Ages: 8-10





TextProject aims to bring beginning and struggling readers to high levels of literacy through a variety of strategies and tools, particularly the texts used for reading instruction.

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Common Core State Standards

Text Complexity



Beginning Reading

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Stop the summer slump

"Read to learn" while learning to read

Beginning Reads™



Talking Points

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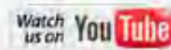
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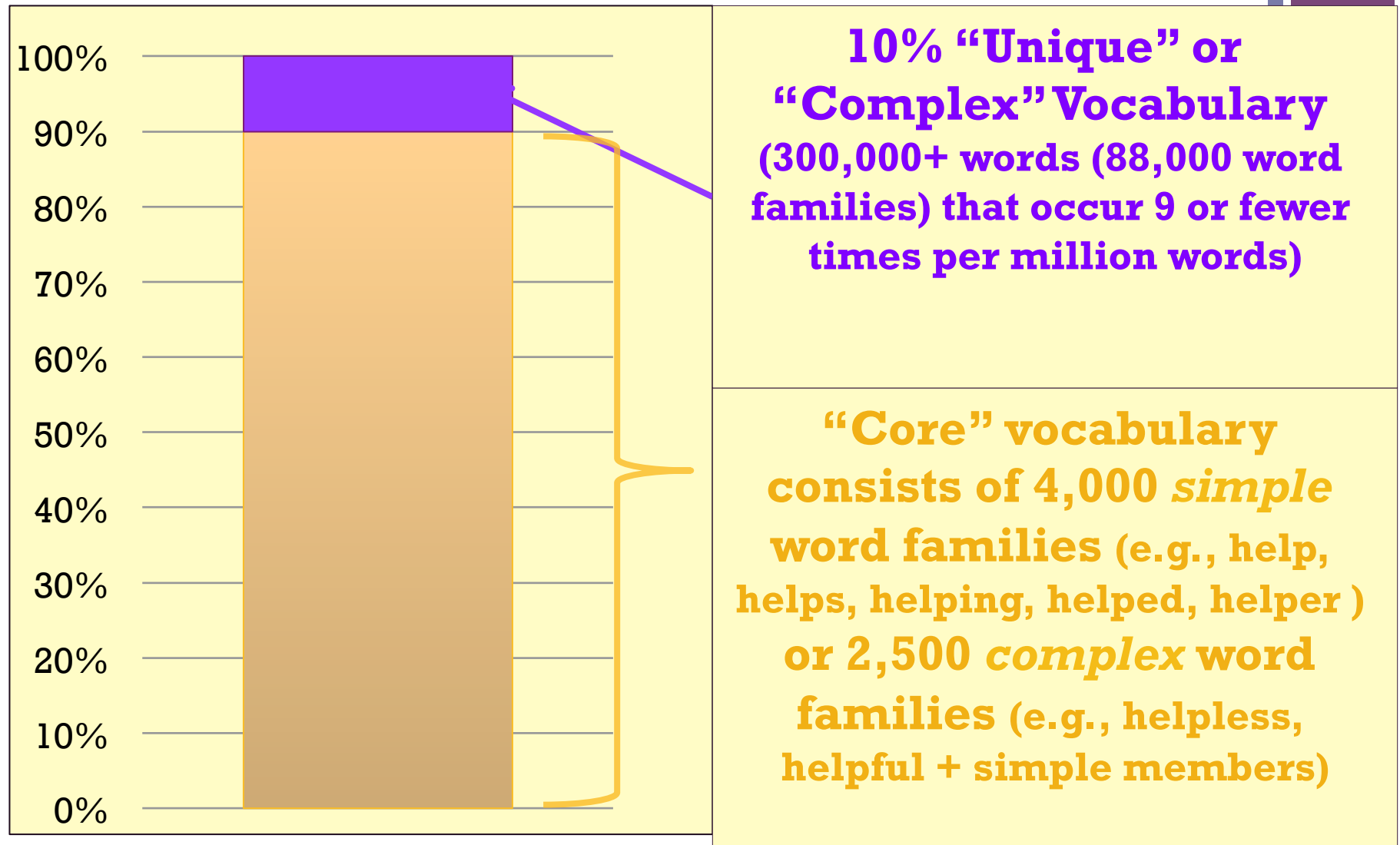
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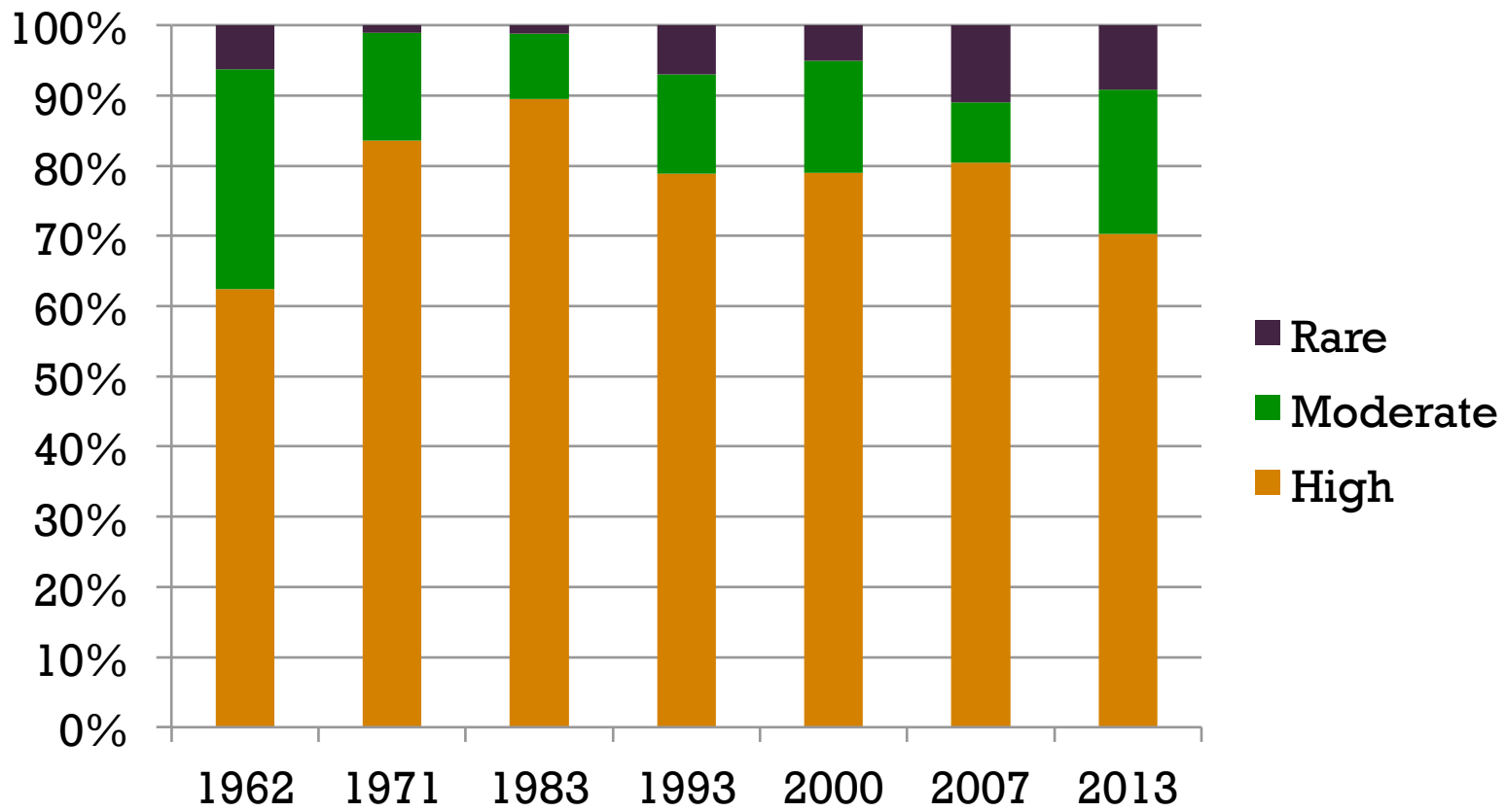
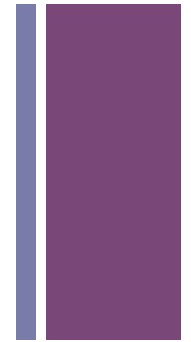
[WordPictures Title Seasons](#)

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+ Distribution of Words in Written English





Typical Early Instruction with At-Risk Students

Floppy Mop

Mop was a big dog.

Mop was a floppy dog.

Mop was Tom's pal.

"Come, Mop," said Tom.

Tom sat on Mop.

Jack was a cat.

Zack was a rat.

Zack ran. Jack ran after Zack.

Mop ran after Jack and Zack.

"Stop Mop," begged Tom.

Mop stopped.

Mop and Tom sat.

Tom and Mop had a nap.

