

Designing Learning for and From Complex Text

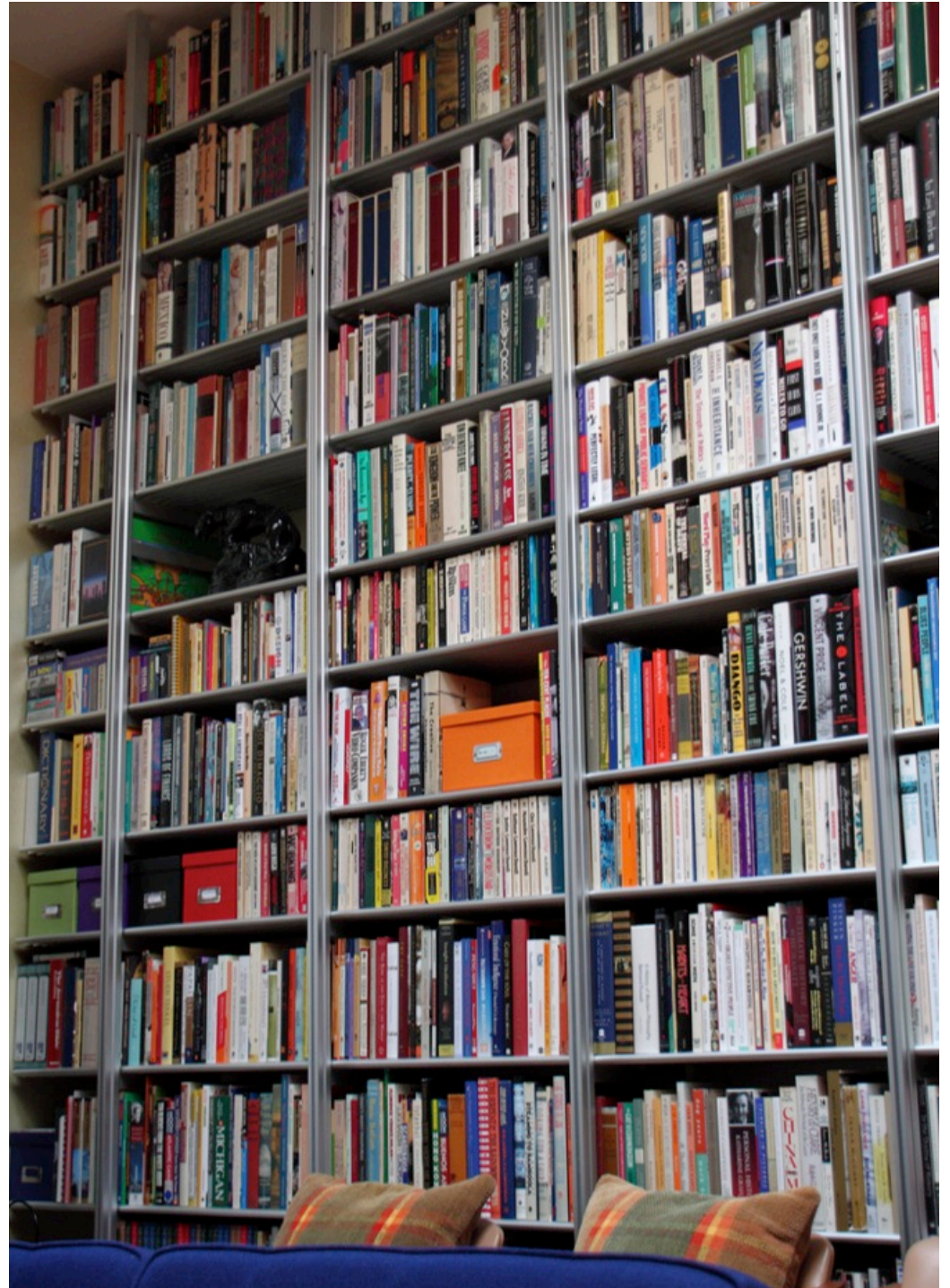
	Wimpy Kid	Seeing Eye to Eye (Natl. Geographic)	Alice's Adventures (Classic)
Word Recognition	2 rare words out of 50	6 rare words out of 50	3 rare words out of 50
Syntax	16.1 words per sentence	8.2 words per sentence	15.1 words per sentence
Lexile (Syntax & Word Frequency)	1060	690	980
Vocabulary	Moderate	Moderate-high	High

LEARNING FOR & FROM COMPLEX TEXTS

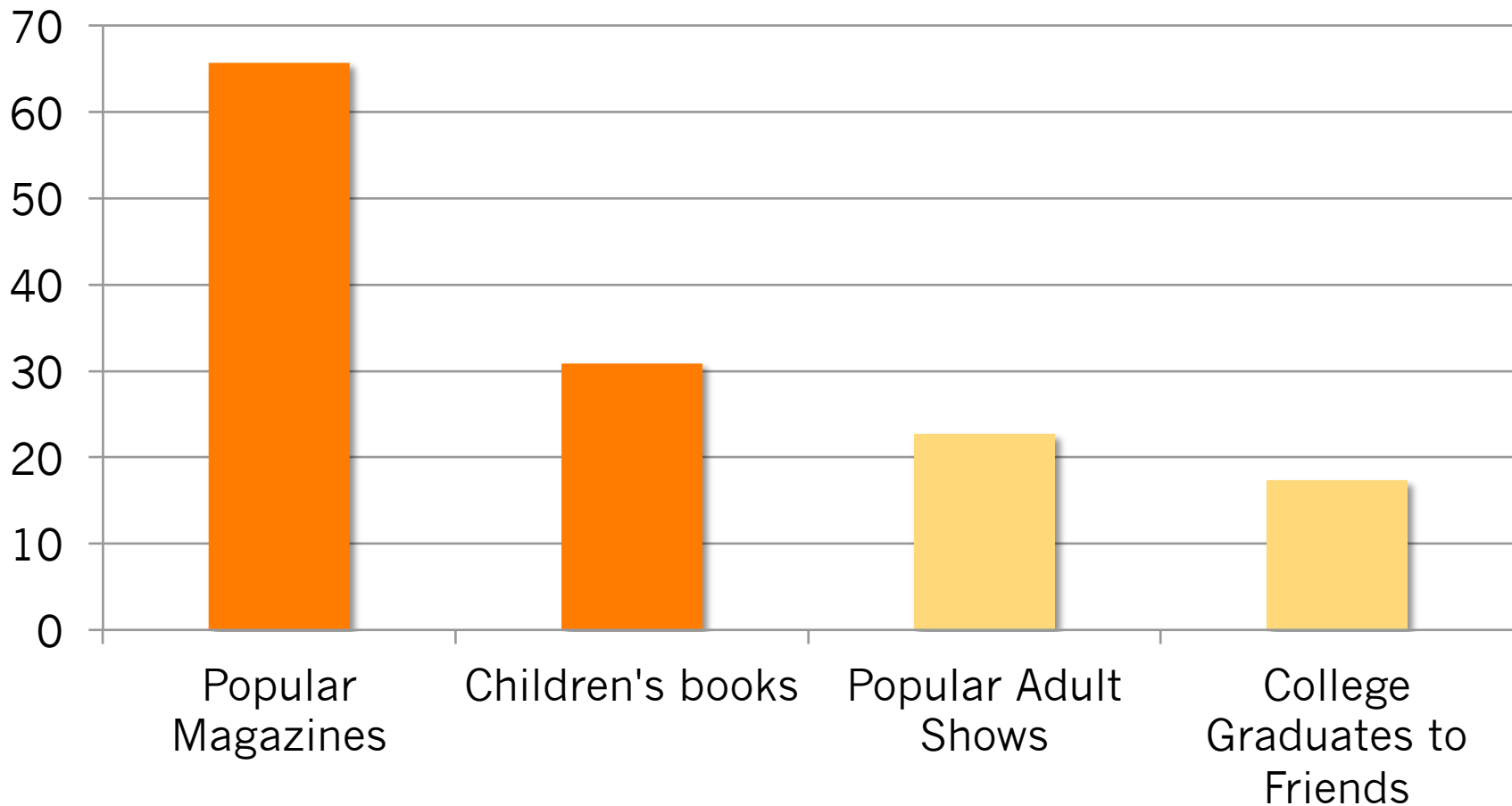
- Knowledge
- Vocabulary
- Automaticity

Text Fact #1

Texts are where human beings store knowledge. Reading texts is about acquiring knowledge.



New Vocabulary/Ideas per 1,000 words in Texts & Oral Language



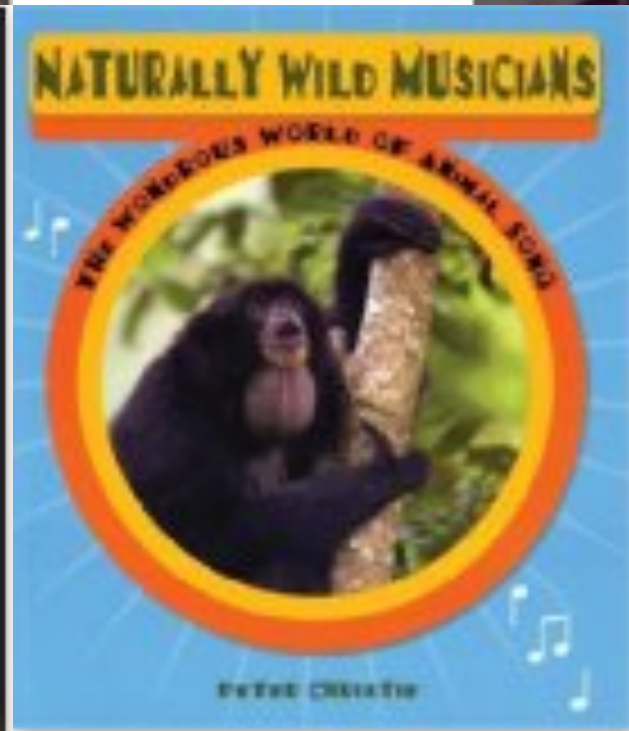
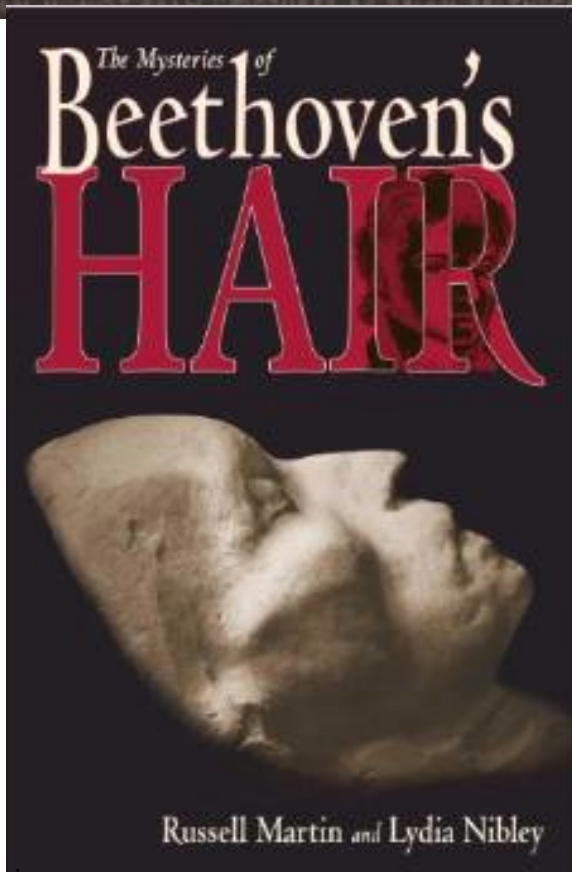
(from Hayes & Ahrens, 1988)

Text Fact #2: The amount of text available is increasing substantially....daily.

1986

2007

2013



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

Now our principal, Ms. Blair, says that our school is going to get rid of PE class because our test scores are so low. 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

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

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



Bird Nests



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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.

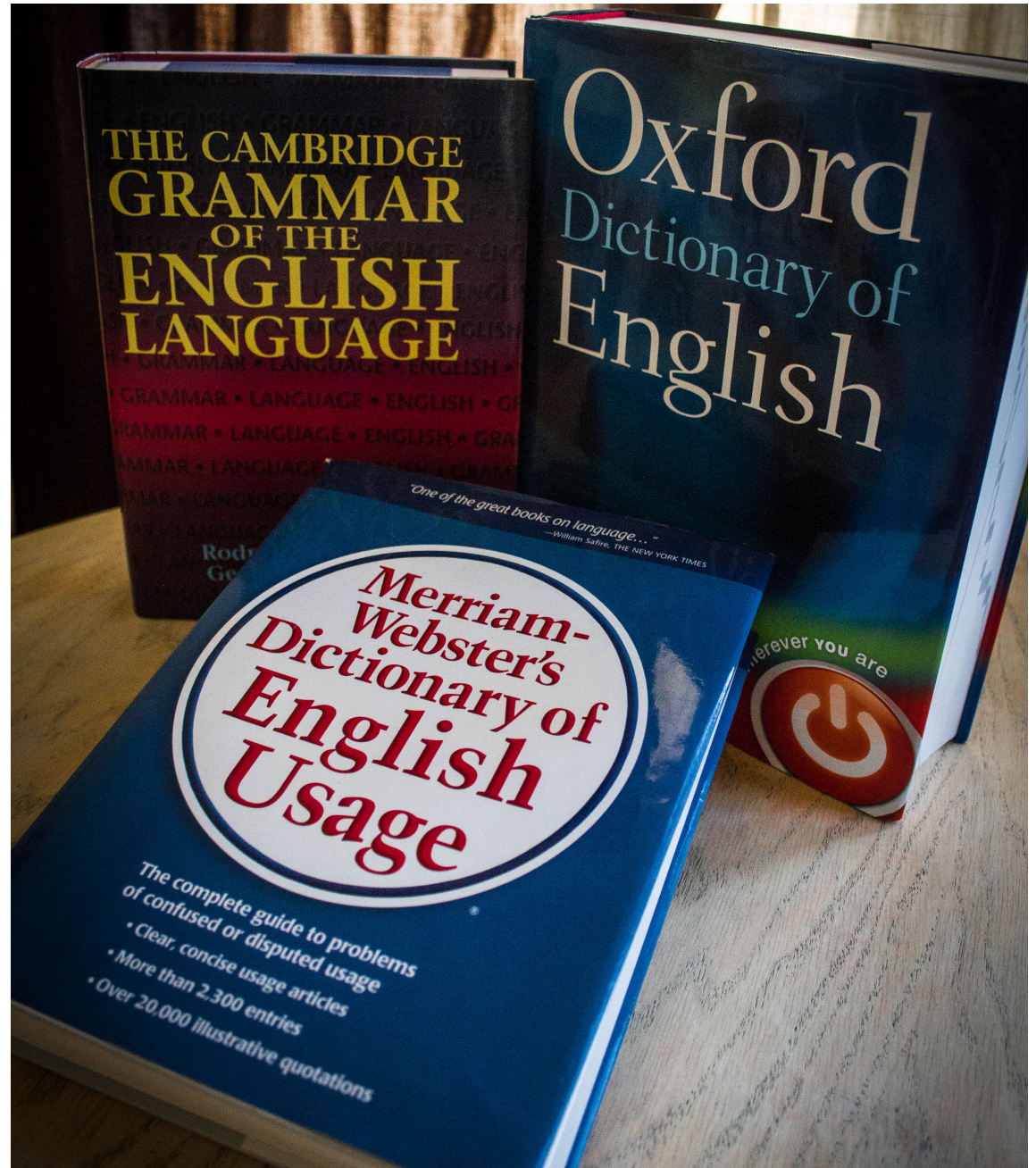


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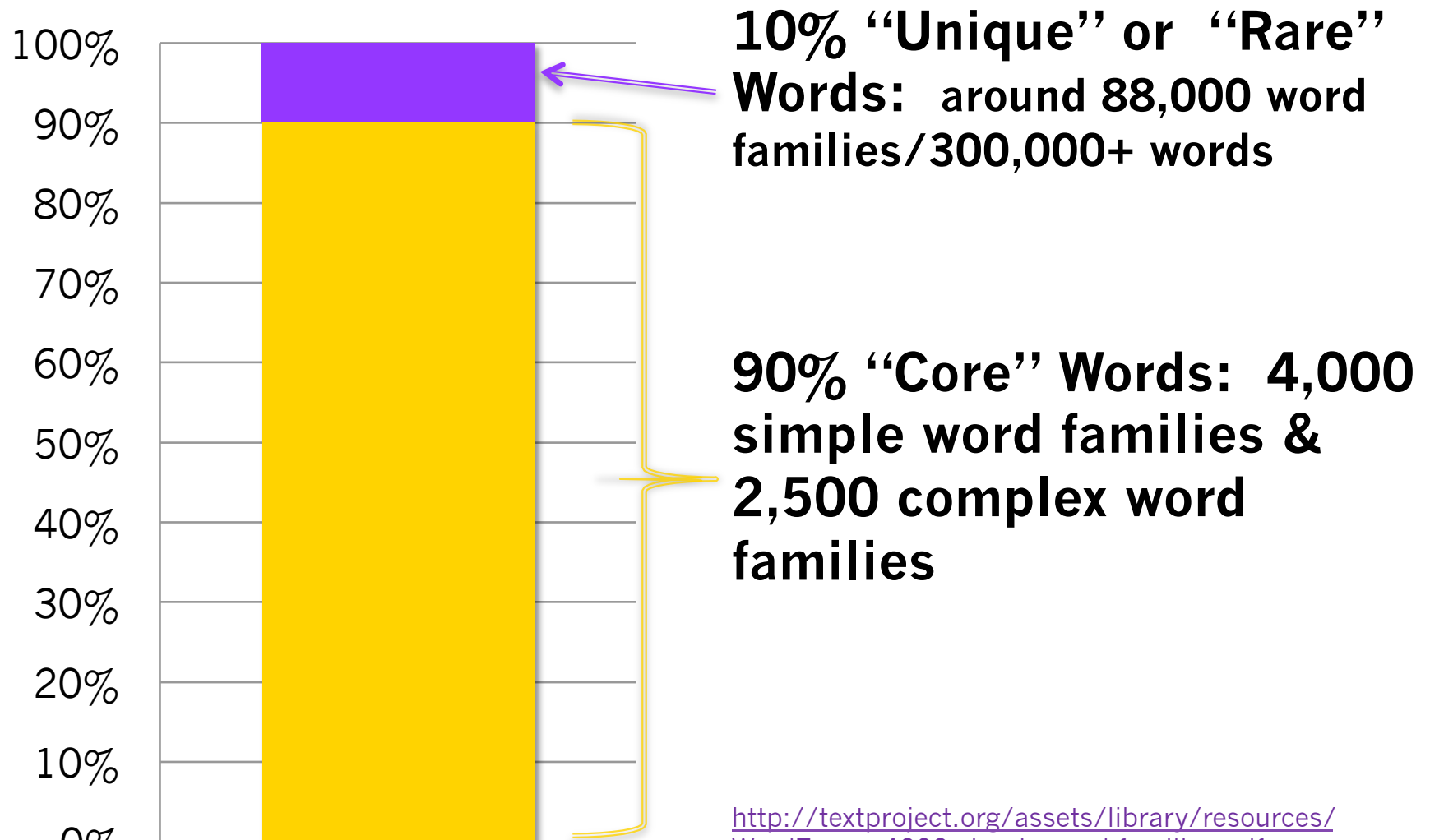
English has a vast repository of words, making it impossible to teach all words.



"Zlateh the Goat" Vocabulary Words

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

Word Fact 1: A small group of words does the heavy lifting in text.



10% “Unique” or “Rare” Words: around 88,000 word families/300,000+ words

90% “Core” Words: 4,000 simple word families & 2,500 complex word families

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

Core Vocabulary in Common Core Exemplars

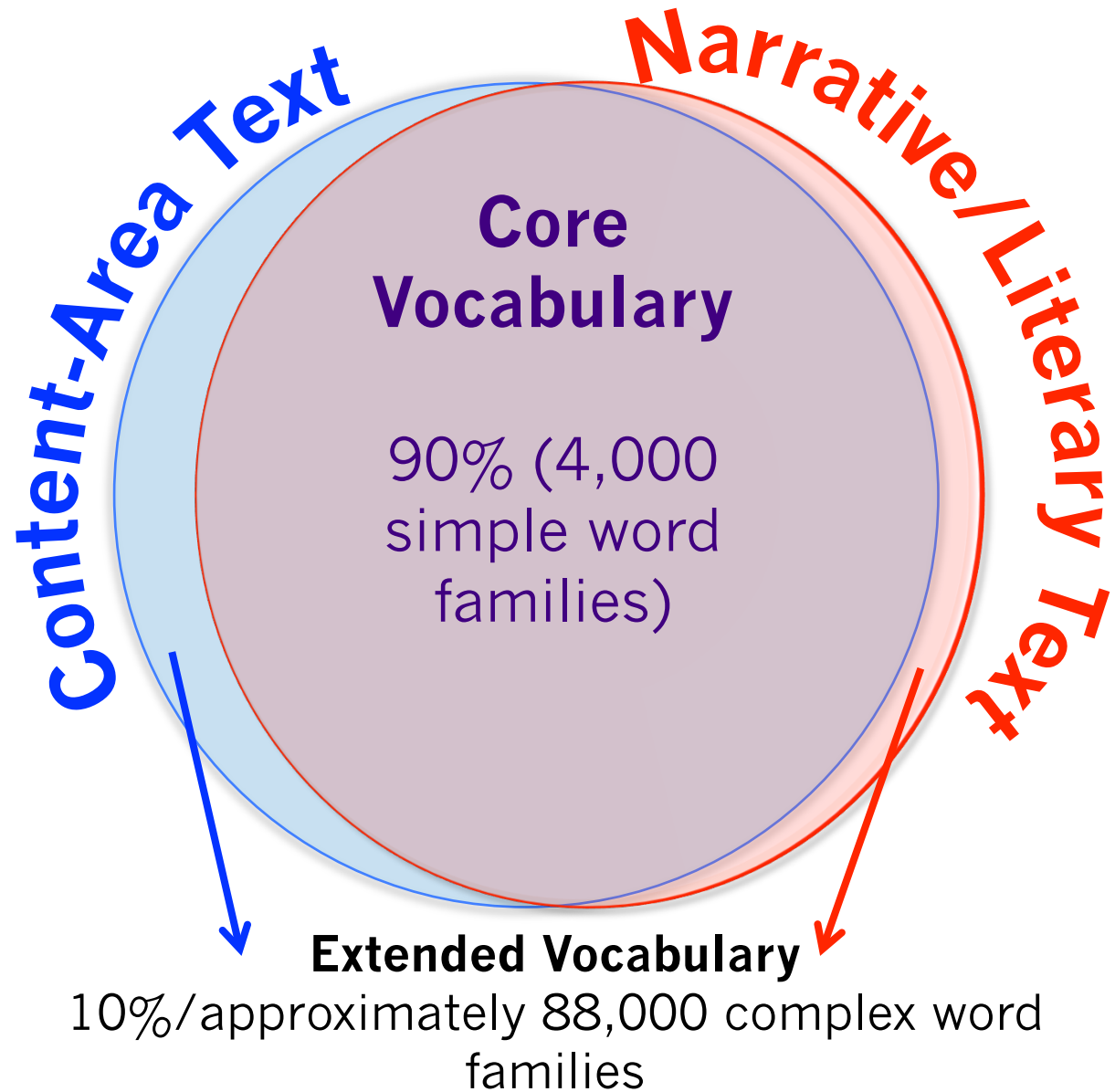
Grade	Narrative	Informational
2-3	.93	.92
4-5	.92	.91
6-8	.93	.87
9-10	.89	.91
11-CCR	.89	.87

Word Fact 2:

Words are part of families.

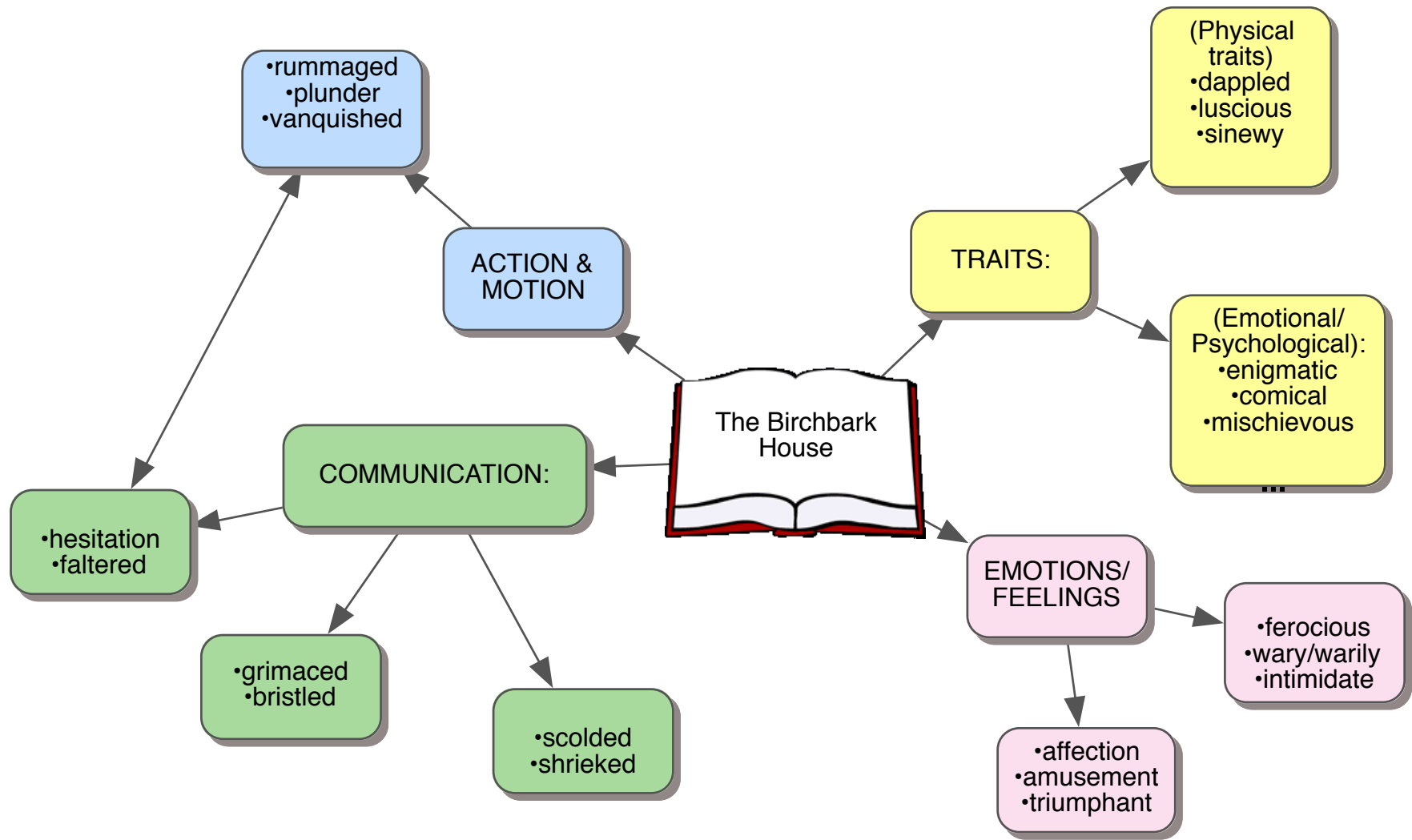
<ul style="list-style-type: none">• relate• related• relates• relating• relation• relations• relatedness	<ul style="list-style-type: none">• interrelated• interrelation• correlate• correlation	<ul style="list-style-type: none">• relationship• interrelationship• age-related
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Word Fact 3: Words are parts of networks.



**Word Fact
3a: The
networks in
narrative
texts are
synonyms
related to
story
elements
(e.g., traits).**

Story Word	Beyond Story
amazed	enchanted enthralled
fascinated	spellbound captivated
marveled	transfixed
baffled	confused mystified
bewildered	perplexed confounded
stumped	



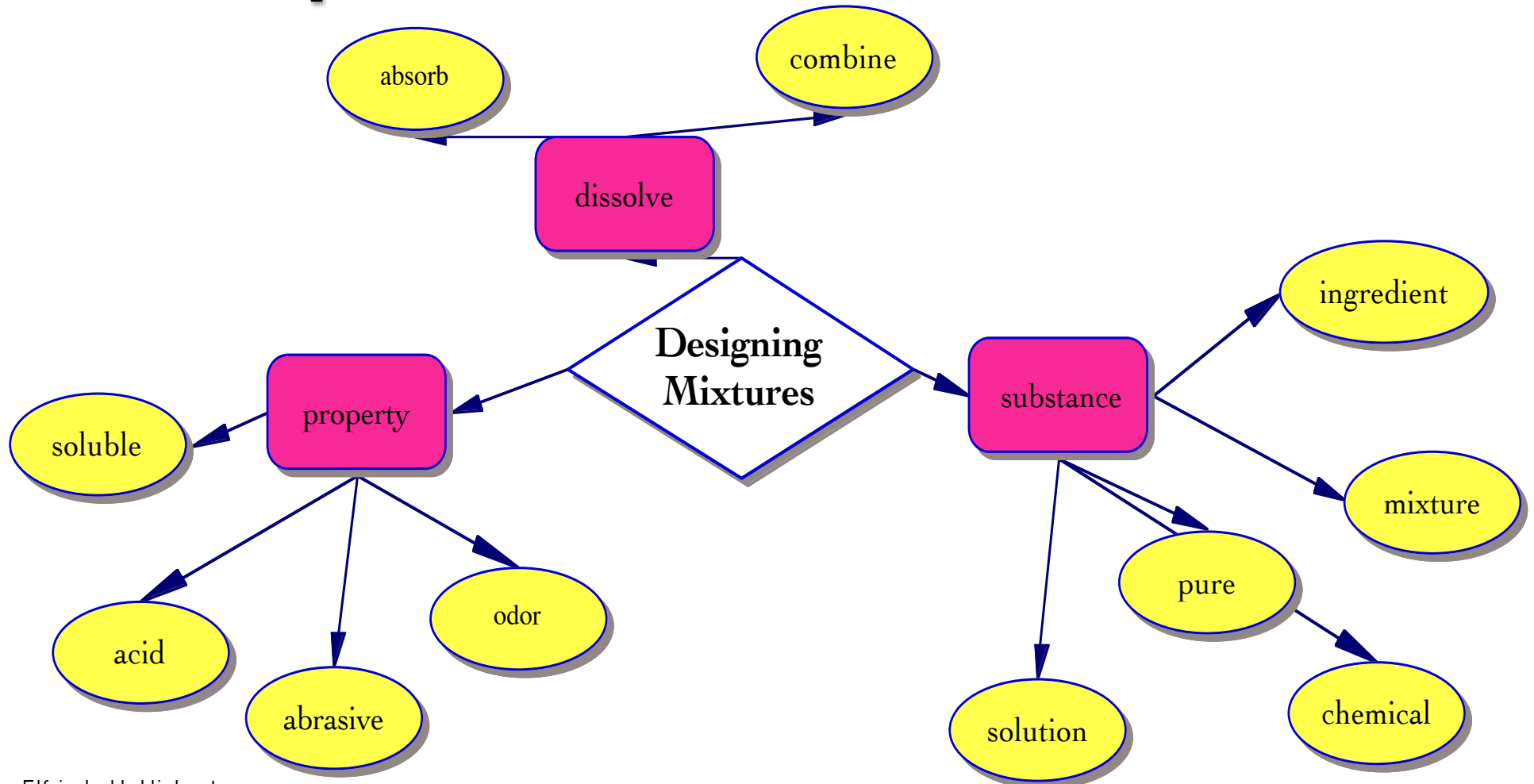
Prolific Groups in Narrative/Literary Texts

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

Narrative/Literary Text

The month of picking **heartberries** went by. Little **Pinch** jumped off a low branch and made a huge **gash** just over his eye. Blood came pouring down and he seemed both proud of himself and sorry for himself, and he **selfishly hogged** attention for his injury to the point where **Omakayas** could hardly bear it. Mama was constantly **preoccupied** with him. Of course, that left **Neewo** more and more to Omakayas's hands, and she didn't mind that.

3b. The networks in informational texts are topical with interrelated concept clusters.



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.

**Word Fact
#4:
Concrete
words are
learned and
retained
more readily
than
abstract
words.**

Mineral
(min·er·al)



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Word Fact #5: Vocabulary needs to be pronounced

Injustice (in jus tice)

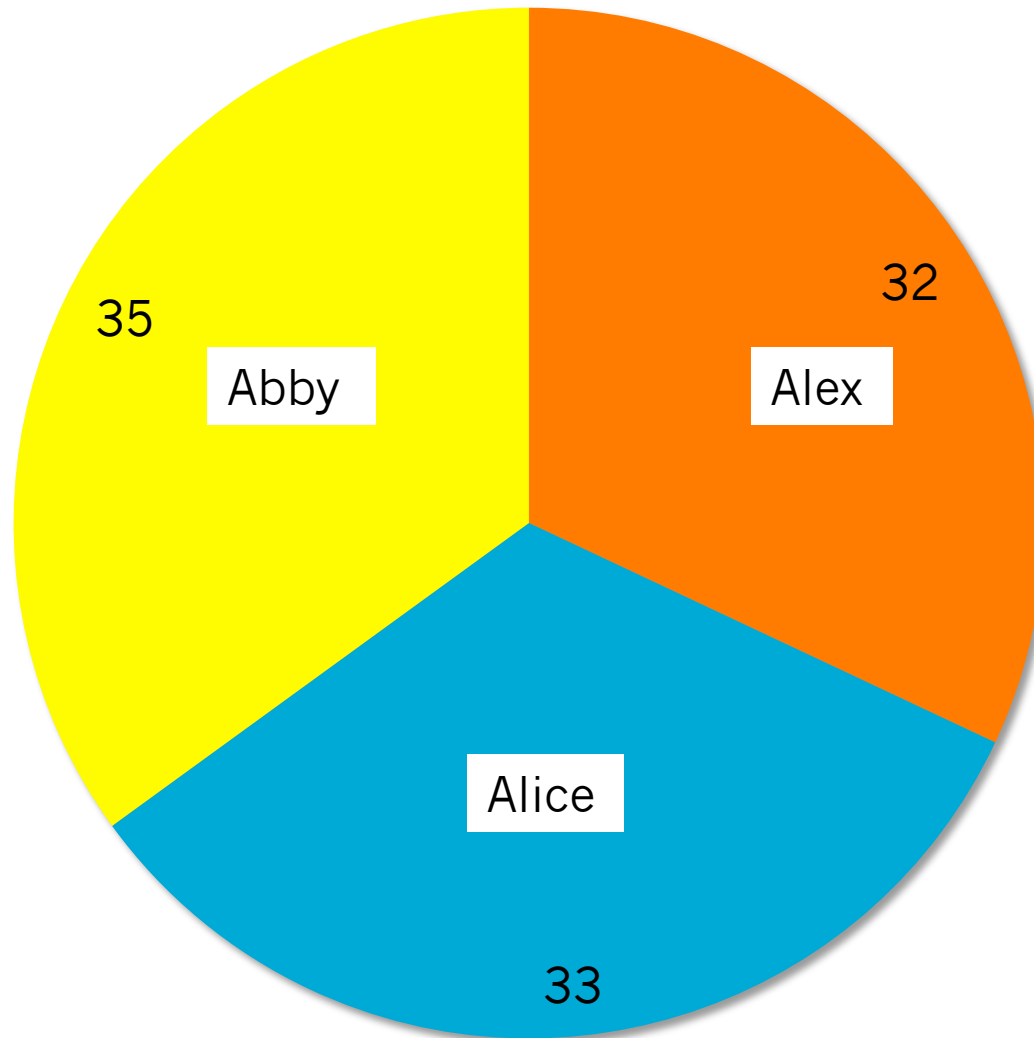
- injustice starts the way you'd expect:
 - in like in
 - jus like bus
 - The last part (syllable) is different than you'd expect. You might think it would be like mice but it's not. It is a short i and the ce makes the sound that usually goes with the letter s
- If you know Spanish: injusticia

Reader Fact #1

- Proficient reading results from substantial amounts of reading.
 - *1,200 hours of school time per year: In some classrooms, 4th graders read about 2% of this time



NAEP 2013 Grade 4 (Reading)



■ Below Basic ■ Basic ■ Advanced/Proficient

Reader Fact #2

- The vast majority of American students can recognize most of the words in a grade-level text....eventually.



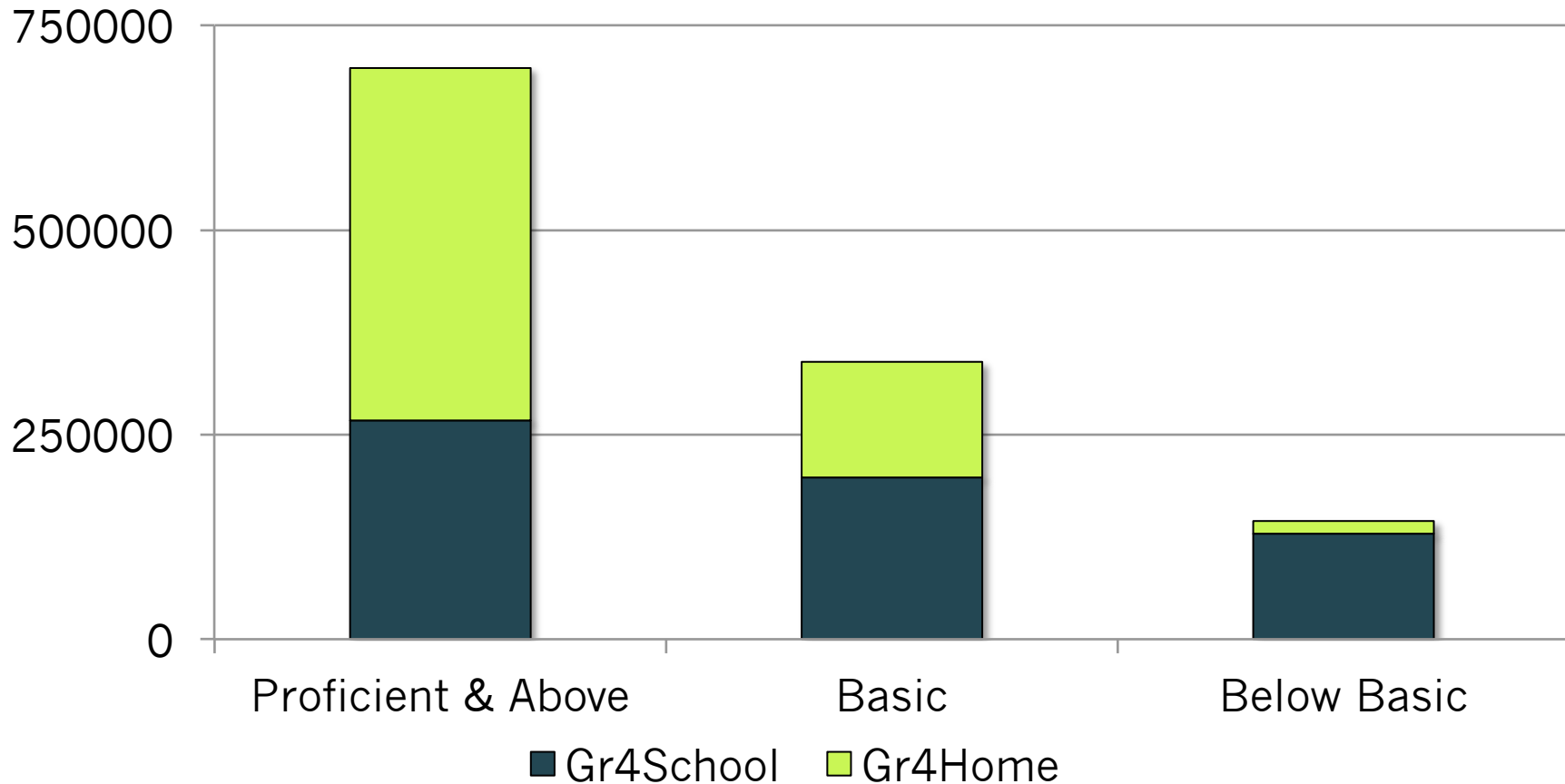
Accuracy on NAEP Oral Reading

	100—98%	97—95%	94—90%	<90%
1992	41	51	5	2
2002	76	15	5	2

DIBELS Data For 4th Graders (CCSS-level Texts)

Percentile	Rate	Accuracy	Comprehension
10	80	95	21
30	109	97	32
50	128	98	41
70	147	99	50
90	176	100	67
99	212	100	94

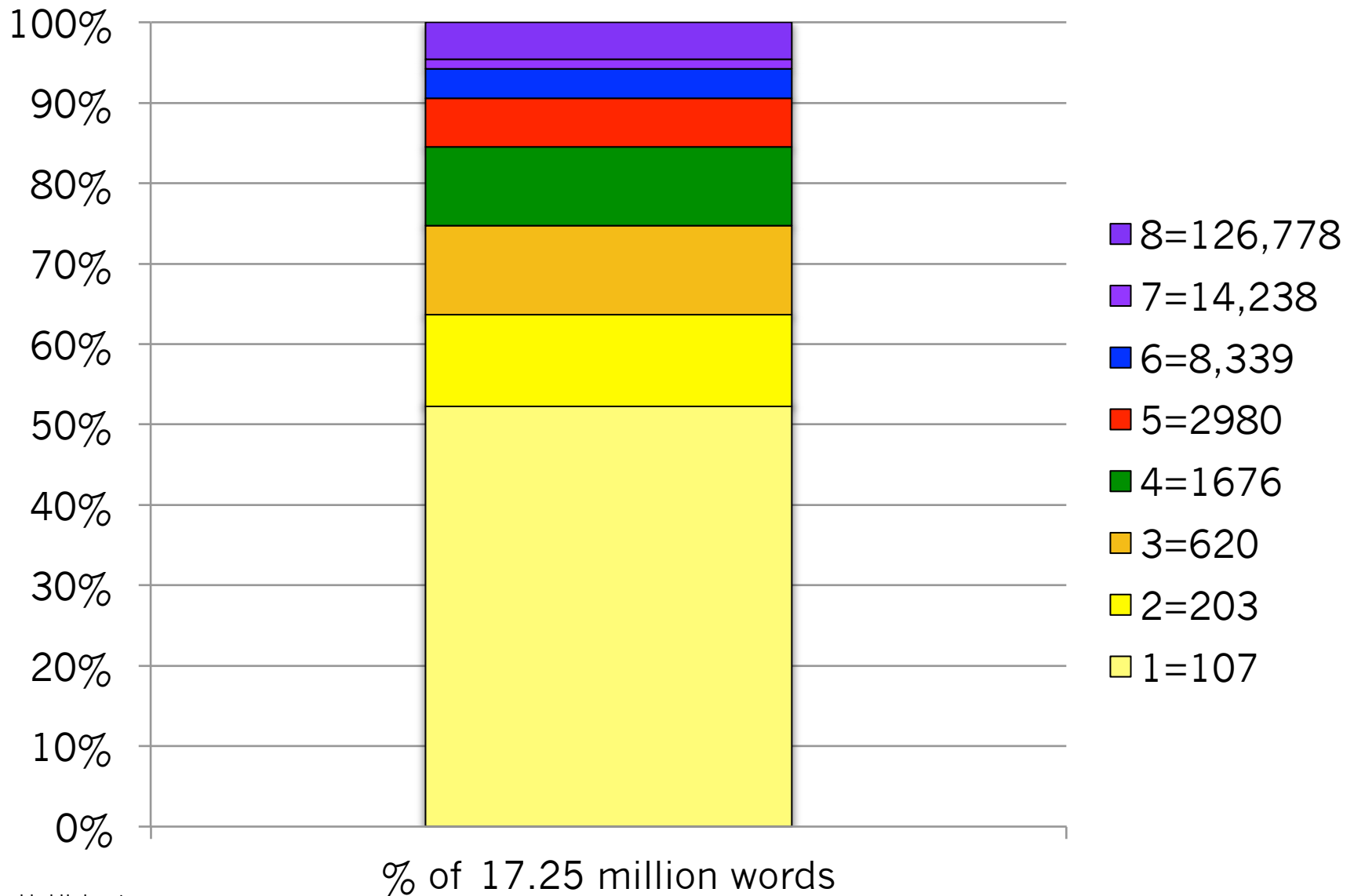
Reader Fact #3: Most Students Who Don't Read Much at School Don't Read Much at Home



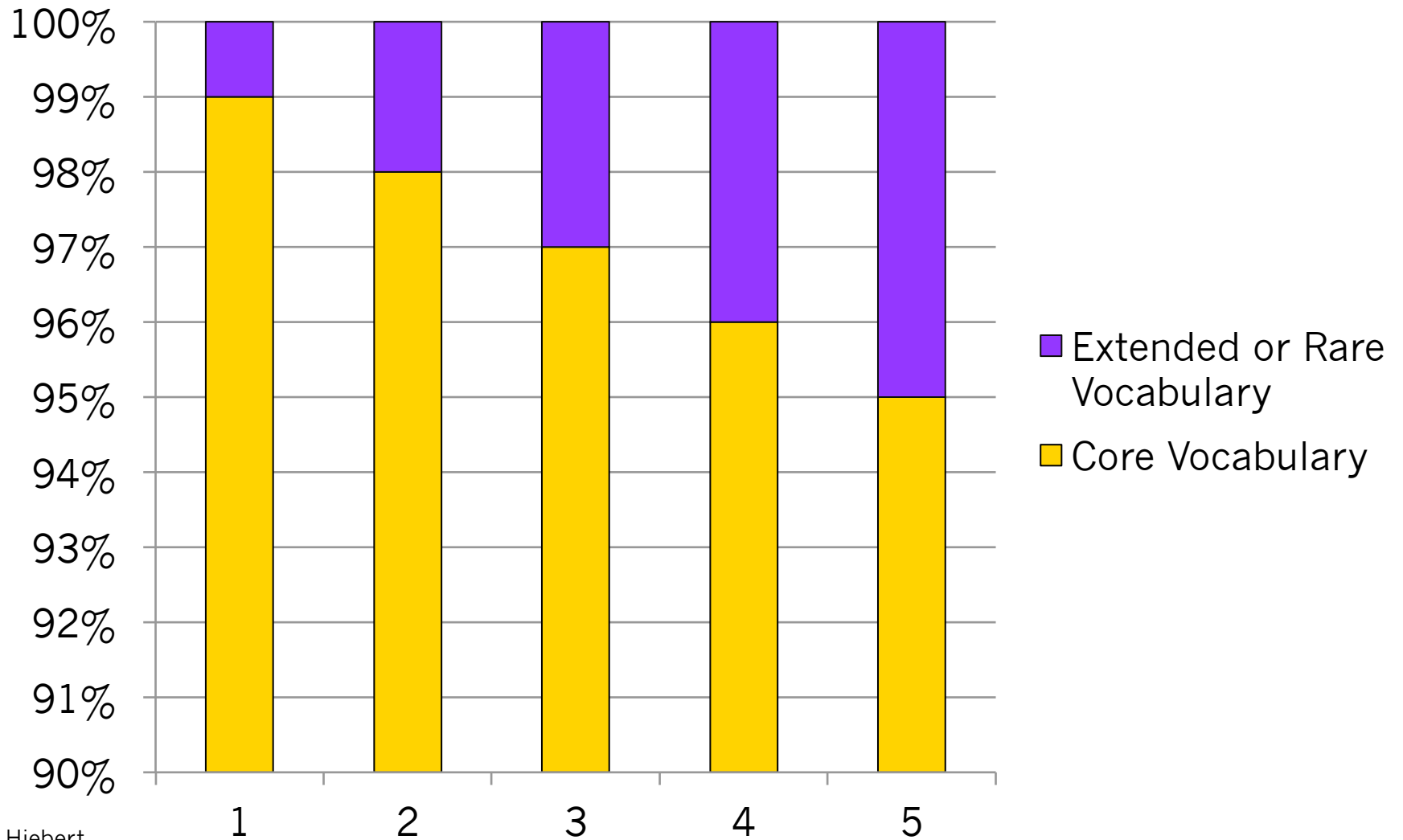
Home: Anderson, R.C., P.T. Wilson, and L.G. Fielding. 1988. Growth in reading and how children spend their time outside of school. *Reading Research Quarterly* 23(3):285-303.

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.

Word Zones that Form the Word Zone Profiler



Five Complexity Levels



Why Do Things Move?



What happens when you leave a soccer ball in a field? It probably stays where it is, unless someone picks it up or the wind moves it. The soccer ball can't move on its own. That's because, like everything on Earth, it is subject to the law of inertia.

Inertia is the first law of motion. It states that an object at rest will stay at rest until an outside force causes it to move.

If you kick the soccer ball, you become the outside force that causes the ball to move. You overcome the force of inertia. The word *inertia* is from a Latin word that means "lazy."

The law of inertia was the first of three laws of motion proposed by Sir Isaac Newton in 1687. In addition to an object staying at rest, the law states that an object in motion will remain in motion until something stops it.

Now imagine kicking the soccer ball. Newton's law says that it will continue to move in a straight line unless

something stops it. Many forces can slow or stop objects in motion. The soccer ball could run into a tree. A person could catch it. The rough grass on the field could also slow it down until it stops on its own.

Some objects in motion are easier to start or stop than others. It's easier to move a soccer ball than a car. It's also easier to start moving, or push a soccer ball than a car. That's because a soccer ball has less mass than a car. Because it has less mass, it's easier for a soccer ball to overcome inertia.

You can be a scientist and test the law of inertia. Take a tennis ball and a bowling ball, and push each of them. How hard is it to overcome inertia with the tennis ball? How hard is it with the bowling ball? The difference between the two is their mass.



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Getting Ready for Grade 3™



Summer Reads™ 

Getting Ready for Grade 4™



Getting Ready for Grade 5™



A Staircase of Core Vocabulary

Level F: 5,000 most frequent words; monosyllabic words

Level E: 2,500 most-frequent words; monosyllabic words

Level D: 1,000 most frequent words; monosyllabic words; two-syllable words with regular vowel patterns

Level C: 1,000 most frequent words, all monosyllabic words

Level B: 600 most frequent words; short, long, and *r* controlled vowels

Level A: 300 most frequent words; short and long vowels

The Ocean

As you read this, you are on land. Yet if you were out in space looking at Earth, you would see more water²⁵ than land. Water covers almost 75% of Earth. Most of this water is in four oceans. The oceans are joined together. The oceans are really⁵⁰ one big mass of water.

The big land masses that rise above the oceans are called continents. There are seven continents. Land masses that are⁷⁵ smaller than continents are called islands. Earth has many islands. Oceans and land masses are different in many ways. Yet they are the same in¹⁰⁰ one way. Under both the oceans and the continents are rocks.¹¹¹

Summary of Today's Presentation:

- **Read more.**
- **Mostly silent.**
- **Focus on Knowledge.**



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TextProject

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.

TextShelf



TextProject Topics



Common Core State Standards

Text Complexity



Summer Reading

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SummerReads™: Developing Successful Readers

Why is it so important for students to read over the summer? What kind of books should students read and how many? Freddy has the answers in her short video *SummerReads™: Developing Successful Readers*.

Get ready for summer and view the [video](#) today!

Student Resources

Free sets of texts



Stop the summer slump



"Read to learn" while learning to read



Increase text-based discussions



A magazine-based reading program

Teacher Resources

Free evidence-based lessons and lists



Use everyday words to teach new words



Use pictures to teach complex words

WORD LISTS

Be informed about vocabulary

Read-Aloud Favorites

Increase student knowledge through read-alouds

Professional Development Resources

Free resources for teacher learning

Keep up with the latest research



Learn about complex text

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Answers to frequently asked questions

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Claims about Text Complexity within the Common Core State Standards: Examining the Evidence

31 October 2013
Summary of Kenji Hakuta on English Language Learners and the Common Core State Standards

What's New

7 May 2014
Presentation Vocabulary Matters

Freddy's slides from her May 7 Reading Plus webinar *Vocabulary Matters*

1 May 2014
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