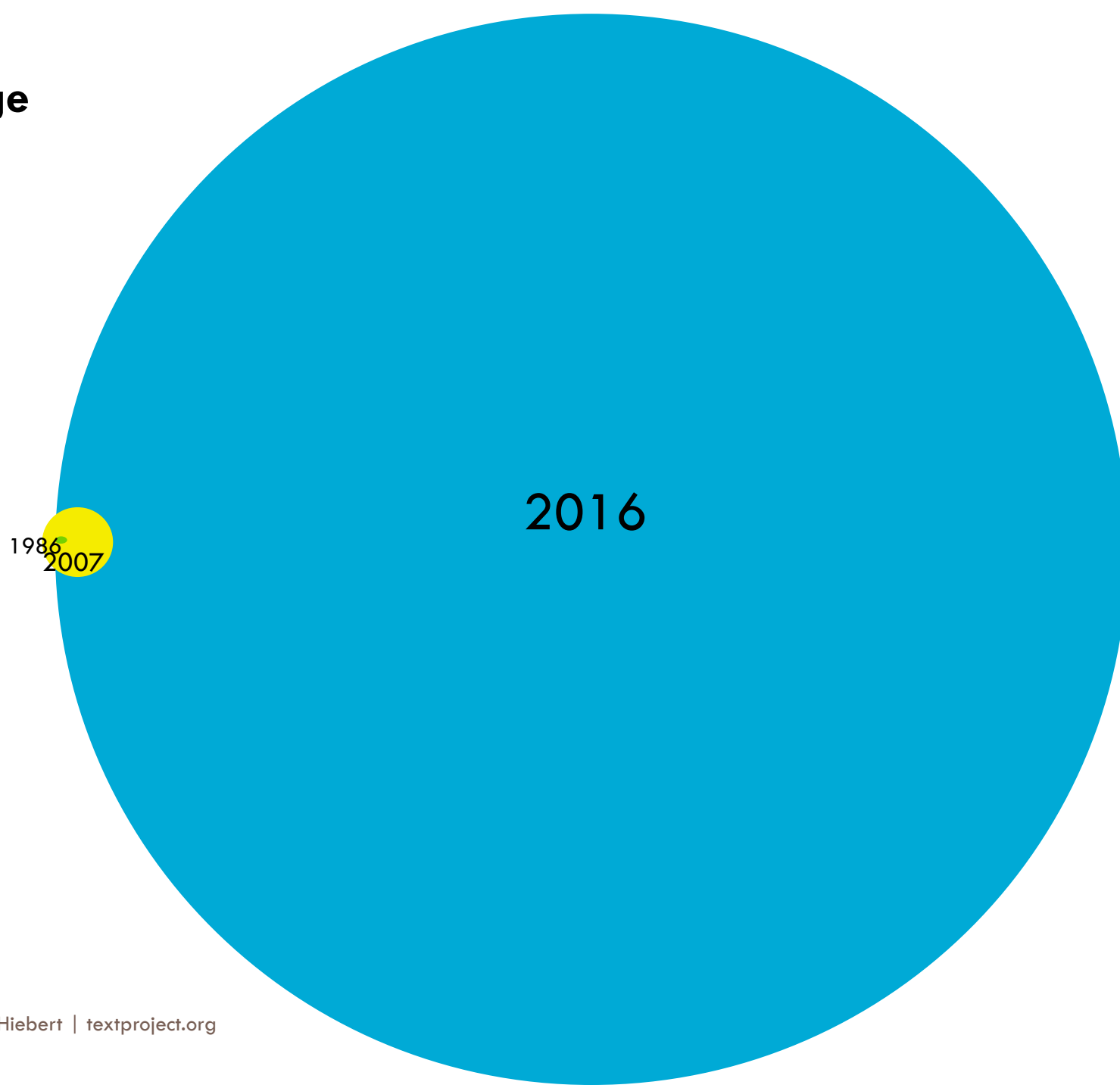


WHY READING VOLUME MATTERS: AUTOMATICITY, STAMINA, VOCABULARY, & KNOWLEDGE

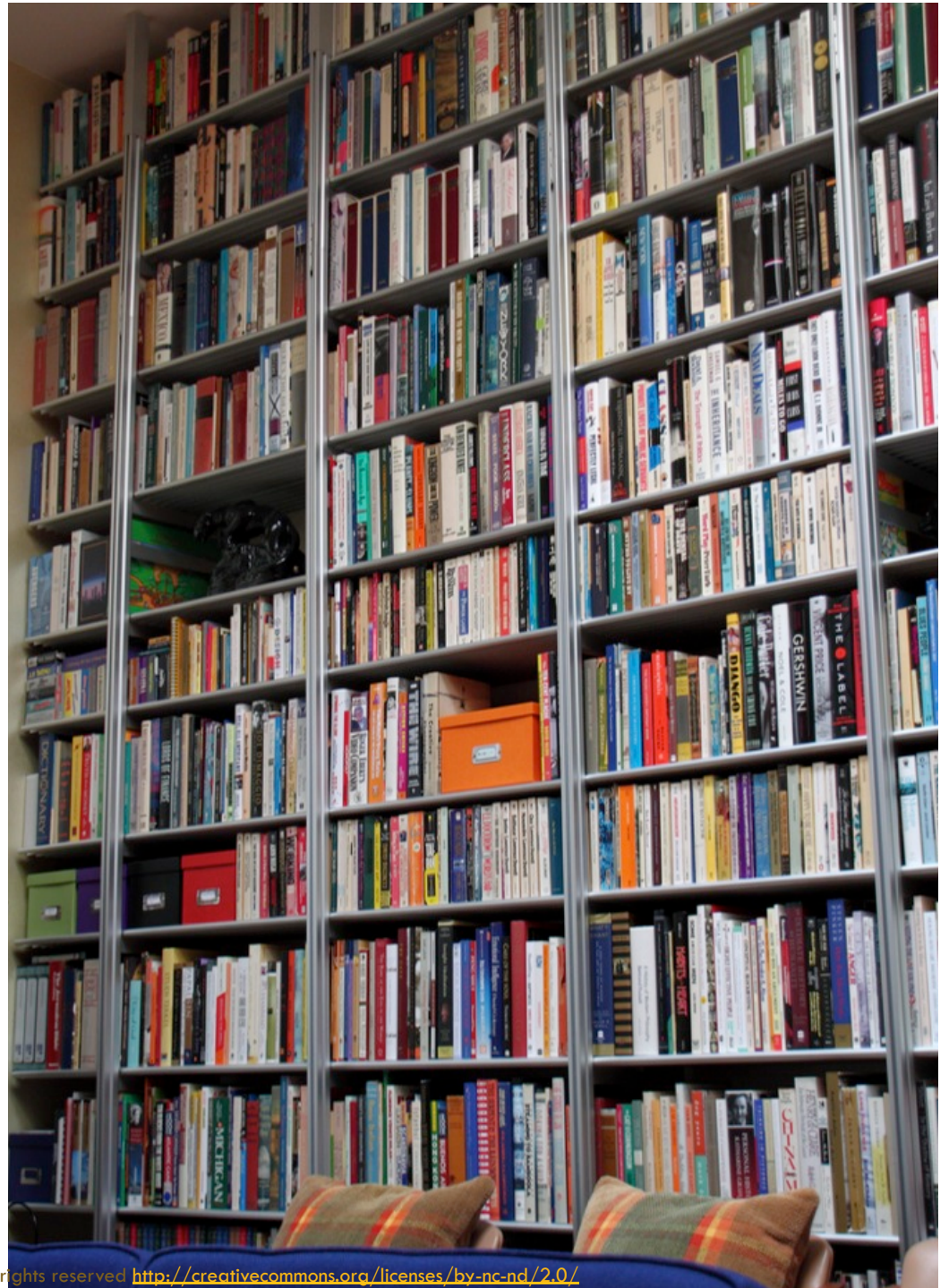
Elfrieda H. Hiebert

TextProject & University of California, Santa Cruz

Knowledge



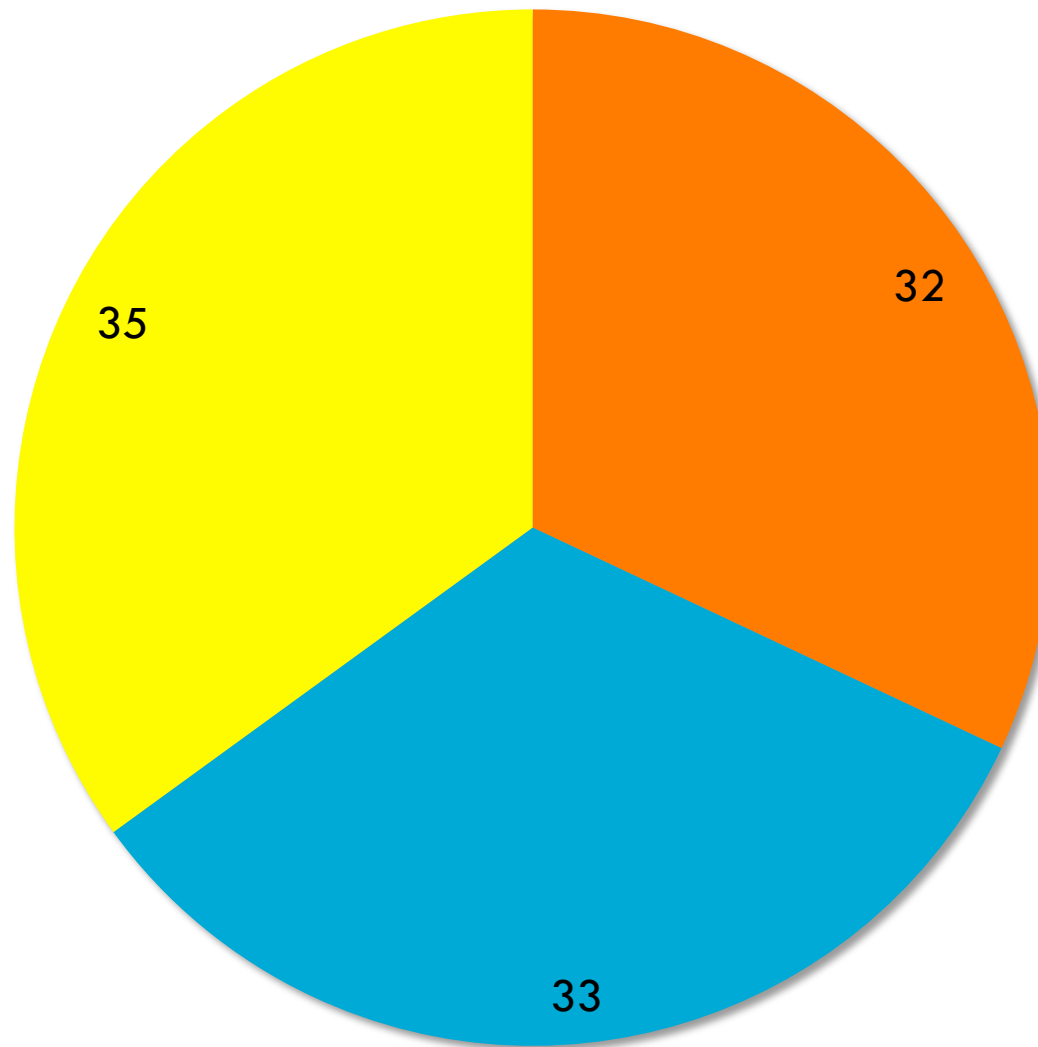
Knowledge is
“stored” in
texts and...



texts typically
have more rare
words than
conversations.

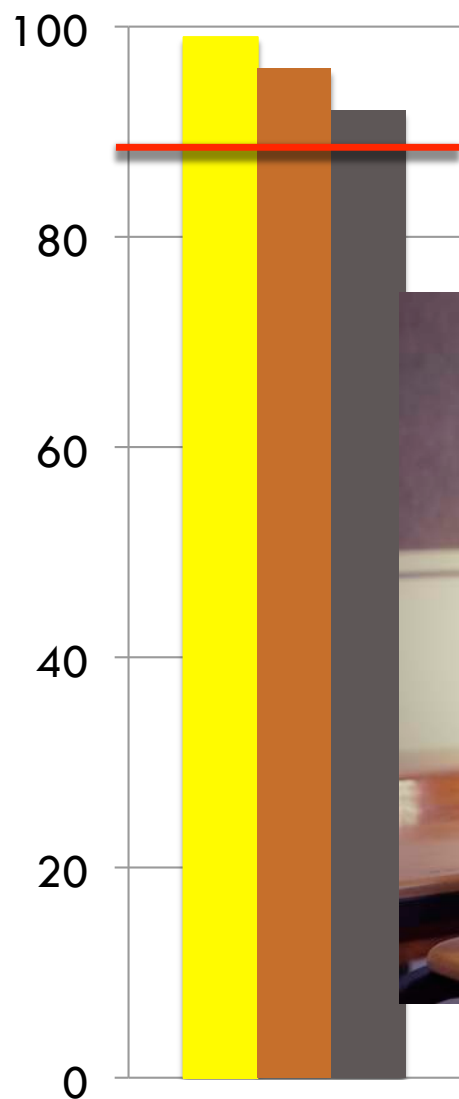


NAEP 2015 Grade 4 (Reading)



■ Below Basic ■ Basic ■ Advanced/Proficient

Word Recognition Accuracy



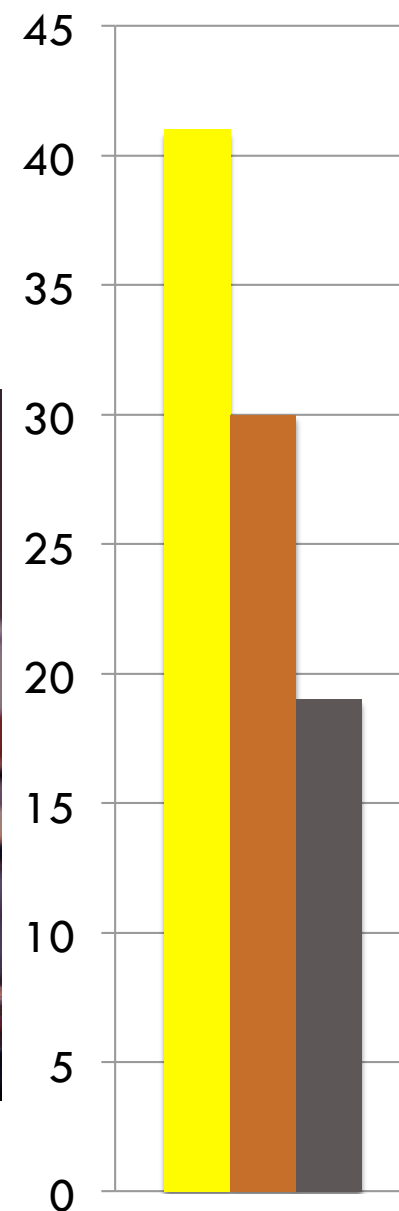
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End Grade 3: Oral Reading

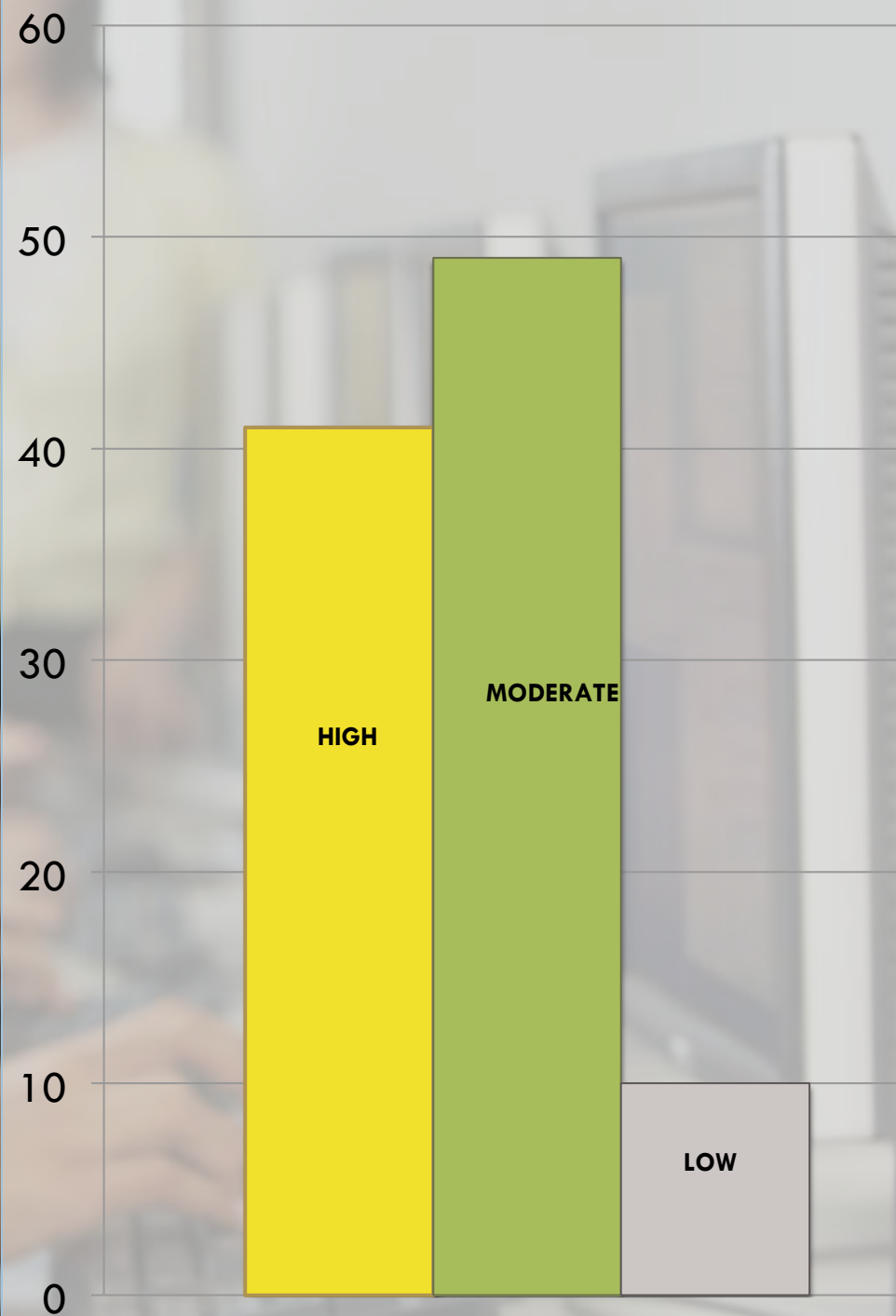


Comprehension



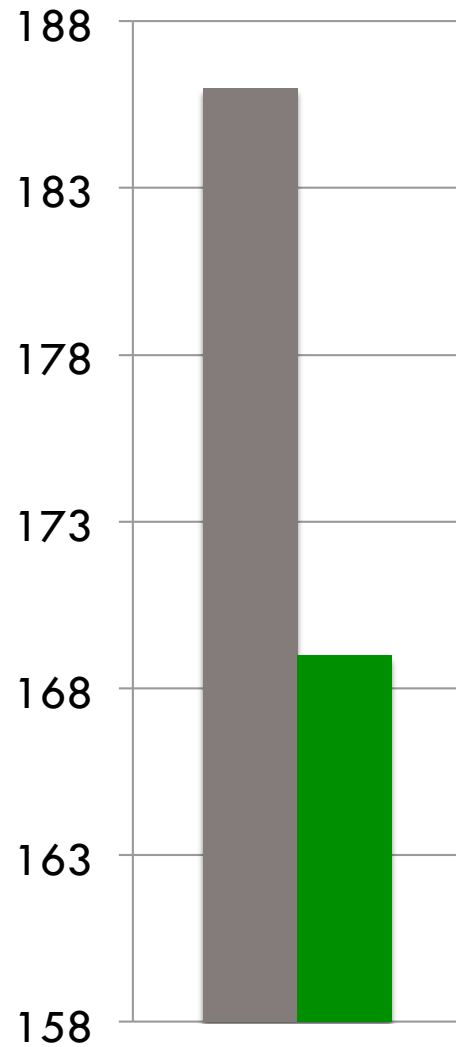
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Comprehension of Sixth Graders on a Silent Reading Fluency Assessment



Low/Moderate-Low Comprehenders: Silent Reading Tasks

Words Per Minute



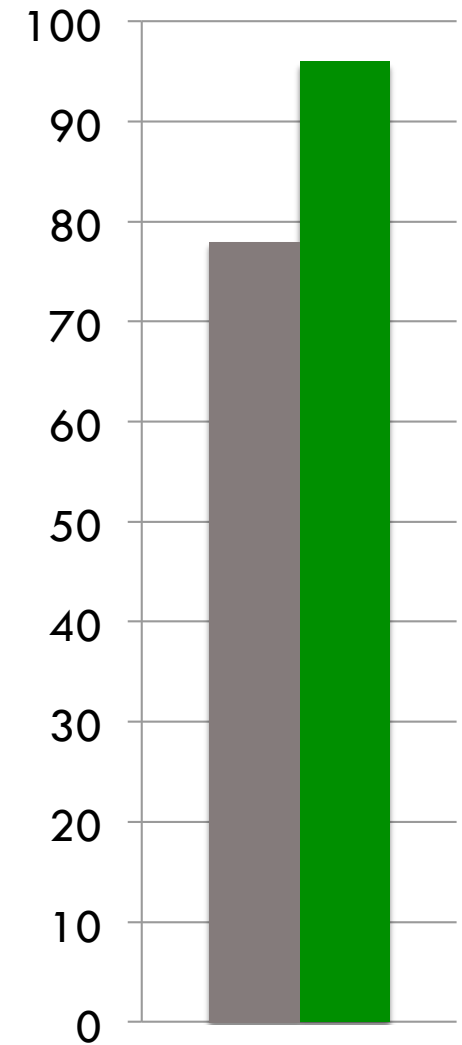
■ Online

■ Paper-and-Pencil

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Comprehension



■ Online

■ Paper-and-Pencil



WHAT'S THE PROBLEM?



**After one
day of
school
(one
penny=
500
words of
reading**



After one week of school



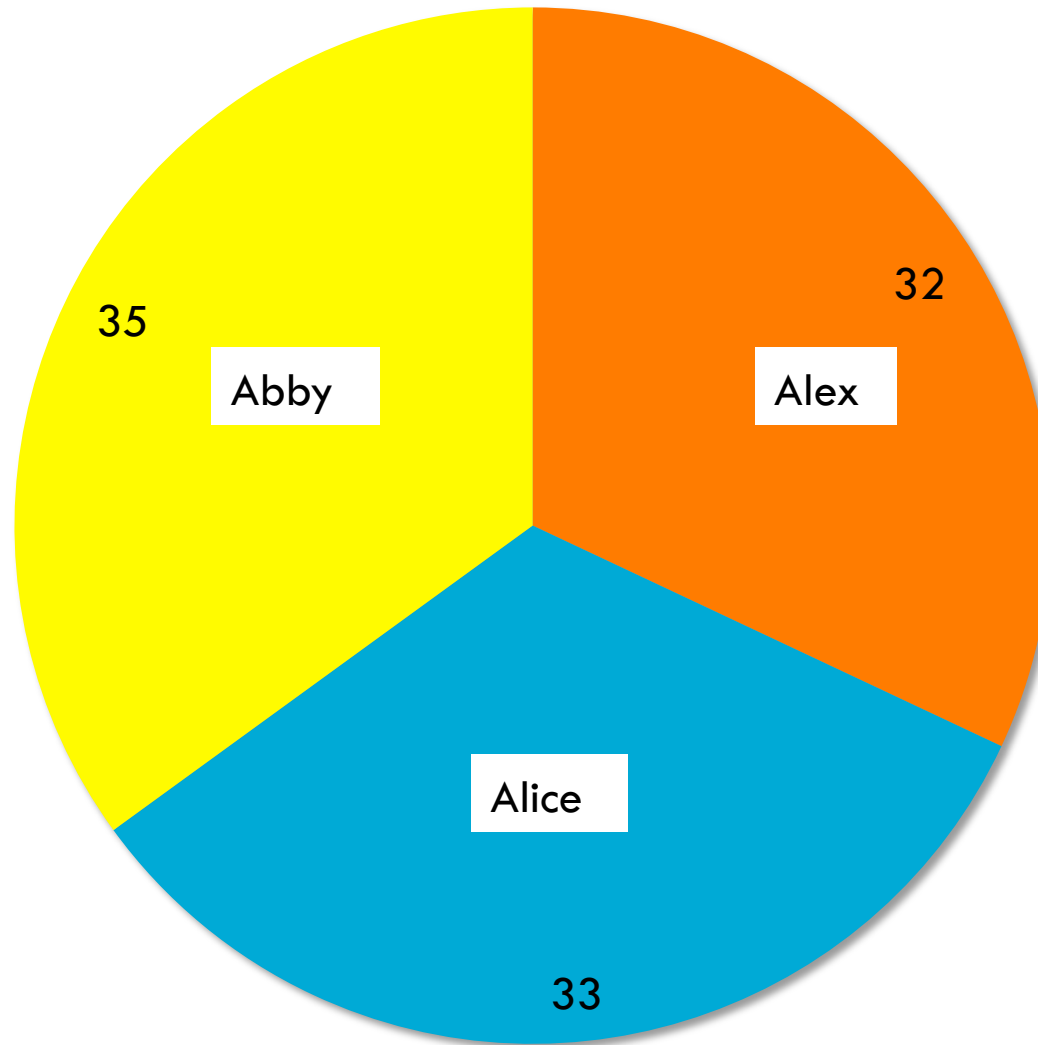
**After
one
month of
school**



**After
one
year of
school**

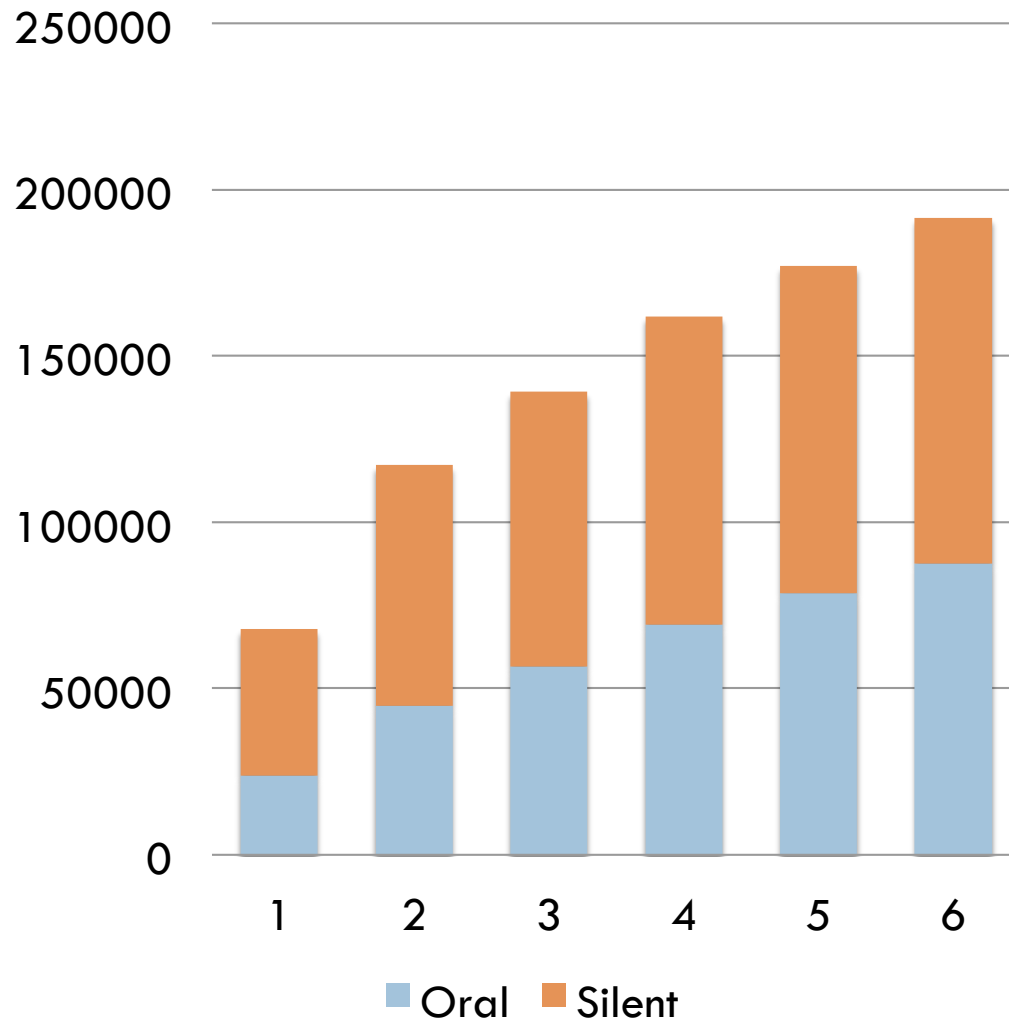


NAEP 2015 Grade 4 (Reading)



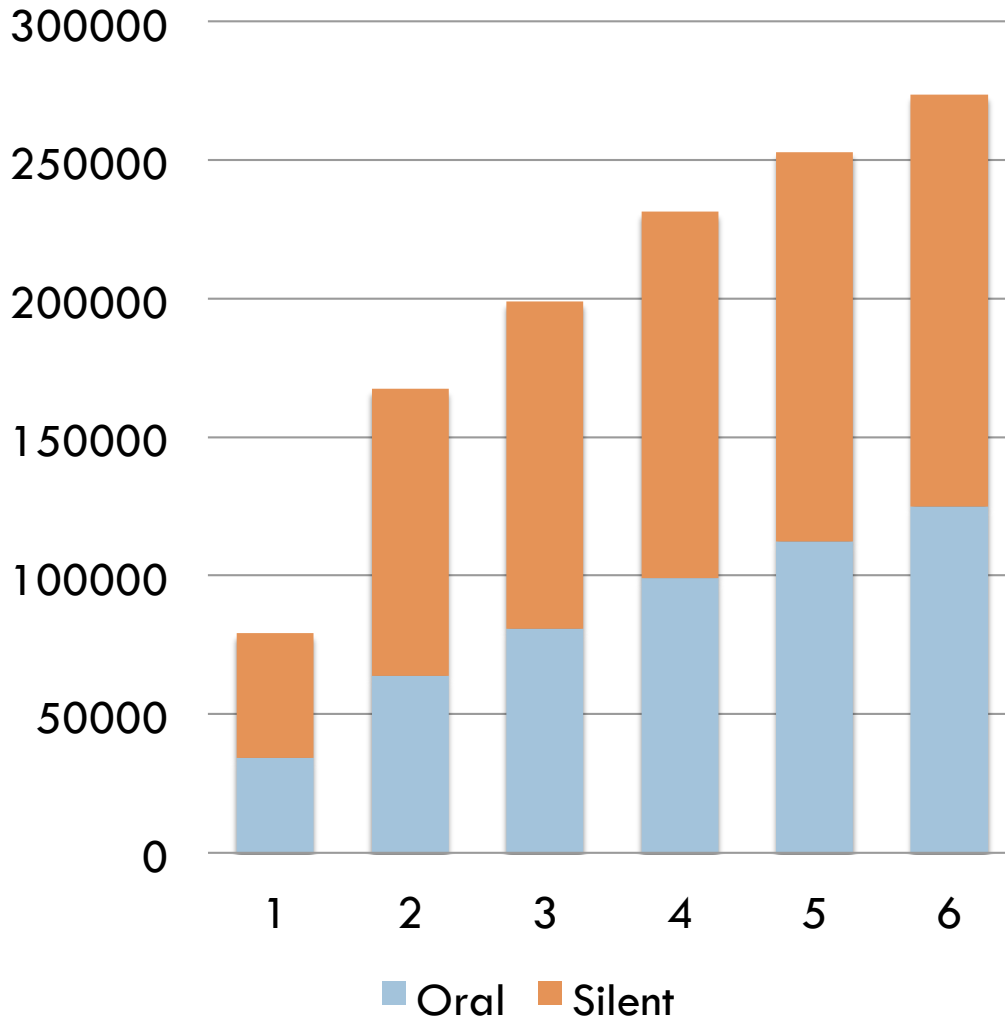
■ Below Basic ■ Basic ■ Advanced/Proficient

7 minutes of daily reading in school (half oral, half silent)



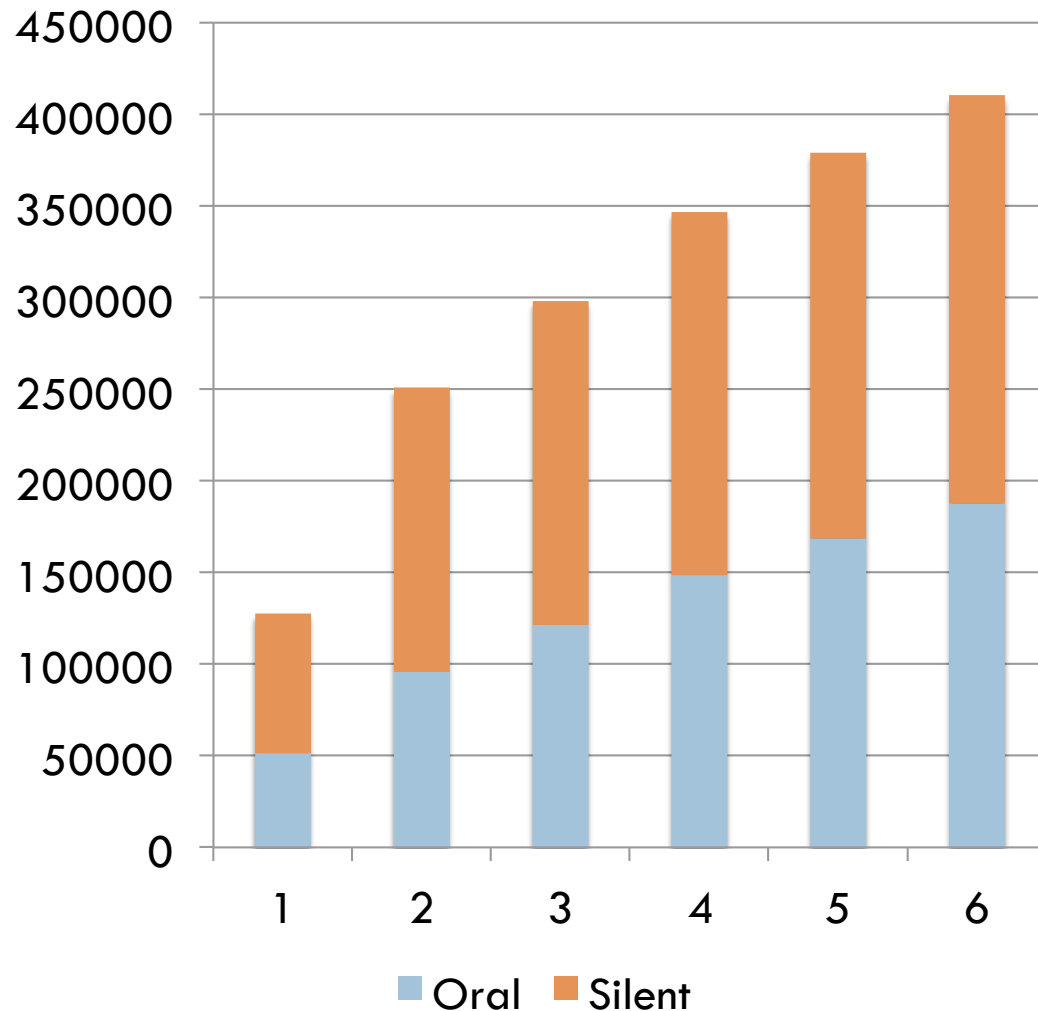
**854,910 by
end of Gr. 6**

10 minutes of daily reading (half oral, half silent)



1,203,300
words by end
of 6th grade

15 minutes of daily reading (half oral, half silent)

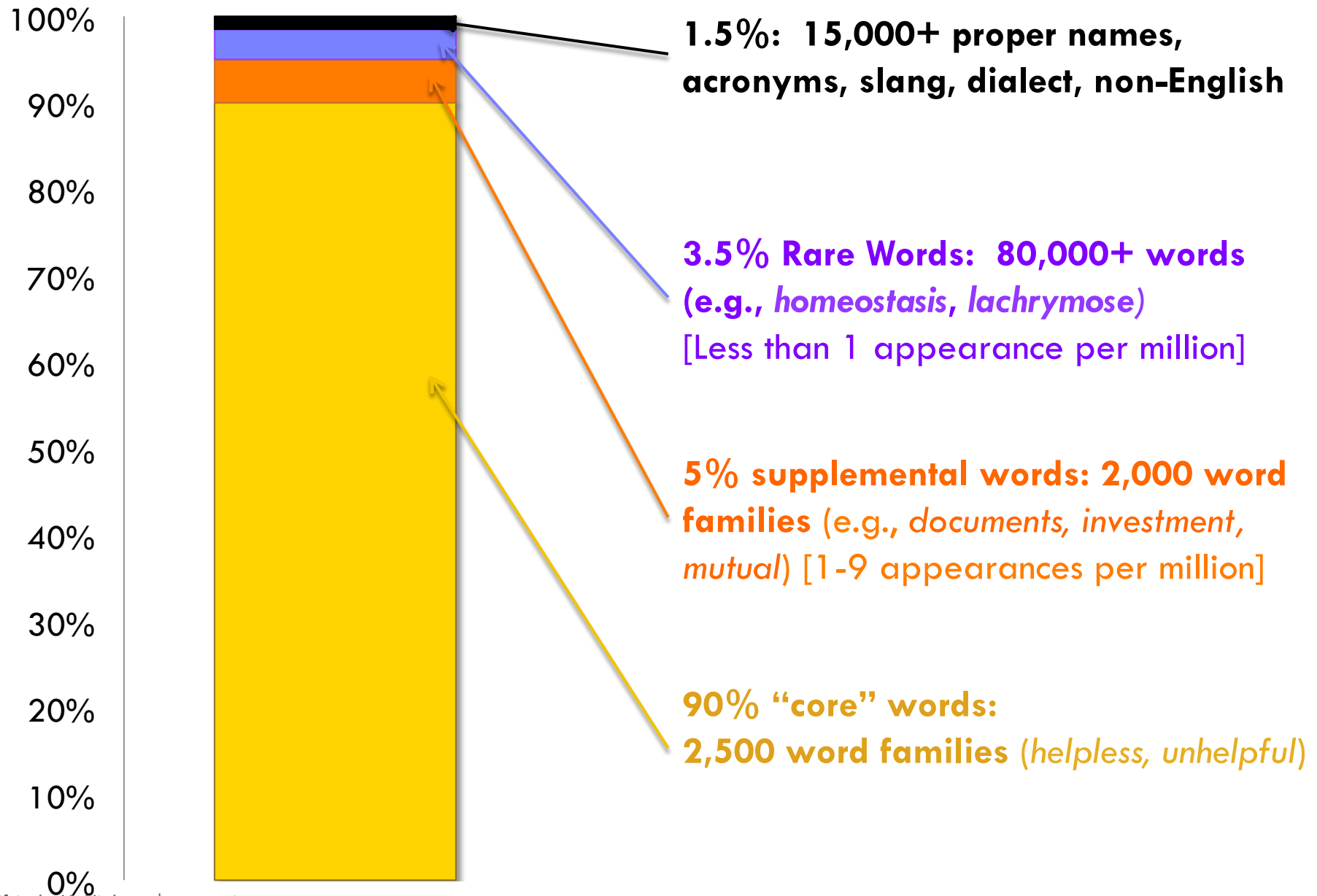


1,024,200
words by end
of Gr. 4



WHY READING 1,000,000 WORDS IN SCHOOL BY GRADE 3 MATTERS

What's in 1 Million Words?



Examples of Core Vocabulary

1st 100 words	the, by, no, through, must
101-300	long, great, put, last, family
301-1,000	power, north, story, strong, answer
1,001-1,500	valley, imagine, motion, nearby, importance
1,501-2,000	character, responsible, design, presence, trail
2001-2,500	mixture, discovery, civilization, attitude, assume



AUTOMATICITY

Quick recognition of the vocabulary that accounts for 90% of texts.

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Nearly every day last summer my **nephew Keith** and I went crabbing in a creek on the New Jersey coast. We used a wire trap **baited** with **scraps** of fish and meat. Each time a **crab** entered the trap to eat, we pulled the doors closed. We cooked and ate the crabs we caught.

Blue crabs are very strong. Their big claws can make a painful **pinch**. When cornered, the crabs boldly defend themselves. They wave their **outstretched** claws and are fast and ready to fight. Keith and I had to be very careful to avoid having our fingers pinched.

Spider was a hungry one, he always wanted to eat. Everybody in **Ashanti** knew about his **appetite**. He was **greedy**, too, and always wanted more than his share of things. So people **steered** clear of Spider.

But one day a stranger came to Spider's **habitation** out in the back country. His name was Turtle. Turtle was a long way from his home. He had been walking all day in the hot sun and he was tired and hungry. So Spider had to invite Turtle into his house and offer him something to eat. He hated to do it

A red sky at night does not usually cause wonder. But on the evening of April 26, 1777, the residents of **Ludingtons'** Mills were concerned. The **crimson** glow was in the east, not from the west where the sun was setting.

The Ludington family sat at supper, each one glancing now and again toward the eastern window. **Sybil**, at sixteen the oldest of eight children, could read the question in her mother's worried eyes. Would Henry Ludington have to go away again? As commander of the only colonial army **regiment** between **Danbury**, Connecticut, and **Peekskill**, New York

Imagine **shivering** on a cold winter's night. The tip of your nose **tingles** in the frosty air. Finally, you climb into bed and find the **toasty** treat you have been waiting for—your very own hot brick.

If you had lived in colonial days, that would not sound as strange as it does today. Winters were hard in this new world, and the colonists had to think of clever ways to fight the cold. At **bedtime**, they heated **soapstones** or bricks in the fireplaces. They wrapped the bricks in cloths and **tucked** them into their beds.



STAMINA

Ability to stay focused while reading *on one's own*
for at least several minutes

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SCRIBENT (Lat.), m. (-en), veelschrijver.
SCRISONANIE, v. veelschrijverij, schrijfwedstrijd.
SCRIMMAGE (Eng.), v. (-s), (sport) worsteling, gevecht, inz. bij het voetbalspel.
SCRIPS (Eng.), v. mv. tijdelijke certificaten, voorlopige bewijzen van aandelen; — bewijzen van nog niet uitbetaalde rente.
SCROFULEUS, bn. (...zer, -t), klierachtig, met klieren.
SCROFULOSE, v. klierziekte.
SCROPHELKRUID, o. (plantk.) een der volksnamen, waaronder die soorten van helmkruid (*scrophularia*) in Nederland bekend zijn, welke vullbrulne bloemen dragen en die ook *groot speenkruid*, *aambienkruid*, *St. Antonieskruid*, *beekschuim* en *waterbetonie* geheeten worden.
SCROTUM (Lat.), (ontl.) halzak.
SCRUB (Eng.), o. (plantk.) waardeeloos, lastig kreupelhout op Nieuw-Holland.
SCRUPEL, o. (-s), medicinaal gewichtje = 1,3062 Gram (aangeduid door het teeken $\varnothing$; (ook) $\frac{1}{16}$, lijn = 1 minuut.
SCRUPULE, v. (-s), bezwaar; angstvalligheid, nauwgezetheid van geweten; *scrupules maken*.
SCRUPULEUS, bn. bw. (...zer, -t), nauwgezet, al te voorzichtig; zwaartillend.
SCRUPULITEIT, v. al te groote angstvalligheid; plechtigheid.
SCRUTINEEREN, (*scrutineerde*, heeft *gescrutineerd*), 1. onderzoeken, diep uitvorschen, nasporen; — 2. stemmen opnemen, inz. bij de pauskeuze.
SCRUTINIUM, o. 1. het aan het verlenen van een geestelijk ambt voorafgaande onderzoek naar de bekwaamheid enz. van den candidaat; — 2. verkiezing door schriftelijke stemming.
SEUDO, m. (-d), Italiaansche daalder van zilver, thans = 5 lire.
SCULLER (Eng.), m. (-s), roefboot door één persoon met twee korte riemen voortgeroerd.
SCULPSIT (Lat.), heeft het gegraveerd.
SCULPTUUR, v. 1. beeldhouwkunst; — 2. beeldhouwwerk; — 3. de graverkunst.
SCYLLA, v. (aardrijksk.) klip in de straat van Messina (tegenover de gevaarlijke draakolk Charybdis); — (in de myth.) zeskoppig monster aldaar dat dieren en menschen verslond; — (spr.) van *Scylla in Charybdis komen of vallen*, van de branding in den maaltroom, van den regen in den drop komen.
SCYTHEN, m. mv. nomadische volkstemmen, noordwaarts van de Zwarte en Kaaspische zee.
SEANCE (Fr.), v. (-s), zitting, vergadering; *spiritistische séances*; voorstelling van goochelaars enz.; *eene séance geven, opheffen*.
SEC, bn. 1. droog (Eng. *dry*); — 2. m. (-s), eene wijnsoort uit gedroogde druiven geprest en daardoor meer suiker en meer alcoholdeelen bevattende, zwaarder, scherper: *Champagne sec, double sec*.
SECANS (Lat.), v. (...ten), (wisk.) rechte lijn die eene kromme snijdt; de lijn die in de driehoeksmeting uit het middelpunt des cirkels tot aan den top der tangens getrokken wordt.
SECCO (It.), bw. droog: *a secco schilderen*, op een drogen grond schilderen met waterverf, in tegenst. met *fresco schilderen*.
SECERE, v. (seceerde, heeft *geseceerd*), (ontl.) snijden, omen (een tik).

omkeering van een septime-akkoord.
SECONDEEREN, (secondeerde, heeft *gesecondeerd*), 1. helpen, bijstaan, tot getuige dienen bij een duel; — 2. (muz.) de tweede stem bij de hoortem zingen of spelen.
SECONDENHORLOGE, o. (-s), horloge waarbij de seconden aangewezen worden; — *UURWELK*, o. (-en); — *WIJZER*, m. (-s), klein wijzerke dat de seconden aanwijst.
SECONDERAD, o. (-eren), zeker rad in een uurwerk, dat iedere seconde een tand verspringt; — *SLINGER*, m. (-s), slinger die in éne seconde eene schommeling volbrengt; — *STOOT*, m. (-en), benaming van een eigenaardigen stot bij het schermen.
SECREET, bn. bw. 1. (Zuidn.) geheim; — 1. o. (secreten), geheim.
SECRETA, v. mv. (R.-K.) stille gebeden in de mis vóór de *prefatie*.
SECRETAIRE, v. (-s), schrijfkast met deurtje onder en boven eene klep die neergelaten kan worden om op te schrijven en waaraar tal van kleren laatste en l-ketten zijn.
SECRETAIRESSE, v. (-n), vrouwelijke secretaris.
SECRETARIAAT, o. (...riaten), 1. ambt, betrekking; 2. kantoor van een secretaris.
SECRETARIE, v. (...rieten), 1. kantoor van een secretaris; inz. van den secretaris eener gemeente (ook) het bureau van een polderbestuur; *secretairste huis* op een dorp; *secretarie aan een ministerieel departement*; de *Algemeene Secretarie te Buitenzorg*; — 1. de beambten aan eene secretarie verbonden.
SECRETARIS, m. (-sen), 1. bestuurslid, belast met het schriftwerk, de correspondentie en het houden der notulen, griffier; — 2. eerste ambtenaar der secretarie; — 3. schrijver, die voor een ander de correspondentie voert; — 4. secretarisvogel.
SECRETARISAMBT, o. ...POST, m. (-en), ambt, post van een secretaris.
SECRETARIS-GENERAAL, m. (secretaris-generaal), hoogste ambtenaar na den minister aan een ministerie.
SECRETARISCHAP, o. ambt, betrekking van secretaris.
SECRETARISVOGEL, m. (-s), eene soort van kraanvogel (*tyto alba barbatula*) in Zuid-Afrika met lange veren aan den achterkop, ook wel *slangenvreter* geheeten, omdat hij zelfs de giftigste slangen aanvalt en verslindt.
SECRETIE, v. (-s, ...tlen), 1. (geneesk.) afscheiding van vochten in het lichaam; *kieren met urine* *dijge secretie*; — 2. wat afgeschelden wordt.
SECRETISTEN, mv. afgeschelden.
SECTARIS, m. (-sen), 1. aanhanger, volgeling eener sekte, inz. eener nieuwe sekte; — 2. fanatiek aanhanger eener nieuwe politieke richting.
SECTARISCH, bn. bw. behoorende tot, eene aan, betrekking hebbende op eene sekte.
SECTE, v. zie **SEKTE**.
SECTIE, v. (-s, ...tlen), 1. (heek.) lamellevormige operatie; lijnopening; — 2. afdeling eener verplegdering: de *Tweede Kamer is verdeeld in 3 secties*, *bij het onderzoek in de sectien*; — (mil.) de *sectie* van een peloton soldaten, in veldstijd; — 3. gedeelte van een in oorlogstijd op maat; — 4. (bij een elektrisch tramnet) bepaald gedeelte dat stroomten kan worden gemaakt; — *zekere afstand bij een tramrit: iedere sectie komt hier bij de paardestraat aan*.

ringen en dalingen van verschillende deelen der aardoppervlakte;
 1. bn. wereldlijk (in tegenst. van geestelijk); *het seculair gezeg van den Paus*.
SECUAIRFEEST, o. (-en), eeuwfeest.
SECULARISATIE, v. (...tlen), 1. het te gelde maken van kerkelijke goederen; het brengen van goederen en instellingen onder het beheer van leken, inz. der Overheid, die vroeger onder geestelijk beheer waren; — 2. verlof door den H. Stoel aan religieuzen geesteliken om buiten de Orde of de Congregatie te leven.
SECULARISEREN, (seculariseerde, heeft *ge seculariseerd*), brengen in particulier eigendom of aan de Overheid trekken: *geestelijke goederen seculariseren*.
SECULARISEREN, mv. wereldlijke geesteliken, niet tot eene orde of congregatie behoorende geesteliken.
SECUNDA, v. (-s), tweede wissel (na uitgifte van den prima of eersten).
SECUNDAIR, bn. in de tweede plaats komend: *secundair versichijnsel*; — (electr.) *secundaire stroomen*, inductiestroomen; — *secundaire machine*, door de elektrische stroomen in beweging gebracht, in tegenstelling met de *primaire*; — *secundaire windingen*, deel onzer aardgesciedenis tusschen het *primaire* en het *tertiaire* in; — *secundaire gebieden*, in het secundaire tijdvak ontstaan.
SECUNDE, v. zie **SECONDE**.
SECUNDEEREN, zie **SECONDEEREN**.
SECUNDUS, m. de tweede.
SECUREEREN, (seceerde, heeft *geseceerd*), 1. verzekeren; — 2. bevalligen.
SECURITAS (Lat.), v. veiligheid, zekerheid; (ook) naam eener levensverzekeringmaatschappij.
SECURITEIT, v. 1. zekerheid: *ik vraag het alleen voor de securiteit*; 2. onderpand; 3. veiligheid.
SEDANOISE, v. (-s), (veroud.) zeer kleine druk-latte van 4 punten, ook *parisienne* geheeten.
SEDECIMO, (16mo), o. (-s), (boekdr.) formaat van 32 bladz. per vel druks, klein, breed formaat der *Guldenen* en *Tauchtitz*-edities bv.
SEDEKAH, v. (-s), (Ind.) Mohammedaansch sedienstig offermaal.
SEDENTAIR, bn. zittend: *eene sedentair leven*; op zijn bureau of kantoor zit; *meestal is eene sedentaire betrekking*.
SEDER, zie **SEIDER**.
SEDERT, 1. voorz. van tijd, om eene tijdsruimte aan te duiden, die op een zeker tijdstip begint: *sedert verleden jaar, sedert Paschen den ik hier*; — 2. bw. sedert dien tijd (waarvan zoo even gesproken is): *ik heb hem sedert niet meer gezien*; — 3. onderschikking voegw. ter in-zin: *sedert zij hier zit*.
SEDES (Lat.), m. 1. zetel, woonplaats; — 2. stoelgang.
SEDIMENT, o. (-en), bezinksel: *de neptunische sedimenten zijn uit sedimenten ontstaan*.
SEDIMENTAIR, bn. uit sedimenten ontstaan: *de sedimentaire of neptunische gesteenten*.
SEDIS VAGATIO (Lat.), (R.-K.) het ledig staan gedurende eenigen tijd van den pauslijken of bisschoppelijken stoel.
SEDUCTIE, v. verleiding.
SEDUISANT, m. (-en), verleidende.

door eene koorde wordt afgesneden: *eene boesemend is het gedeelte van een bol, door een vlak afgesneden*. **SEGMENTJE**, o. (-s).
SEGMENTAALORGANEN, o. mv. (nat. hist.) de uitscheidingsorganen der ringwormen.
SEGMENTBOOG, m. (...bogen), eenvoudige boog in den vorm eener halve ellips; — *LIJZER*, d. platron profilelijzer.
SEGNO (It.), o. (muz.) teeken: *dal segno*, van het teeken af (te herhalen).
SEGRJUN, — **LEDER**, — **LEER**, o. zeer hard en toch fijn bereid leder met kleine verhevenheden als bezaaid, die veroorzaakt worden door het fijne mosterdzaad, dat men op dit leer strooit, eer men het in de pers zet: *eene Bijbel in segrjun-leer inbinden*; *eene huid tot segrjun verwerken*.
SEGRJUNEN, — **LEEREN**, bn. van segrjun; (boekb.) *eene segrjunen band*.
SEGRJUNROG, m. (-gen), (nat. hist.) eene soort van rog (*raja sephen*), waarvan de huid eene fraaie soort van segrjun oplevert.
SEIBEL, (diev.) bedrog, zwendel, slechte waar.
SEICHES (Fr.), v. mv. (aardr.) periodieke veranderingen in den waterstand van meren, inz. van het meer van Genève: *Forel gaf 5 verschillende oorzaken aan voor het ontstaan der seiches*.
SEIDER, m. (Hebr.) godsdienstfeesting aan huis op de eerste twee paaschavonden: *den seider geven*, de oceremonien leiden, er aan deelnemen; — *AVOND*, m. (-en), elk der beide eerste avonden van het Israëlitisch paaschfeest: *wanneer de huisvader te midden van zijn gesin de betekenis der plechtigheden van dien avond verklaart of voorleest*; — *DISCH*, m. paaschmaaltijd met seideravond; — *NACHT*, m. (-en), paaschnacht; — *SCHOTEL*, m. (-s), schotel met paaschbroden, mierik en andere ingrediënten voor den seideravond; — *TAFEL*, v. (-s), tafel gedekt naar de eischen van den seider.
SEIGEL, (diev.) verstand: *ik heb daar geen seigel van*.
SEIGNEUR (Fr.), m. (-s), heer: *grand seigneur*, groote mijnheer, (ook spottend) iem. die den grooten heer uithangt.
SEIN, o. (-en), 1. aangenomen teeken om iets op een grooten afstand kenbaar te maken: *de seinen afspreken, geven*; *seinen wisselen, beantwoorden*; *sein tot den aanval, tot den terugtocht geven*; *seinen met vlaggen, met baken, met den mishoren*; — 2. aanleiding: *dat tumult was het sein tot den opstand*.
SEINTJE, o. (-s).
SEINBOEK, o. (-en), register waarin de verschillende seinen (op zee, bij spoorwegen enz.) staan aangegeven; — *BORD*, o. (-en), bord waarmede seinen gegeven worden.
SEINEN, (seinde, heeft *geseind*), 1. seinen geven: *met kanonschoten, met vuurpijlen, met vlaggen seinen*; — om hulp, een schip seinen, te kennen geven dat men hulp noodig heeft, dat een schip nadert; — 2. telegraphieren, per telegraaf berichten: *ik heb u uit Amsterdam mijn komst geseind*; — 3. (diev.) informeren: *hij durft niet te seinen*.
SEINING, v. het seinen geven.
SEINER, m. (-s), **SEINSTER**, v. (-s), die seineit.
SEINFLUIT, v. (-en), fluit om seinen te geven; — *FLUITJE*, o. (-s).
SEINEVENDE, bn. wat seinen geeft: *seinevend apparaat*, deel van een telegraphie-toestel, seinegever.
SEINGEVER, m. (-s), 1. deel van een telegraaf-toestel om de seinen over te brengen.

VOCABULARY

Acquisition of new labels for known concepts and labels for new concepts

Quarters
= 500
new
words
gained
through
reading



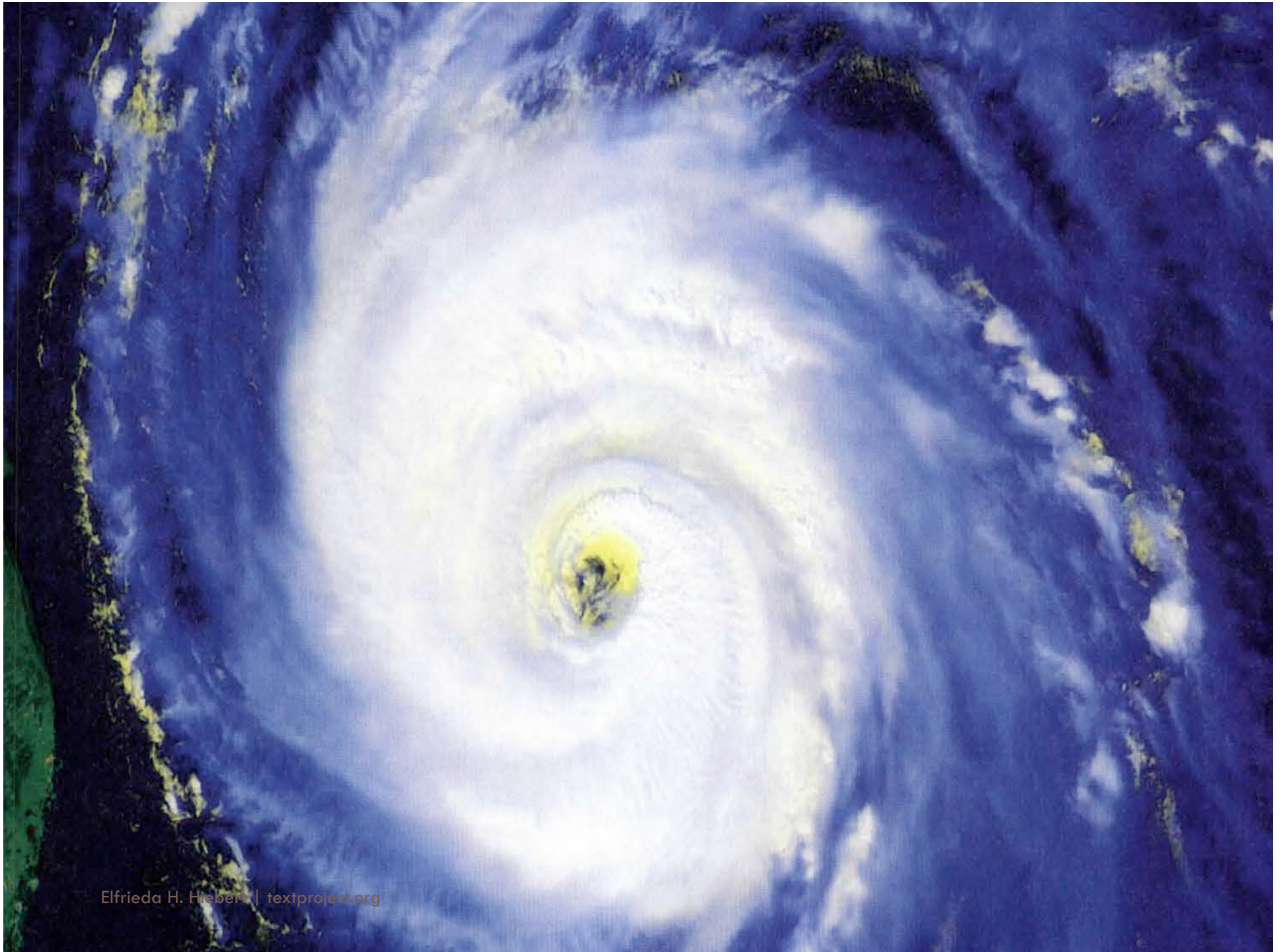
After 5 years





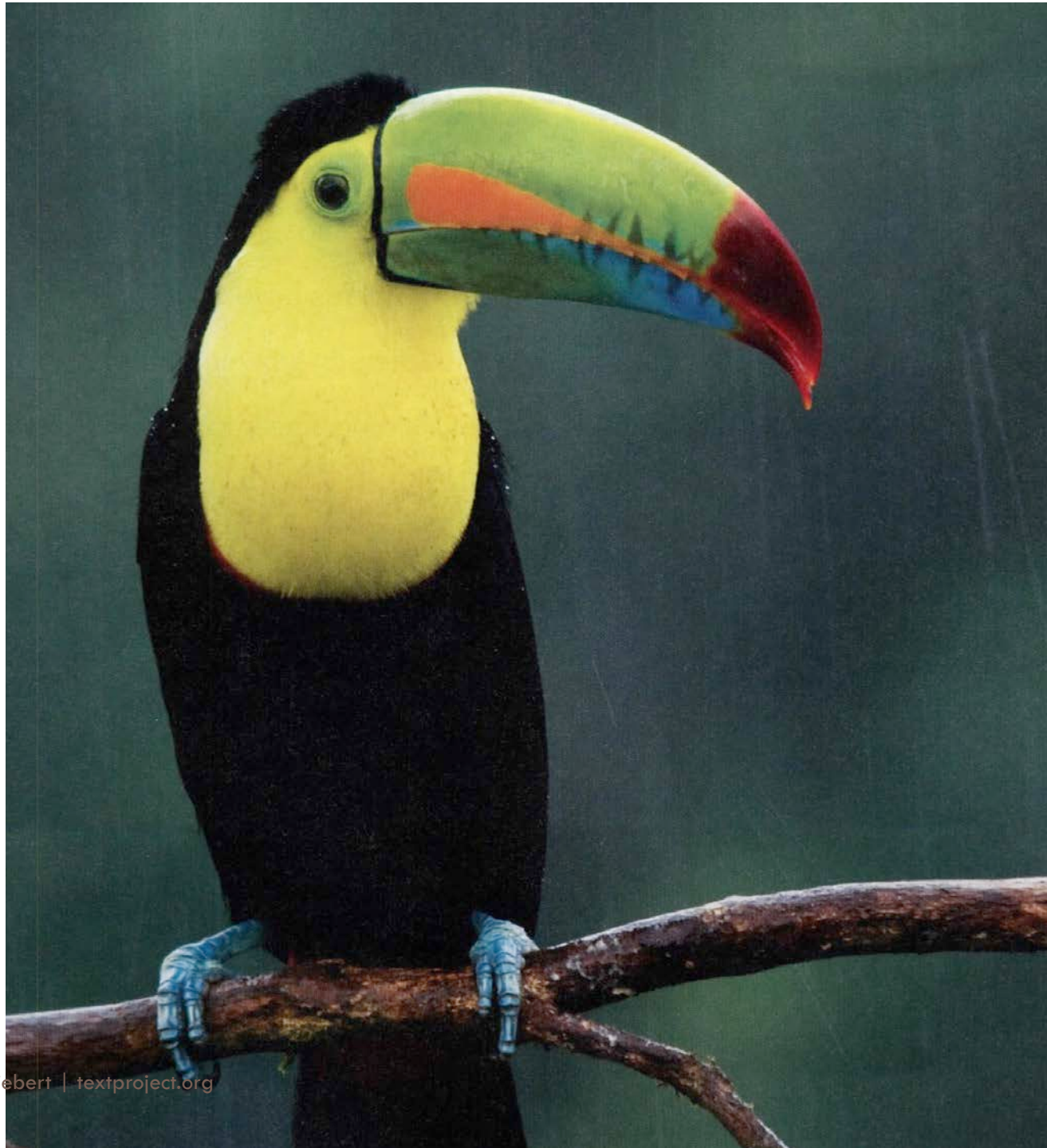
KNOWLEDGE

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Correlation between Background Knowledge & Comprehension = .94

Reading for Understanding Network Study of Comprehension in Grades 7-12

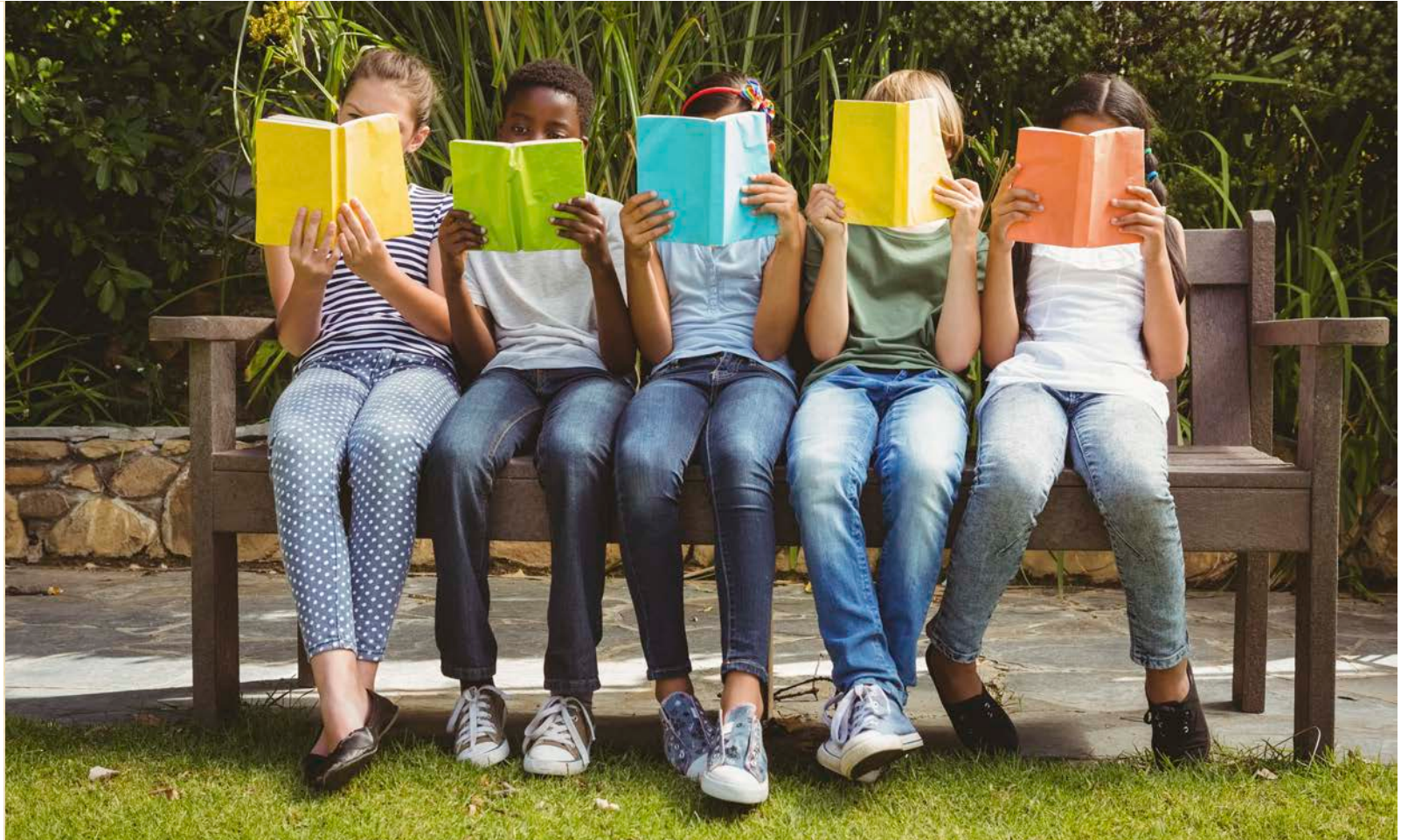
Slide is from the presentation of David Francis (April 19, 2013). CCSS Assessments and Students with Disabilities and English Language Learners. Plenary session at Institute on Assessment in the Era of the Common Core State Standards, International Reading Association.



FIVE WAYS:

INCREASING READING VOLUME IN CLASSROOMS

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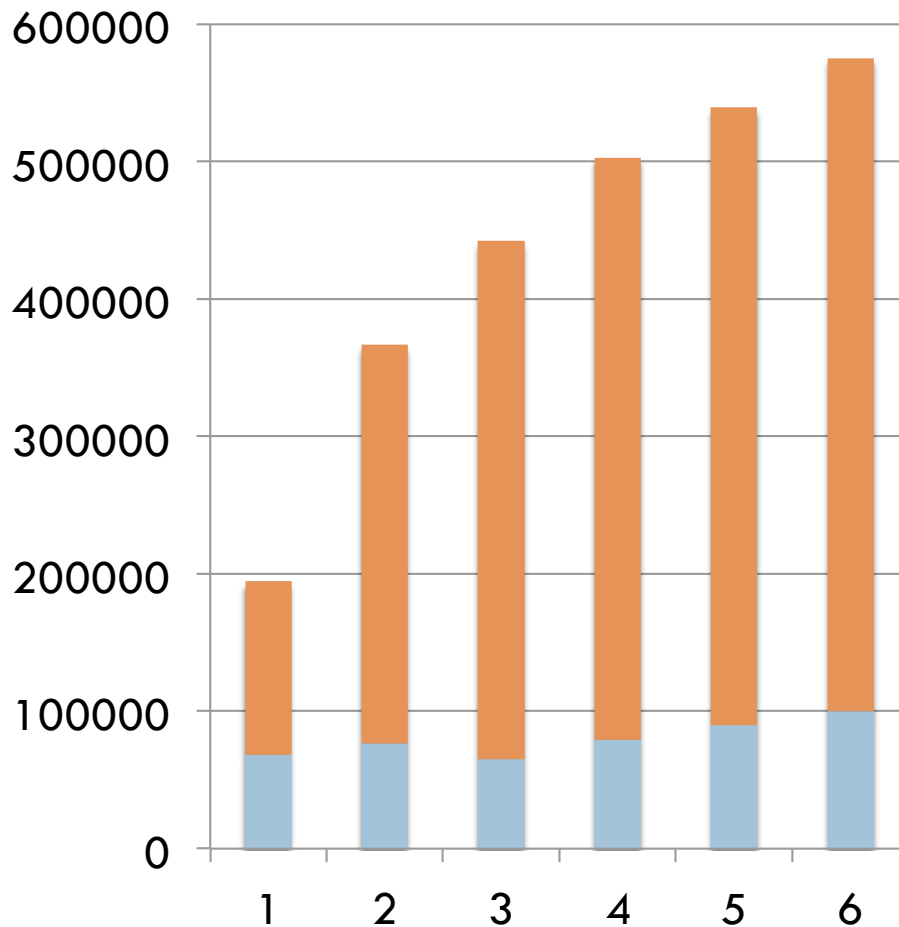


1. ENSURE 20 MINUTES OF *DAILY* IN-SCHOOL READING

By attending to the mode of reading, 1,000,000 words of in-school reading is an achievable goal by the end of Gr. 3 & 2,625,000 by the end of Gr. 6.

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20 minutes of daily reading (with varying distributions of oral & silent*)



1,003,060 by
end of Gr. 3

2,620,180 by
end of Gr. 6

*Gr 1: 50:50

Gr 2: 30:70

Gr 3 and beyond: 20:80



2. CONVERSATIONS

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*ABOUT THEIR KNOWLEDGE OF THE 90%

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.



Talking Points for Teachers™: New Words in New Texts

www.textproject.org

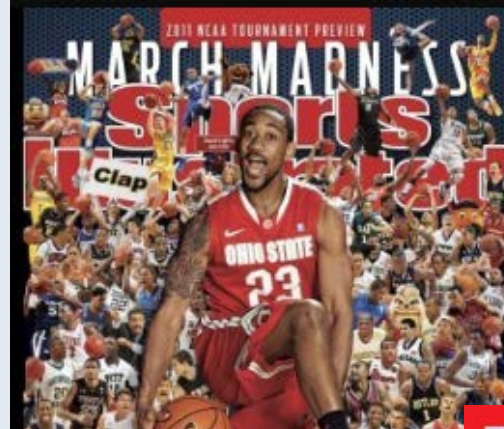
What?

Here are some of the talking points for a conversation between teachers and middle-school students about new vocabulary in complex texts:

- *"One of your goals as middle schoolers is to understand that any new text likely has words that you haven't seen before."*
- *"This is a text from one of the sample assessments for the new state test. This text might look like it is hard and it may even be on the first read. But I've studied the text and I know that all of you know most of the words. Even most of the words that you don't know (point to rusty and stunt) can be figured out with the word skills you have."*
- *"Also remember that words that are capitalized inside sentences are usually names. The strategy with names is to do the best you can, knowing that names are often pronounced in unusual ways because they may come from different languages. In this case, the person's last name is one that you can figure out with your knowledge of words (demonstrate with Ear hart)."*
- *"That leaves two words that are multisyllabic in the text and that you might not be able to read (point to exhibition and aviation). I want you to read this paragraph and see if you can figure out these words."*

Text Chunking & Close Reading

- With middle graders about to read Chapter 8 of *Black Ships before Troy*, a purpose-setting question before reading the first 350 words might be: “Greeks turn to *cunning* to win the war. Read to identify evidence in the text that demonstrates what the Greeks meant by *cunning*.”
- After reading: “Find evidence in the text that tells how the Greeks used cunning.”



3. CONSISTENT READING OF MAGAZINE ARTICLES



Architecture
The Parthenon

Architecture, like painting, literature, and other forms of art, reflects the ideals of the people who build it. The Parthenon is the best example of ancient Greek architecture. The structure, created between 447 B.C.E. and 432 B.C.E., tells us a lot about the Greek way of thinking.

In Greece, balance and order were important **principles**¹. The Greeks believed that everything around them happened for a reason. They wanted to find out this reason and discover the order of the world around them. Their buildings were beautiful, but they do not overflow with **frivolity**² or emotion. Instead, Greek buildings define order.

Columns are one **hallmark**³ of classical structure that we associate with Greece and Rome. The Parthenon was built with eight columns on the front and 17 on each side. The building is symmetrical and balanced. Mathematical principles make the design stable. Almost the entire structure is made of marble.

Architecture
The Duomo



The Duomo
Florence, Italy

One building, more than any other, marks the arrival of the Renaissance Europe. Did you know that "naissance" means "birth" in French and that the Renaissance was the rebirth of classical learning in Italy? Art and architecture took off during the Renaissance. Many new ideas influenced design. The Duomo, with its grand dome, is a perfect example of new ideas and **innovation**.

Work on the Duomo cathedral, in Florence, Italy, actually started before the Renaissance, in 1296. But the building took 140 years to complete. The **struggle**² and many wars prevented construction from continuing on the building planned. By 1420, the building was almost finished, but there was one serious problem. The plans for the building called for a huge cupola, or dome—larger than anything built up to that point. No one knew how to build such a dome.

The Influence of the Arch

By ReadWorks



The lasting influence of ancient Rome is apparent in many areas of our contemporary society. Sophisticated elements of law, engineering, literature, philosophy, architecture, and art can all be traced back to the Roman Empire. But perhaps one of the most lasting contributions from Roman civilization is something we see nearly every day: the Roman arch.

An arch is a curved structure designed to support or strengthen a building. Arches are traditionally made of stone, brick, or concrete; some modern arches are made of steel or laminated wood. The wedge-shaped blocks that form the sides of an arch are called voussoirs, and the top center stone, called the keystone, is the last block to be inserted. During construction, the arch is supported from below before the keystone is put in. The curve of an arch may take different shapes, but it is often a rounded or pointed semicircle.

The Party's Over

Parties and **stunts** at the Great Wall of China are now against the law. A stunt is a dangerous or an unusual act that is done for attention.



In 2005, Danny Way became the first person to jump over the Great Wall on a skateboard. Over the years, many tourists have climbed the famous wall. Others have jumped over the wall on motorcycles.

Parties and stunts have caused serious damage to the Great Wall, say officials. The Chinese government has now issued new rules to protect the famous landmark.

The Great Wall is the longest structure ever built. It twists and turns for more than 4,000 miles through China. Parts of the wall are more than 2,000 years old.

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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Putting Two Words Together

volume 3
issue 2



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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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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.

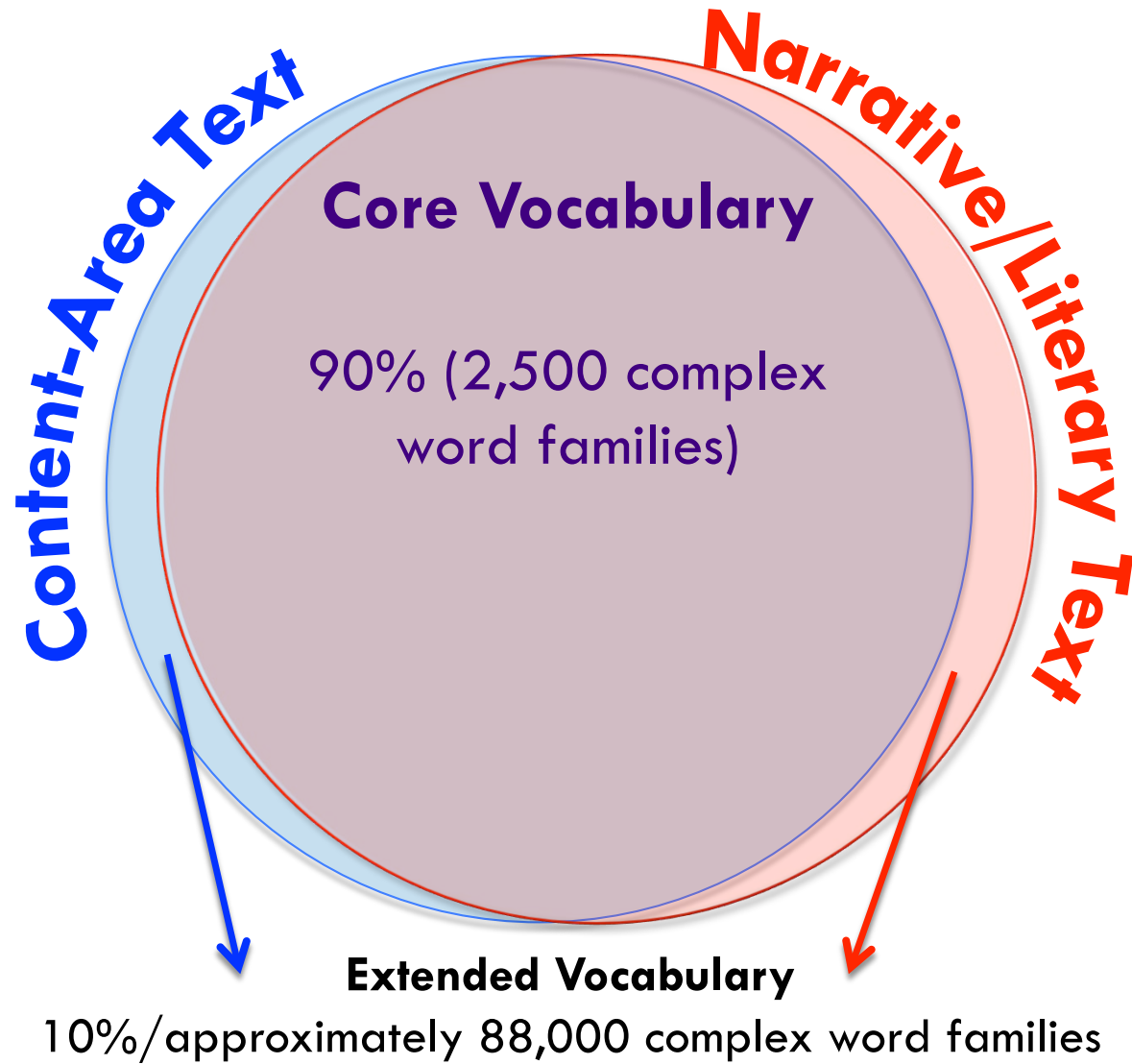
In her honor, one village put up a sign that reads, "Rachel's great dream, kindness, and vision of a better world will live with and among us forever." Clearly, one person, even a child, can make a difference.



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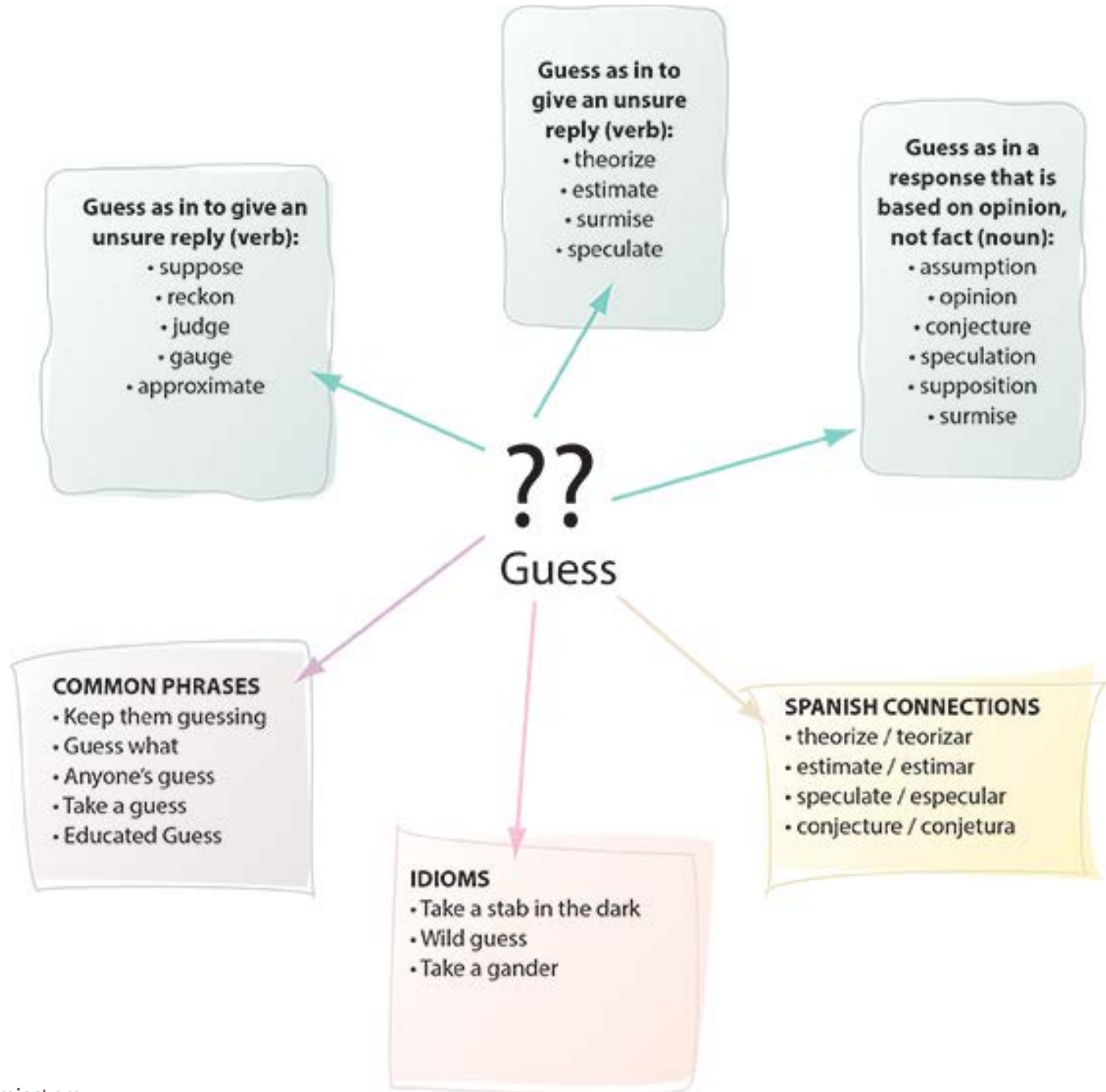


Narrative text (*The Wonderful Wizard of Oz, Baum*)

Even with eyes protected by the green **spectacles**, **Dorothy** and her friends were at first **dazzled** by the **brilliancy** of the wonderful City. The streets were lined with beautiful houses all built of green **marble** and **studded** everywhere with **sparkling emeralds**. They walked over a **pavement** of the same green marble, and where the blocks were joined together were rows of emeralds, set closely, and **glittering** in the brightness of the sun. The window **panes** were of green glass; even the sky above the City had a green **tint**, and the rays of the sun were green.

**Networks in
narratives are
synonyms
related to story
elements.**

Story Word	Other Possibilities
dazzled	hypnotized awed
brilliancy	effulgence luminosity
glittering	shimmering radiance



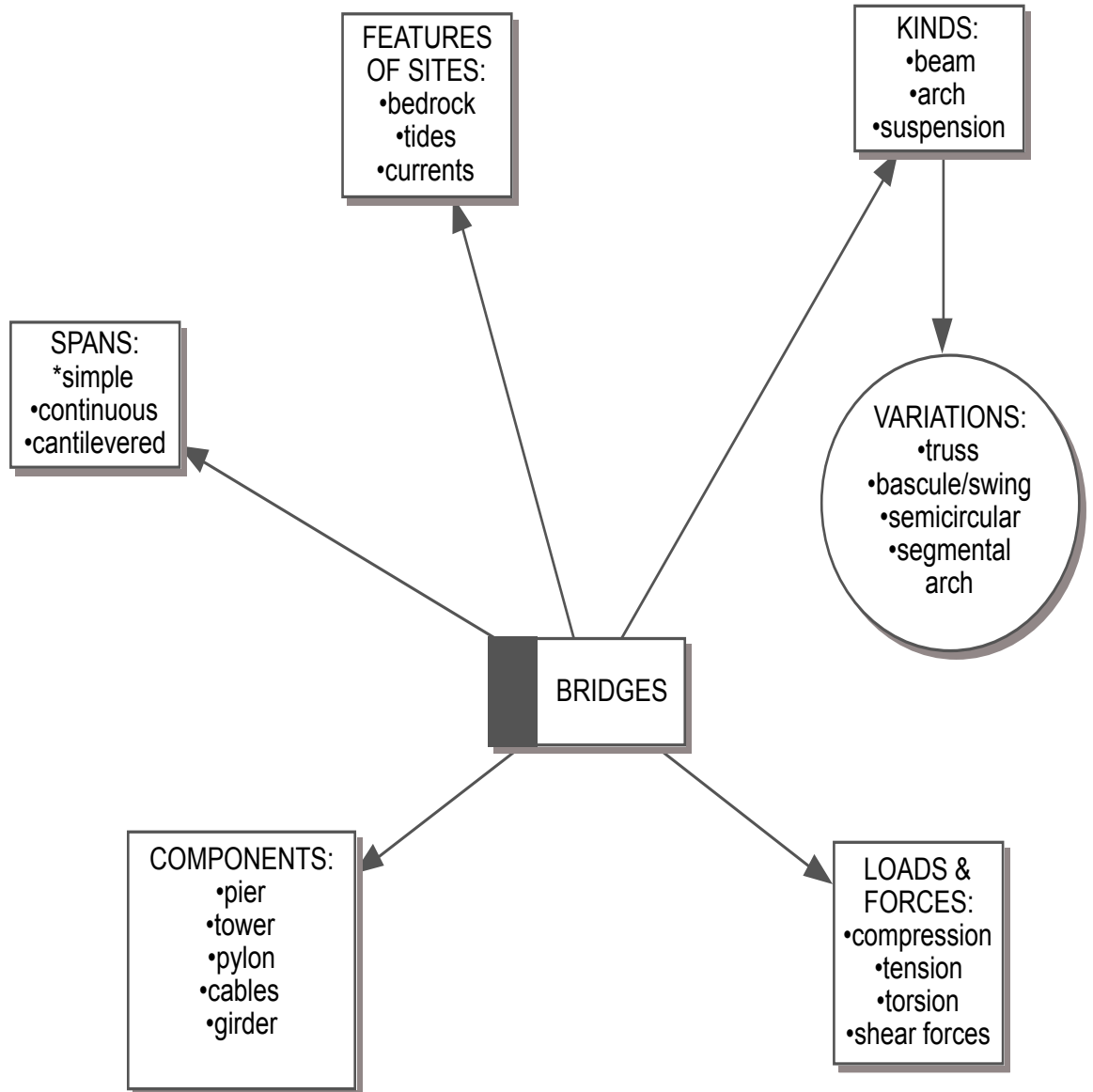
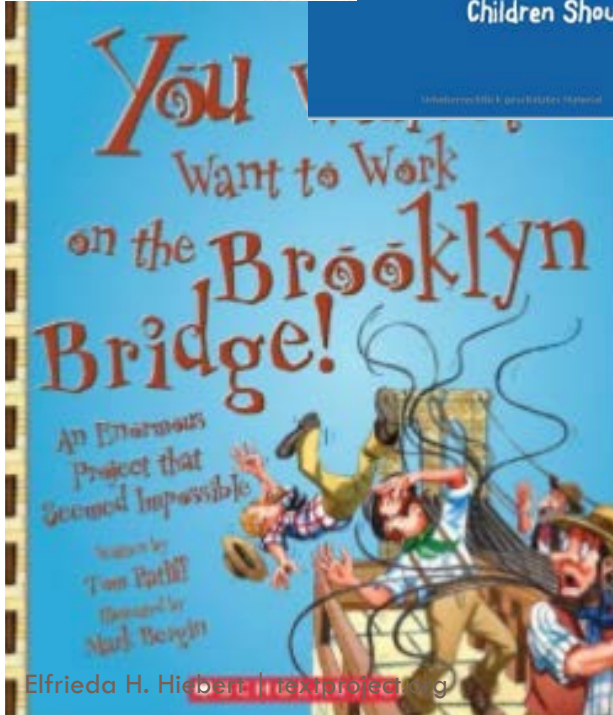
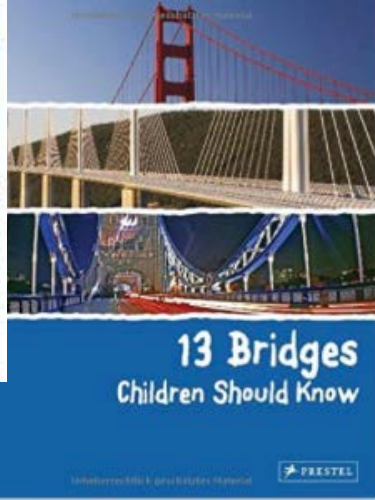
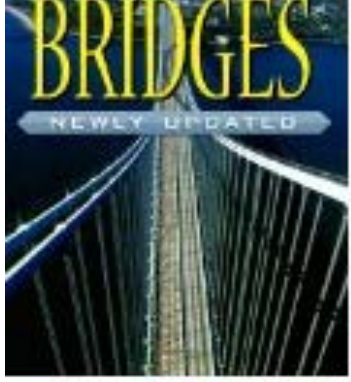
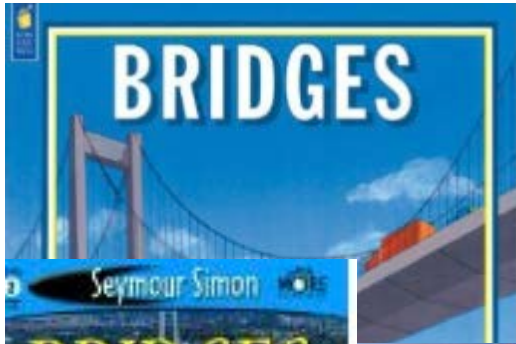
Informational Text (*Bridges, Simon*)

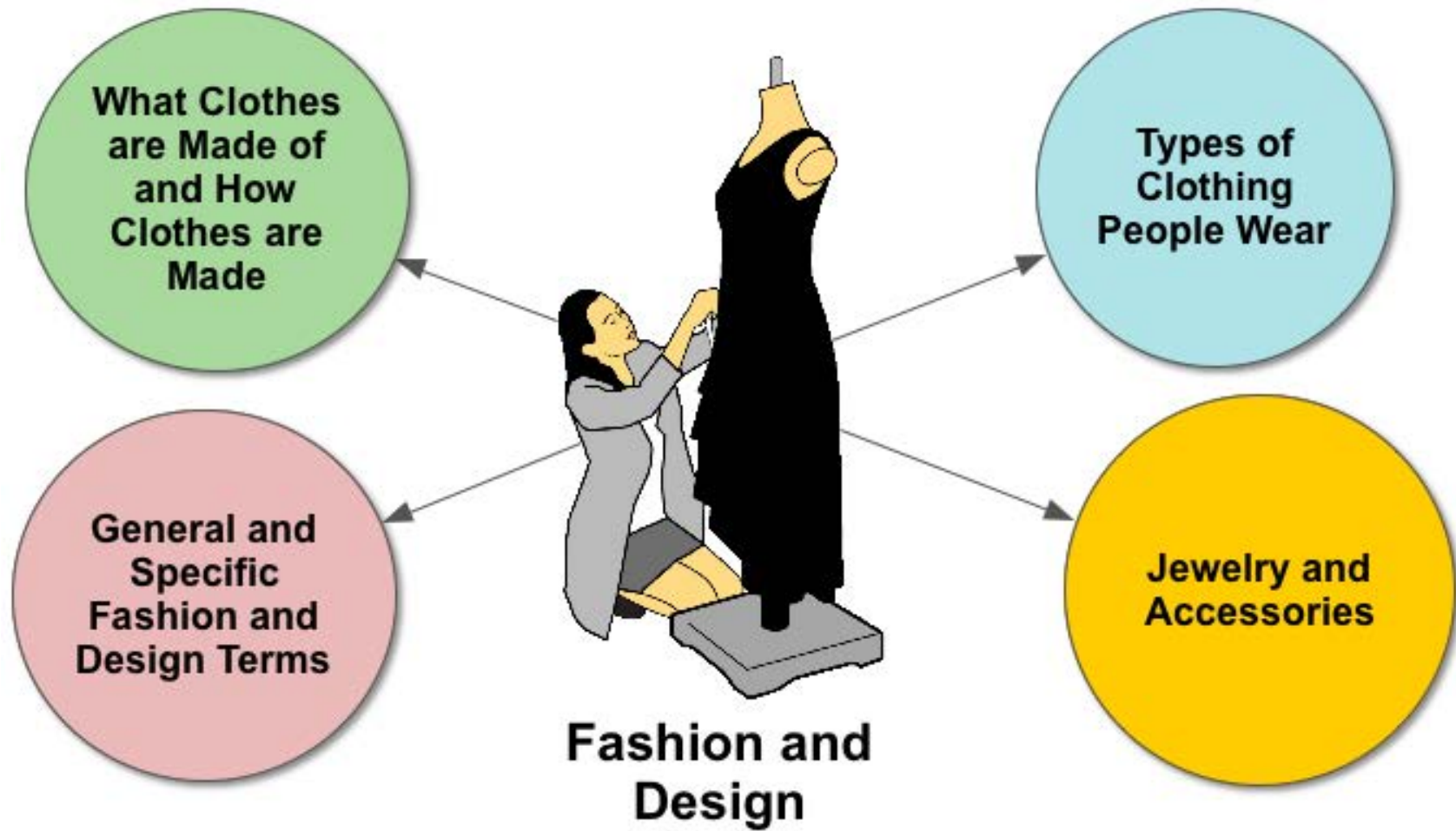
There are three main kinds of bridges: beam, **arch**, and suspension. Engineers decide which kind of bridge is best for each place.

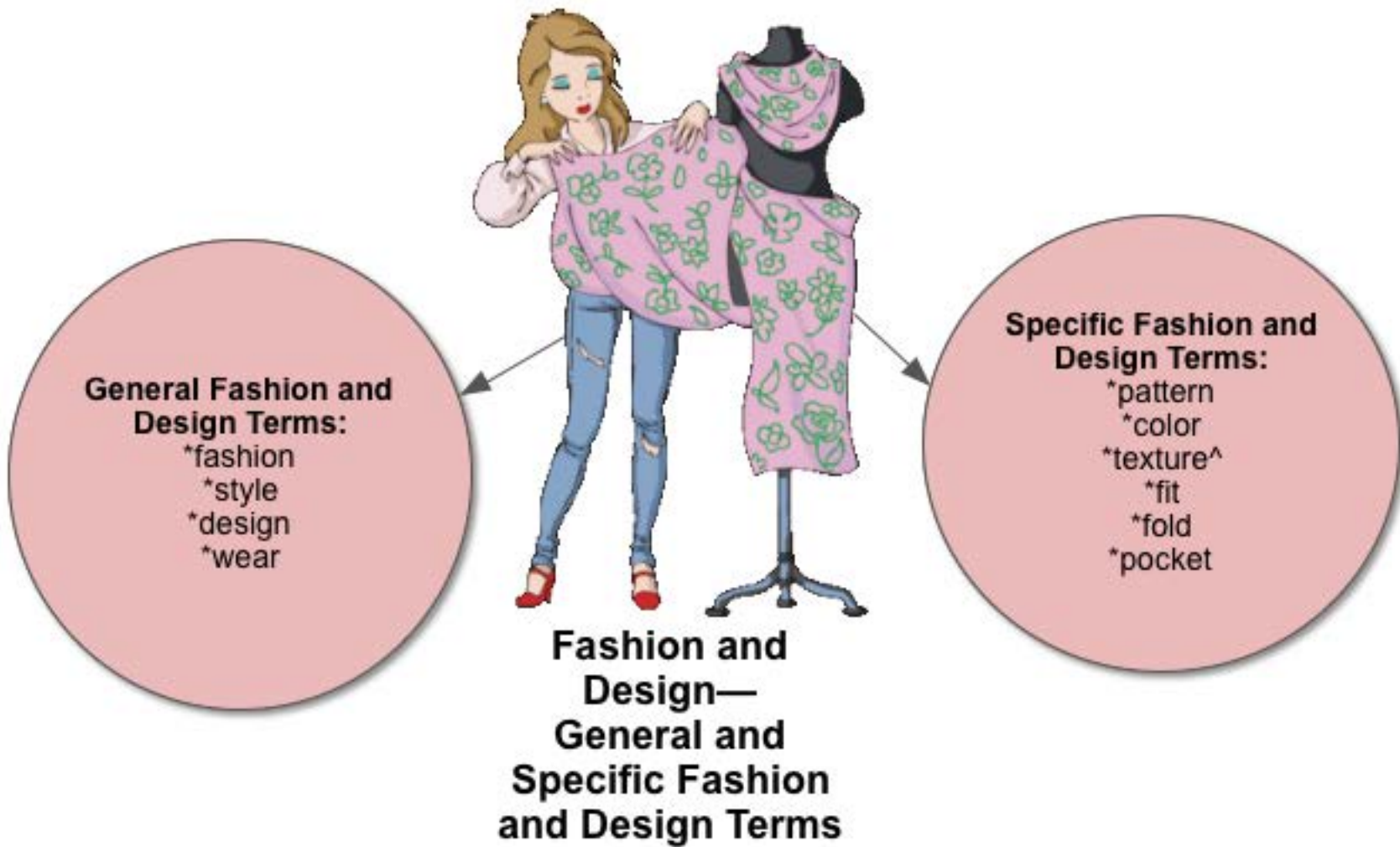
A beam bridge rests on two **piers**, one at each end. A beam bridge is used to span shorter distances, usually less than 200 feet. The **Firth** of Forth Bridge, near **Edinburgh**, Scotland, is a truss bridge, 1 ½ miles long. A **truss** bridge is a kind of beam bridge that uses steel **triangles** to help support the bridge.

An arch bridge is a semicircle with a pier at each end. The weight of the bridge pushes along the curve of the arch toward the piers.

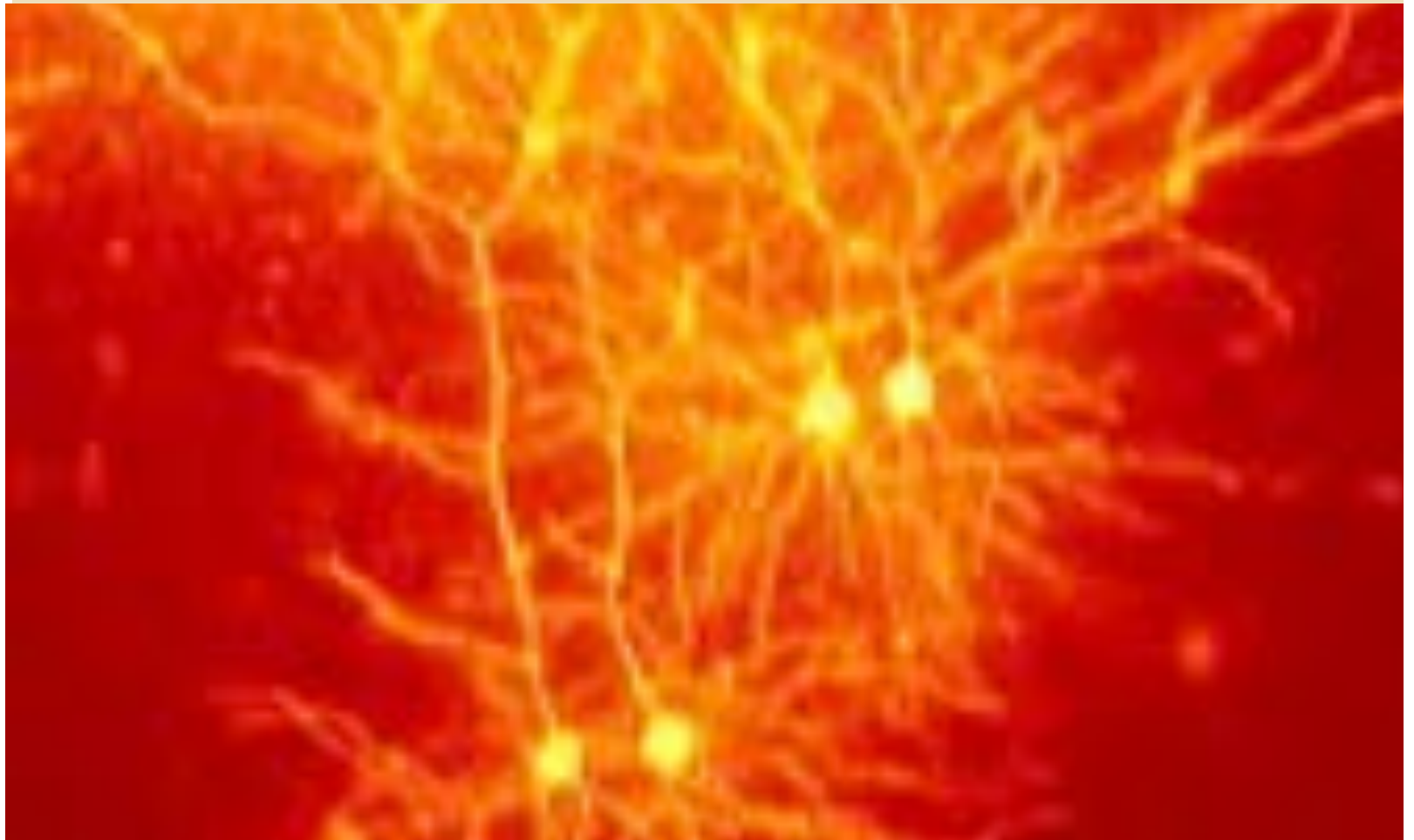
Suspension bridges can span the longest distances...Heavy steel **cables** between towers hold up the roadway of a suspension bridge.



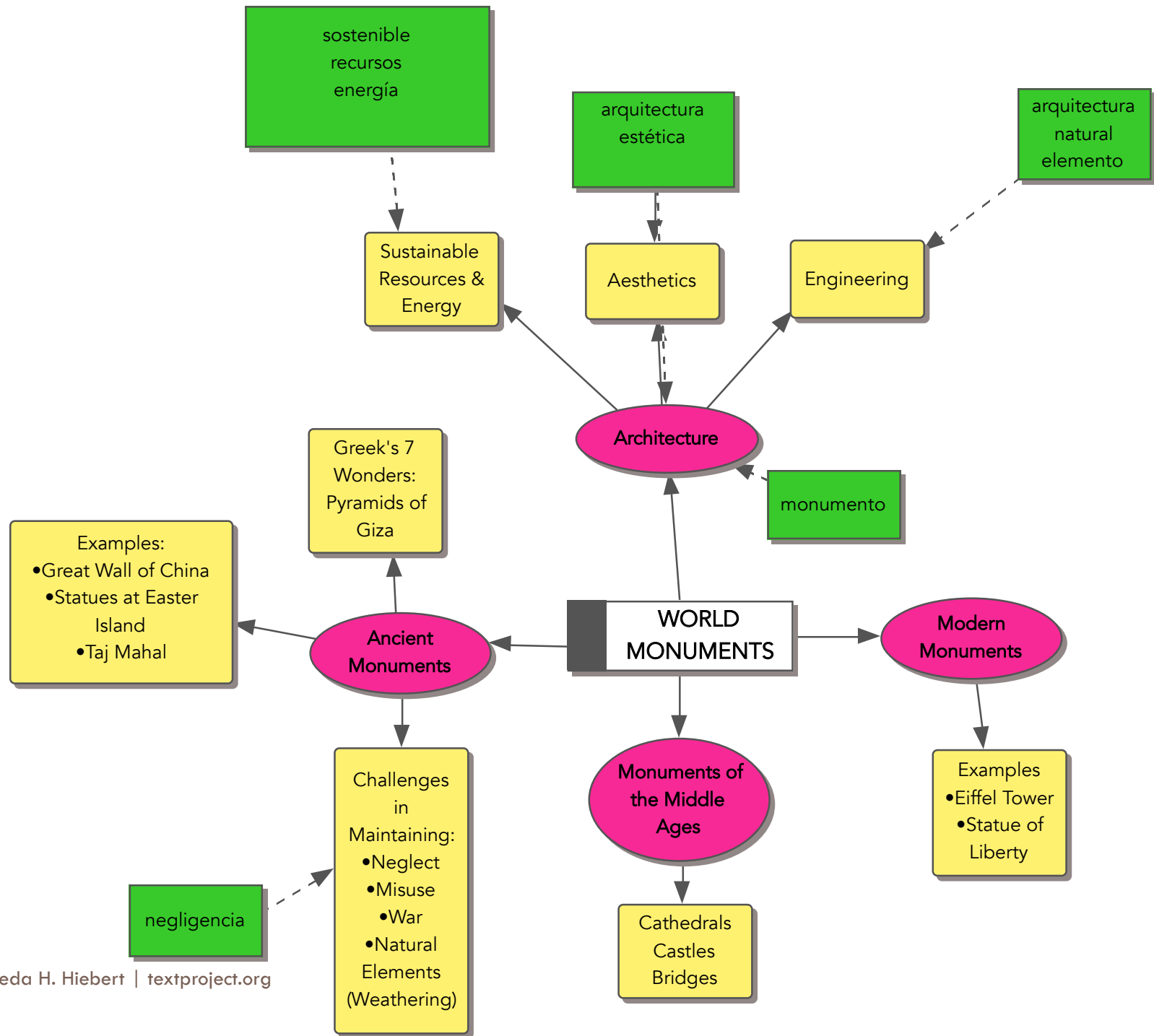


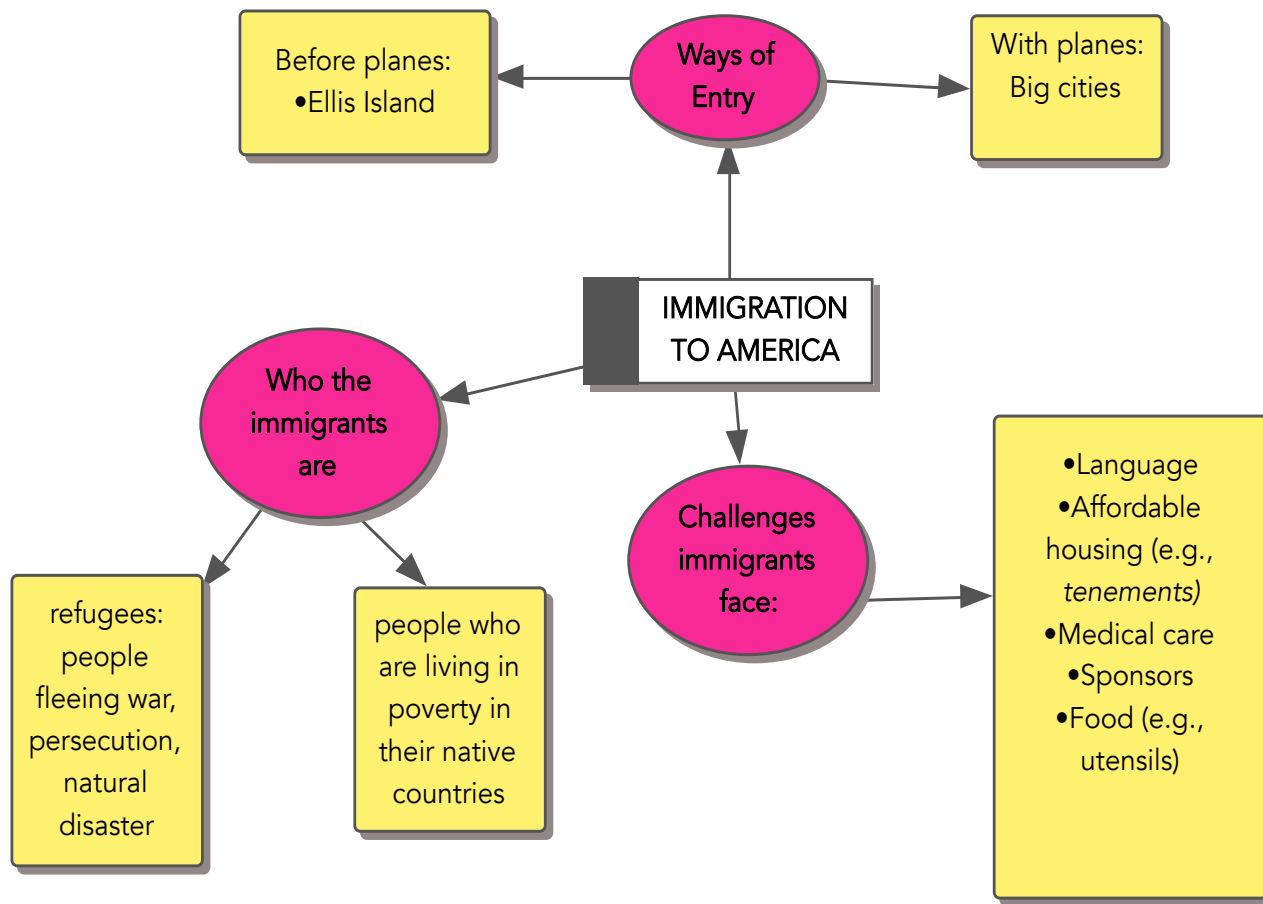


^ non core vocabulary words added to supplement concept



5. KEEPING A RECORD OF WHAT'S BEEN LEARNED







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