



Texts, Time, & Technique

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Knowledge in the Digital Age

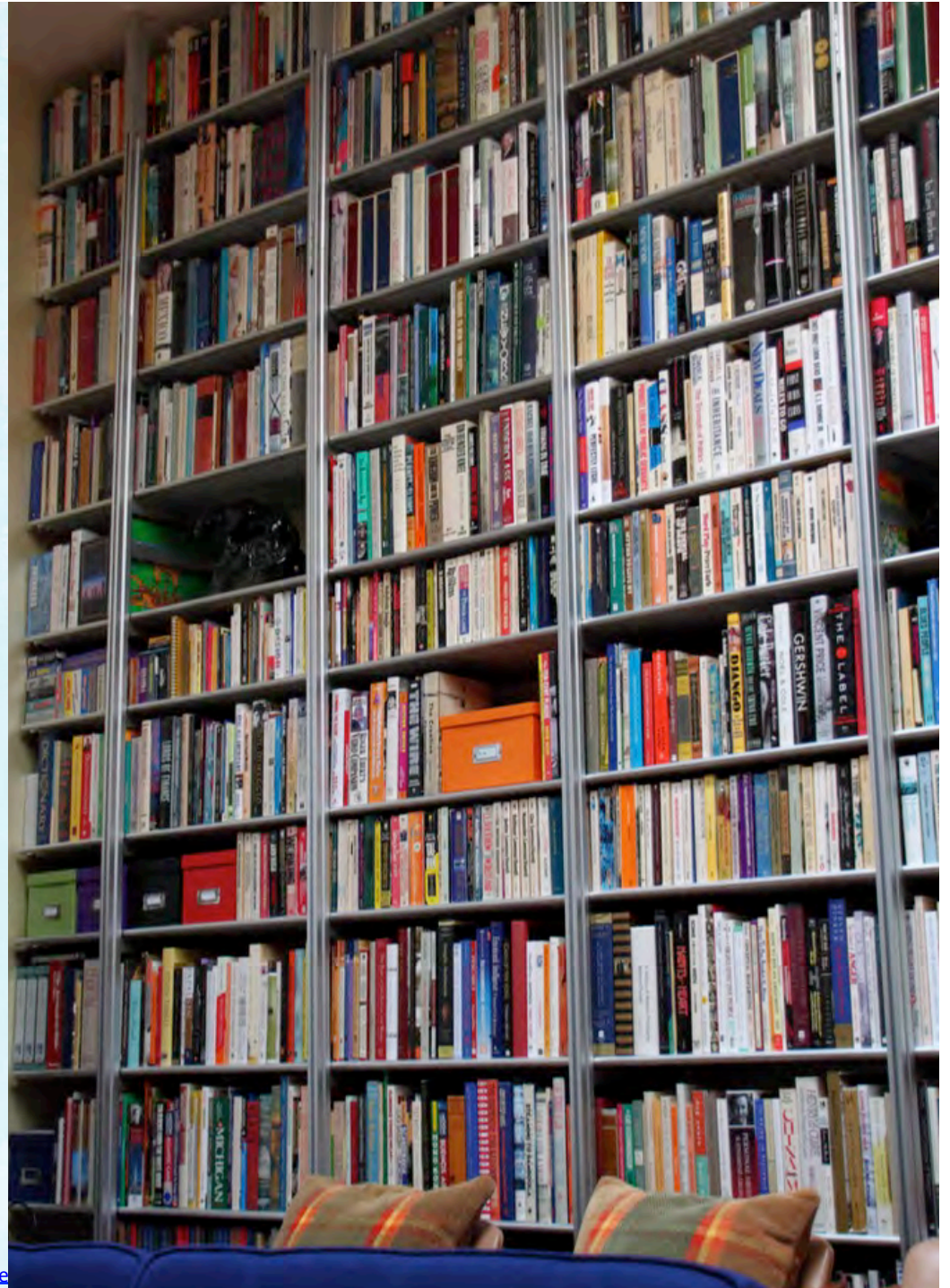
1986



2007

2017

Knowledge
is “stored” in
texts and...



**texts typically
have more
rare words
than
conversations/
oral language.**









Topic 1: Text Matters

CHAPTER 1

He began his new life standing up, surrounded by cold darkness and stale, dusty air.

Metal ground against metal; a lurching shudder shook the floor beneath him. He fell down at the sudden movement and shuffled backward on his hands and feet, drops of sweat beading on his forehead despite the cool air. His back struck a hard metal wall; he slid along it until he hit the corner of the room. Sinking to the floor, he pulled his legs up tight against his body, hoping his eyes would soon adjust to the darkness. With another jolt, the room jerked upward like an old lift in a mine shaft.

Harsh sounds of chains and pulleys, like the workings of an ancient steel factory, echoed through the room, bouncing off the walls with a hollow, tinny whine. The lightless elevator swayed back and forth as it ascended, turning the boy's stomach sour with nausea; a smell like burnt oil invaded his senses, making him feel worse. He wanted to cry; tears came; he could only sit there, alone, waiting.

My name is Thomas, he thought.

That . . . that was the only thing.

He didn't understand.

1963



 Jack, the kitten has a mitten.

 A mitten?

Where is the mitten?

 Here is the mitten.

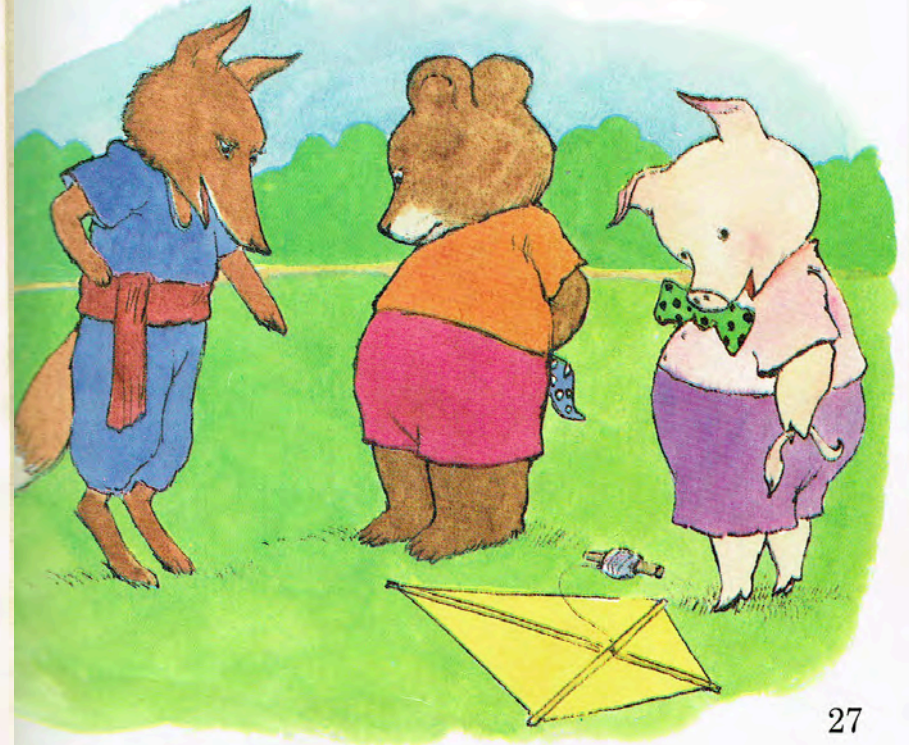
We have a kitten with a mitten.

1986

Fox: I see what you need.
You need a big tail.

Pig: I have a tail.
But my tail is little.

Boo: My tail is little, too.





So they dug



and they weeded,

1993



50

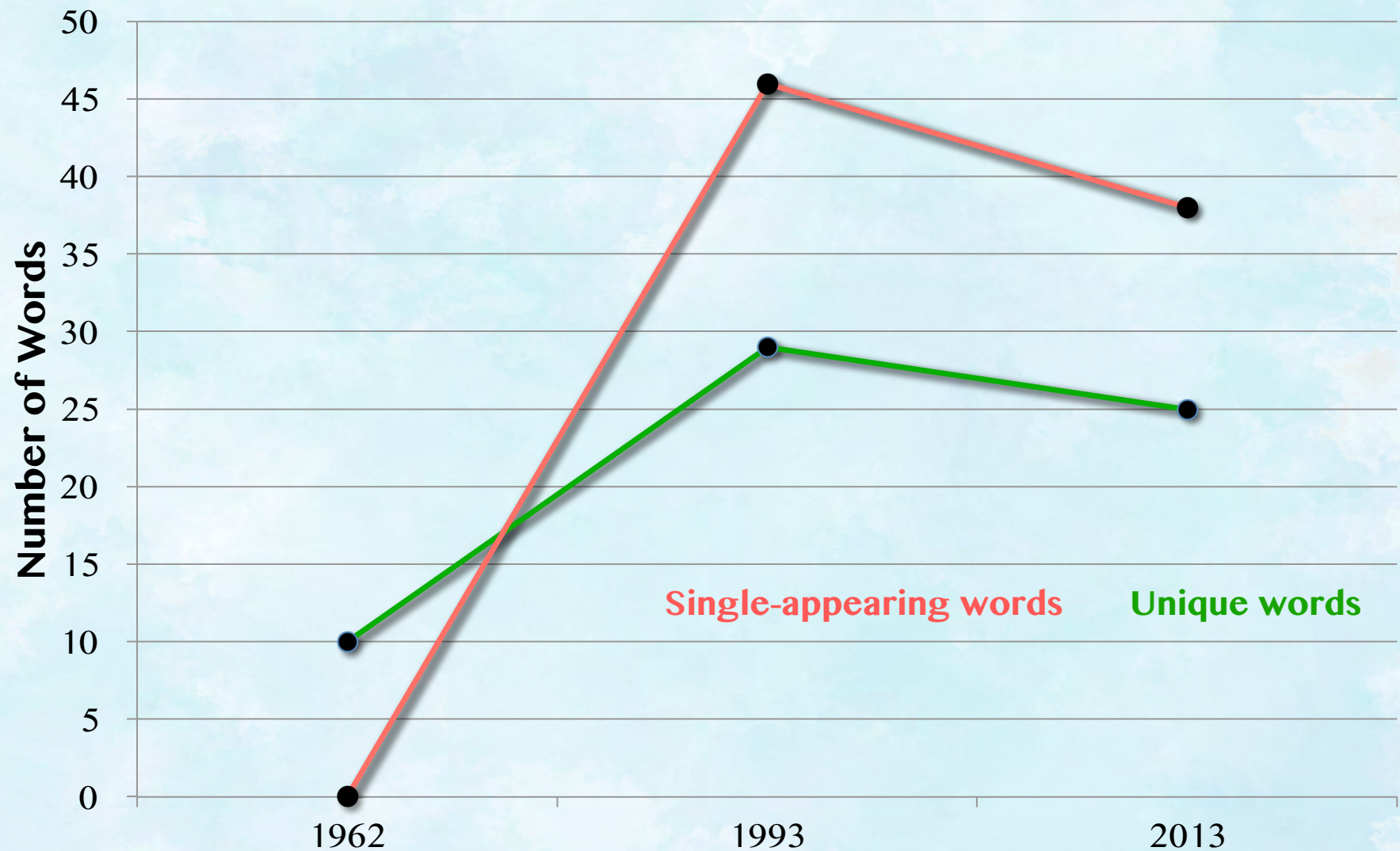


they raked



and they planted.

Beginning of Gr. 1: Task Over 50 Years



Leveled Texts (or Guided Reading Books)



Wishy-washy. Wishy-washy.
"Ee-ee!" the pig squeals.
"I have been scrubbed
from my nose to my heels."

Leveled Books in a Week of Instruction

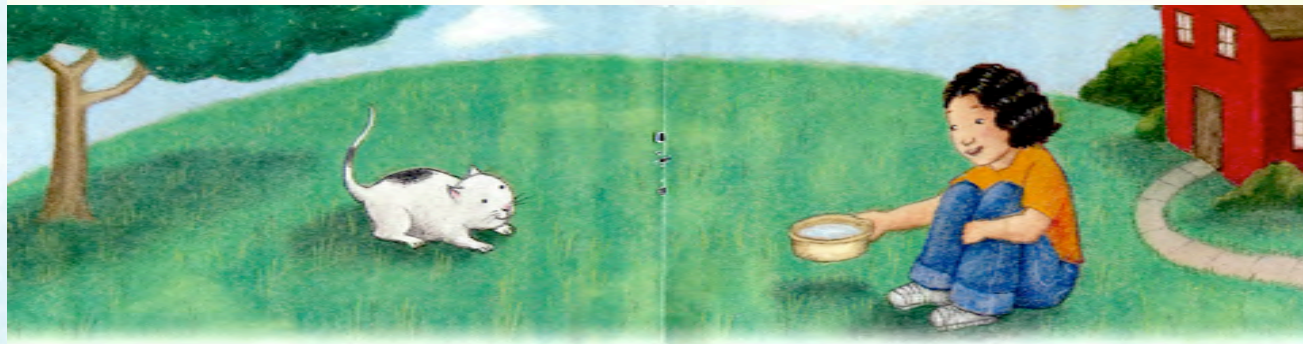


Rosa put a leash
on the puppy.

8

"Come walk,"
said Rosa.

9



Where is that cat?
My cat is on the grass.

4

Here, cat!
Come here, cat.
Come for a drink.

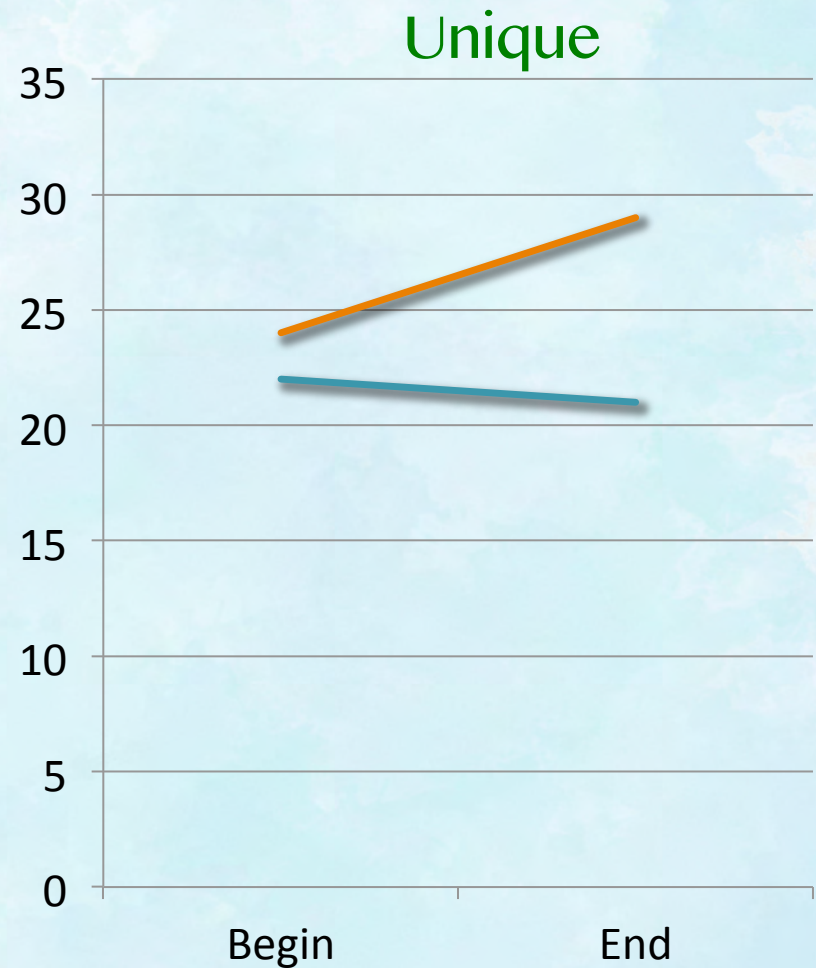
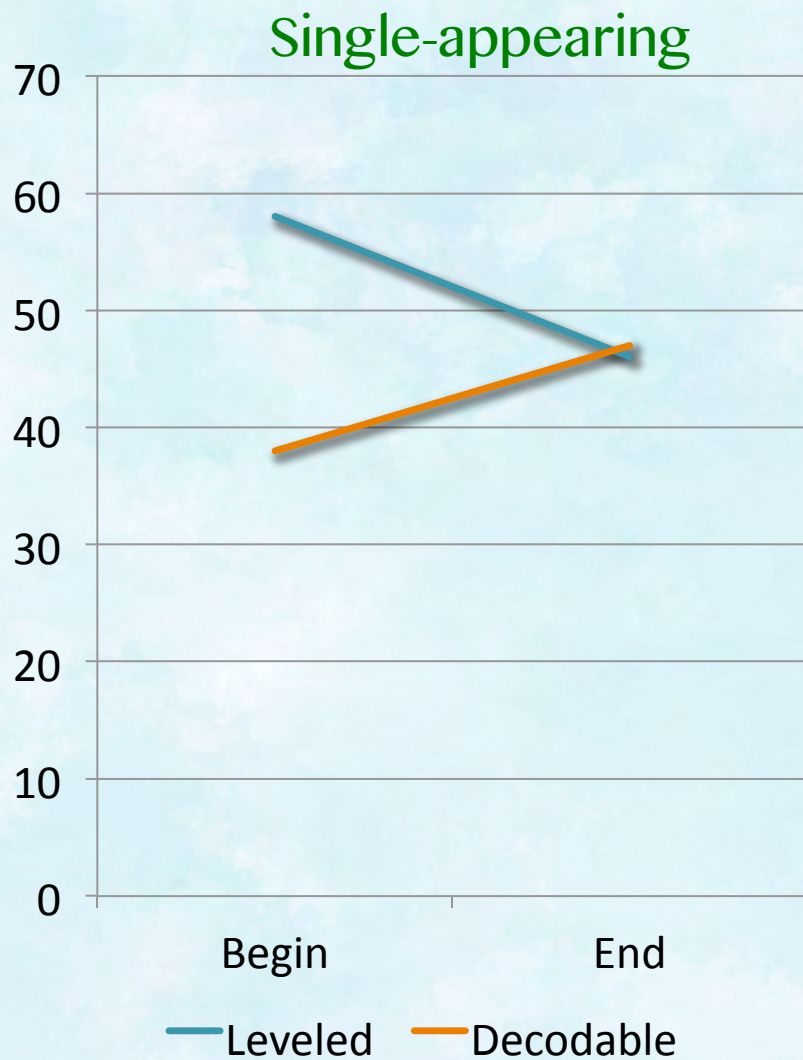
5

Decodable Texts

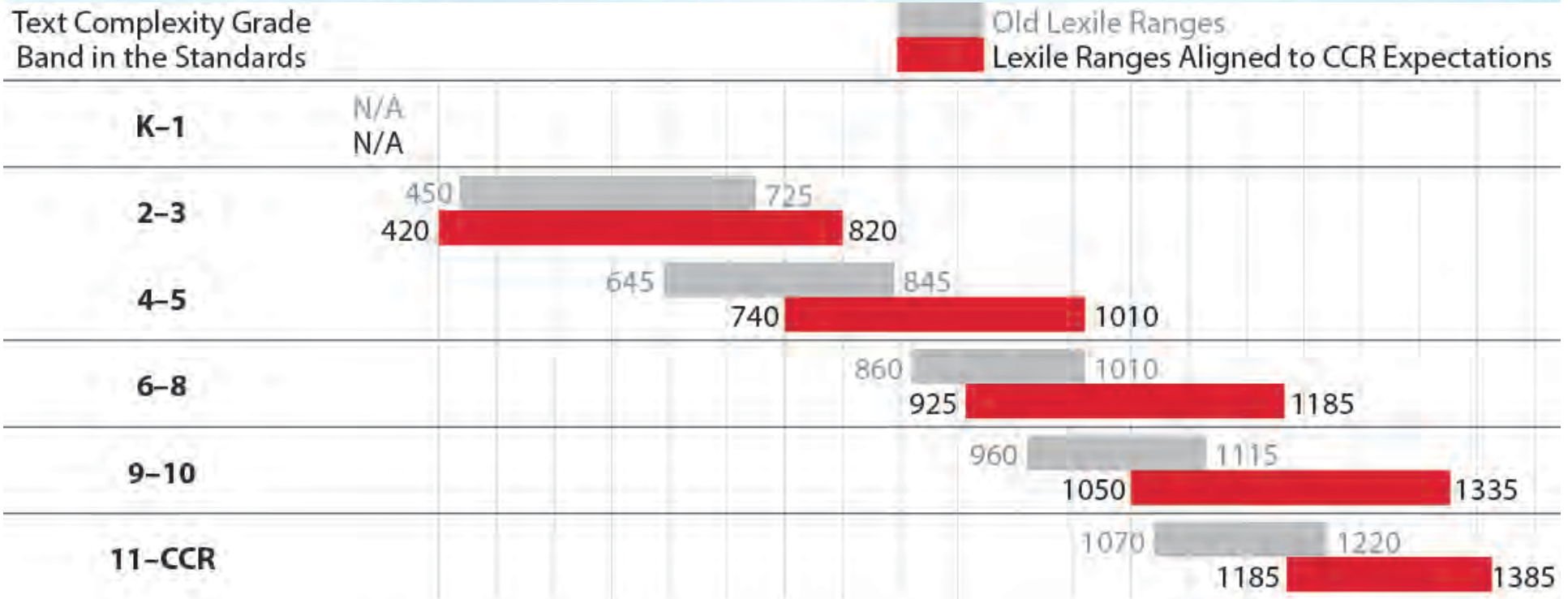


Brad's ram spins
and nabs his hat.
Brad is mad.
Brad nabs his hat.

Features of Leveled (LLI) & Decodable (My Sidewalks) Texts



Common Core State Standards: Raising text levels by end of elementary school ensures HS proficiency with complex text

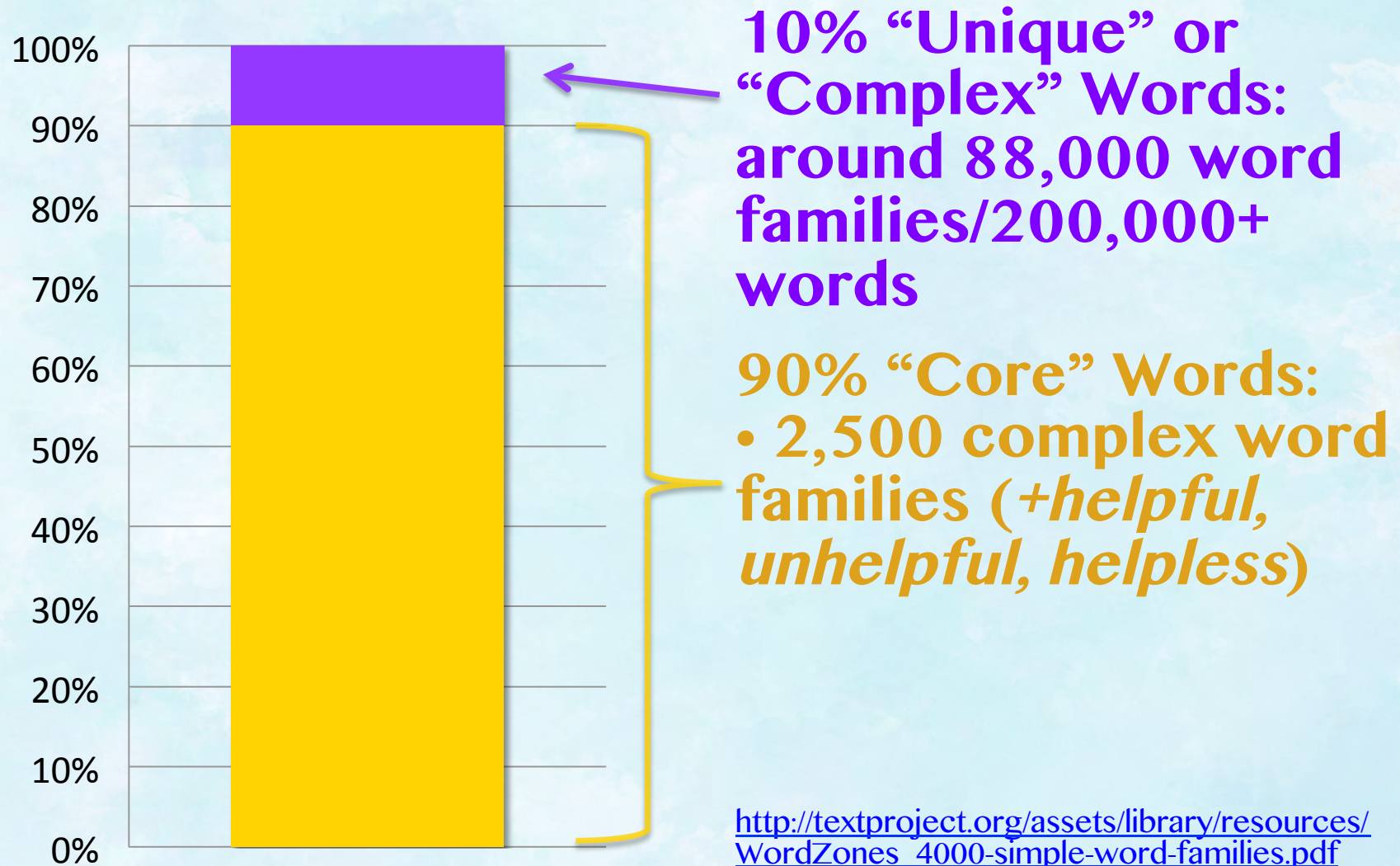


Hiebert, E.H. (October, 2010). *Anchoring Text Difficulty for the 21st Century: A Comparison of the Exemplars from the National Assessment of Educational Assessment and the Common Core State Standards* (Reading Research Report 10.02). Santa Cruz, CA: TextProject, Inc.

A photograph of a dark, wet sandy beach. In the upper center, a small, open clam shell with a light-colored interior and a darker, iridescent exterior lies on the sand. Below the shell, the word "Evidence" is written in a large, green, sans-serif font. In the foreground, there are several faint, dark footprints in the sand, suggesting a path or tracks. The overall scene is dimly lit, with the sand appearing dark and grainy.

Evidence

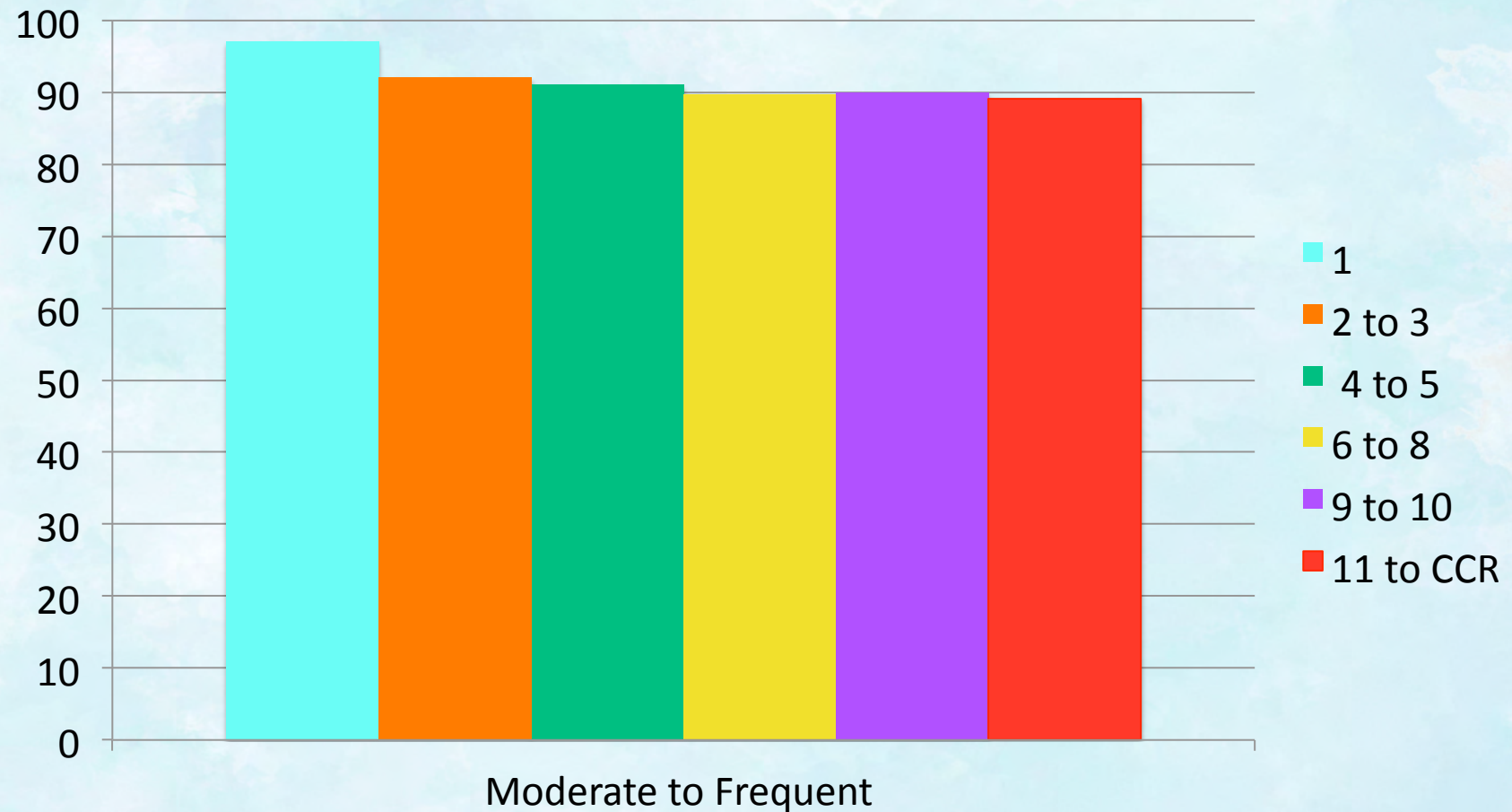
The distribution of words in written English



Examples of the Words in the Core Vocabulary

	words
1st 100	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

Evidence for the presence of the 2,500 word families in texts



M-STEP (Gr. 3)

Finally the father grew too old to work, and he took to his bed. The sons were sad, for they not only depended on their father, but they also loved him.

One day the old man called Ta and Hai to his side and said weakly, “I have a secret to tell you, my sons. Bend close.”

Hai and Ta leaned over to hear the secret.

“A while ago,” the old man said, “we learned that there is a treasure buried in the field. It’s still there, but you must dig for it.” The sons’ eyes widened.

M-STEP (Gr. 4)

Just like a grill, the propane is lit and burns right beneath the opening at the bottom of the balloon. That flame heats the air inside the balloon and makes it rise into the air. The balloon's pilot must turn the burner on and off to heat the air. In this way, the pilot makes the balloon move up and down. But how does a hot air balloon move from side to side?

Hot air balloons travel on natural air currents. An air current is a flow of air over the earth. We feel air currents as wind on our faces.

M-STEP (Gr. 5)

Other people even take shells for their own pet hermit crabs! They do not realize that hermit crabs in the wild need those shells too. The hermit crabs in the ocean have learned to adapt to the changing housing situation. Like the good recyclers they are, hermit crabs started moving into small bottles, plastic cups, and other ocean litter. None of these are very good choices for crabs.

Now people are working to solve this hermit crab housing shortage. They are teaching beach-goers to leave seashells where they belong at the seashore! Some people even make fake seashells that they hope the hermit crabs will like.

M-STEP (Gr. 6)

As these waterspouts reach land, they begin to dissipate, or lose momentum. But since warm air rises, the water and all of the things in it tend to move upward, into the atmosphere, in the form of clouds. When the clouds, carried by wind, travel rapidly over land, they become laden with too much weight, and it begins to rain. This is how the fish and frogs seem to fall from the sky.

Scientists couldn't figure it out at first. To make matters stranger still, the fish in Yoro were very much alive when they rained down to the ground, but they were all blind.



Kites: Dancers in the Wind

FYI from textproject.org

volume 3
issue 15



You're on a beach, and the wind is blowing off the ocean. Your kite floats and swirls, dancing in the wind.

Kites were invented in China more than 2,000 years ago. They were first used by the Chinese military, but about 1,000 years ago, people started flying kites for fun. Since then, kites have been used for celebrations, in competitions, and

for science. In addition, kite festivals show off the many shapes and colors of kites. These festivals are held in Japan, Pakistan, and many other countries.

The first kites were made of silk. After paper was invented, around the year 100 AD, people used it to make kites. Today, most kites are made of paper or cloth, with sticks to hold them in shape and string to hold onto them. However, there are also kites for skiing or for moving a buggy on a beach.

In ancient times, kites carried lines across rivers. These lines helped build bridges. In the 1880s, kites

were first used to take photographs. In the early 1900s, the United States Weather Bureau used kites to help with weather prediction. The kites measured winds and temperatures.

The word kite is from an Old English word that means "a kind of hawk." Kites were probably given this name because of the way they look when they fly.

To fly a kite, find a large open area, such as a park or a beach. Make sure there are no trees or power lines the kite can get caught on. Then hold the kite's string up and run. The kite will lift when it catches the wind. Guide your kite by pulling the string. Make sure you look around when you're running so you don't run into anything.

As you watch the kite, notice how it moves. If the wind is just right, your kite will dance, too, swirling as the wind takes it high up into the sky.



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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



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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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Readworks.org

Animals from Different Places

ARTICLE-A-DAY SET

[Articles](#) [Book of Knowledge](#)

[Frogs Have Special Skin](#)

[Keeping Beers Out](#)

[A Shell is Great for Protection](#)

[Meet a Baby Panda](#)

[A Baby Polar Bear Grows Up](#)

[What Lives in the Desert?](#)

A Shell is Great for Protection

By ReadWorks (87 words)



All turtles have shells. Most turtles have hard shells.

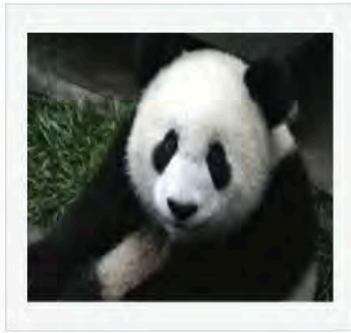
Hard shells protect turtles. A predator cannot bite the hard shell. Some turtles can pull their legs inside their shells. They can pull in their heads and tails too.

Shells come in many different shapes. Some shells are tall and round. Other shells are flat.

Sometimes cartoons show turtles leaving their shells. But... that cannot really happen! A turtle cannot leave its shell. The shell is attached to the turtle. It is a permanent part of its body.

Meet a Baby Panda

By ReadWorks (103 words)



In the United States, pandas live in zoos. Some baby pandas are born in the zoo.

At first, a baby panda does not look like its mother. It does not have much hair at all. Its eyes are closed. The baby drinks its mother's milk. The mother holds the baby in her paws.

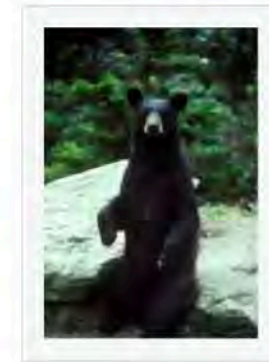
The baby grows quickly. Now it looks like its mother. Soon the little panda starts to eat bamboo. Bamboo is a kind of plant.

Then the panda spends less time with its mother. It likes to be on its own. It will climb trees. It will sit on their branches.



Keeping Bears Out

By ReadWorks (98 words)



Wild bears live in many U.S. national parks. People visit the parks. People bring food when they camp out.

Hungry bears smell the food. They want to eat the food. Bears look for leftover food in trash cans. Bears look for food at people's campsites. That is a problem for people.

Park workers are trying to solve this problem. Workers have put out special garbage cans. The bears cannot break into the cans. Workers tell park visitors to use special boxes for their food. The boxes are metal. People must lock them. Bears cannot get into the boxes.

Frogs Have Special Skin

By ReadWorks (84 words)



Leon Brooks

Have you ever seen a frog in a pond? You can often spot one there. Most frogs live near water. They need to keep their skin wet.

A frog's skin is special. It makes a slimy coating that helps the frog stay wet. A frog drinks through its skin. It also breathes through its skin. A frog can do that only when its skin is wet.

Frogs also breathe using lungs. What else do frogs use lungs for? Frogs make noise. Ribbit!

What Lives in the Desert?

By Rachelle Kreisman (152 words)



A desert is a dry place with little rain. How little? A desert gets less than ten inches of rain each year. Some deserts are hot. A few can be cold. A desert is a habitat. A habitat is a place where animals and plants live.

Hot deserts are home to many kinds of living things. Animals living there include owls, snakes, lizards, and coyotes. Another hot desert animal is the kangaroo rat. It sleeps underground during the day, when the weather is hot. The kangaroo rat comes out at night, when it is cooler. Kangaroo rats get the water they need from food. They eat mostly seeds.

Some plants live in the hot desert. Only a few kinds of trees and bushes can survive there. One of the most common desert plants is the cactus. The cactus collects and stores water in its stem. Sharp spines protect most cacti from animals.

120 curated sets (6 unique texts per set) for Grades K-2

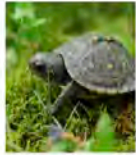


Clouds and Rain

ARTICLE-A-DAY SET

Earth & Space Science

1st Articles range from 220L to 790L Informational



Animals from Different Places

ARTICLE-A-DAY SET

Sports, Health & Safety, Life Science, Earth & Space Science

1st Articles range from 300L to 540L Informational



Jobs and Careers

ARTICLE-A-DAY SET

Geography & Societies, Sports, Health & Safety, School & Family Life, Arts & Culture, Technology & Engineering

2nd Articles range from 270L to 650L Informational



Health and Body

ARTICLE-A-DAY SET

Sports, Health & Safety, School & Family Life, Life Science

2nd Articles range from 480L to 710L Informational

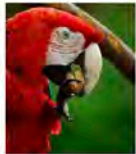


Animal Senses, Safety, and Homes

ARTICLE-A-DAY SET

Geography & Societies, Life Science

2nd Articles range from 500L to 630L Informational

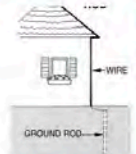


Exploring Continents

ARTICLE-A-DAY SET

World History, Geography & Societies, Life Science, Earth & Space Science

2nd Articles range from 530L to 710L Informational



Inventions

ARTICLE-A-DAY SET

Winter Season, Technology & Engineering

1st Articles range from 250L to 570L Informational



Amphibians and Reptiles

ARTICLE-A-DAY SET

U.S. History, Geography & Societies, Life Science, Earth & Space Science

2nd Articles range from 430L to 760L Informational

Vocabulary Progression in QuickReads

Level F: 6,000 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* vowels

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



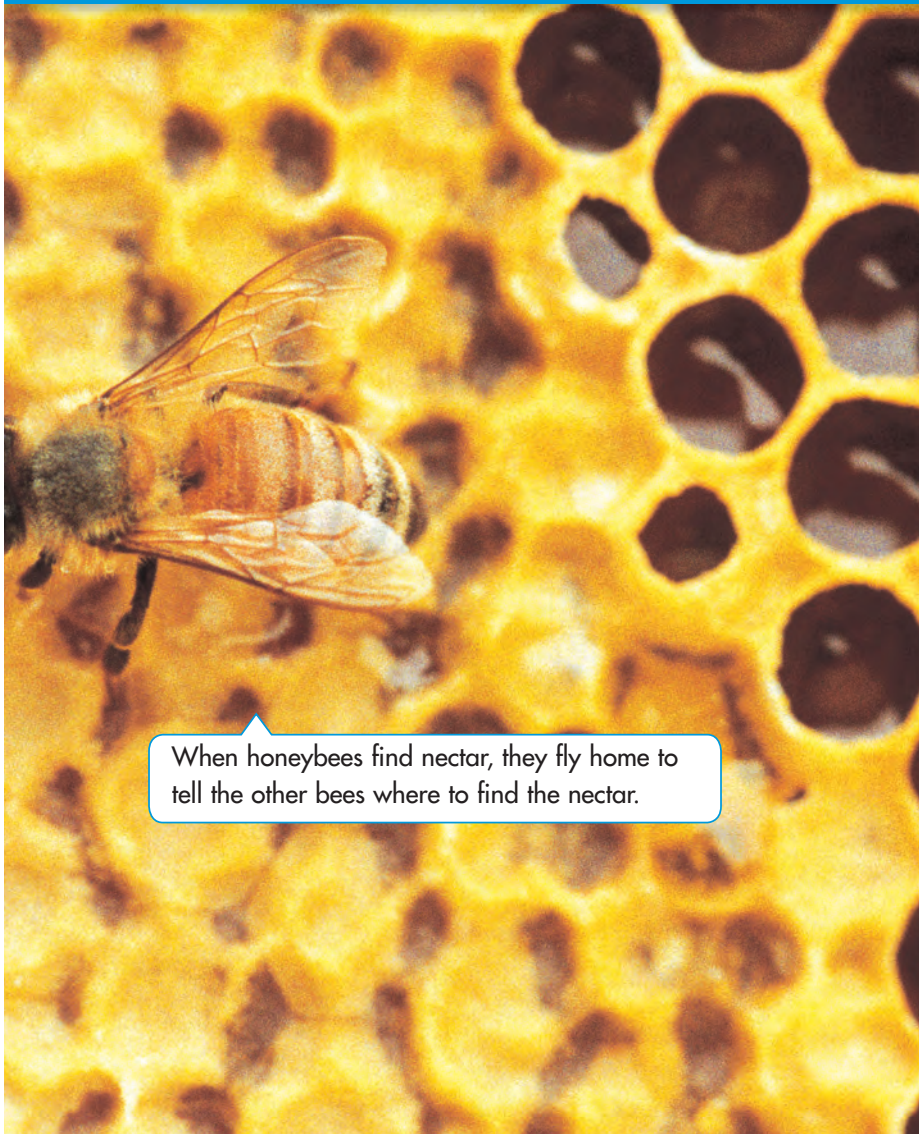
Do Animals Talk?



How Animals Communicate

Animals don't talk, but they do communicate. When you communicate, you give information to others. Animals have ways of communicating that are²⁵ different from the ways that people use. When your friend talks to you, your friend uses language to communicate information. In a language, each word⁵⁰ means something.

Animals do not use words. They use sounds and signals. Birds sing and move their wings. Some animals move their tails. Other animals⁷⁵ communicate by moving their bodies in other ways. Different sounds and signals help animals communicate with each other.⁹³



When honeybees find nectar, they fly home to tell the other bees where to find the nectar.

The Honeybee Dance

One way honeybees communicate with each other is by dancing. Honeybees do a special dance after they find nectar in flowers. Honeybees⁷⁵ need nectar to live. When honeybees find nectar, they fly home to tell the other bees where to find the nectar.

A bee that finds⁵⁰ nectar moves its wings very fast when it dances. The bee moves in a shape that looks like the number 8. The bee does the⁷⁵ dance many times. After the dance, the other bees know where to find the flowers with nectar.⁹²

Do Animals Talk?



Humpback whales can sing for a long time.

Whales

Whales communicate with each other by singing. Different kinds of whales sing different songs. Whales in different parts of the world sing different songs,⁷⁵ too. When a whale sings, people can sometimes hear the sound. However, people near a singing whale can also feel the water move from the⁵⁰ sound.

When most kinds of whales communicate with each other, the song is short. Yet when a humpback whale sings, it sings only for itself.⁷⁵ It also can sing for a long time. A humpback whale can sing for twenty minutes at a time.⁹⁴

Do Animals Talk?



Dogs

A bark is a sound a dog makes to communicate something to people or other animals. A bark can be a friendly way to²⁵ say "hi." Sometimes dogs bark to tell their owners that they see people they do not know. Sometimes dogs bark to scare other dogs.

Dogs⁵⁰ also communicate by moving their bodies. Dogs show their teeth when they are upset. They wag their tails when they are happy. They wag their⁷⁵ tails when their owners give them food. Dogs also wag their tails when their owners take them for walks.⁹⁴

Do Animals Talk?



Danger Signals

People have danger signals to tell others to be careful. Signs at a train crossing and stop signs keep us from danger. Animals²⁵ have danger signals to keep them safe, too.

Some animals make sounds that tell other animals to be careful. When prairie dogs think there is⁵⁰ danger, they call to each other in a certain way. The danger might be bigger animals that want to catch the prairie dogs. The prairie⁷⁵ dog's call tells other prairie dogs that a big animal is coming. This call says, "Be careful!"⁹²

Marine Animals Without Backbones



The spiny skin of this sea star protects it from other animals.

Sea Stars

Sea stars are often called star fish. However, their proper name is *sea star* because, unlike fish, they have neither backbones nor fins.²⁵

Sea stars are members of the echinoderm family of marine invertebrates. *Echinoderm* means "spiny skin" in the Greek language. Echinoderms, like sea stars or sea⁵⁰ cucumbers, have little spikes or bumps covering their skin.

Sea cucumbers are shaped like the food after which they are named. Like their cousins the⁷⁵ sea stars, sea cucumbers have rows of tiny feet on one side of their bodies. These feet are shaped like tubes. When water enters one¹⁰⁰ of these tiny feet, the tube expands. This movement allows sea stars, sea cucumbers, and other echinoderms to crawl along the ocean floor.¹²³

Minerals



In the top picture, a diamond tool is being used to make telephone wire. In the bottom picture, diamonds are being used in jewelry.

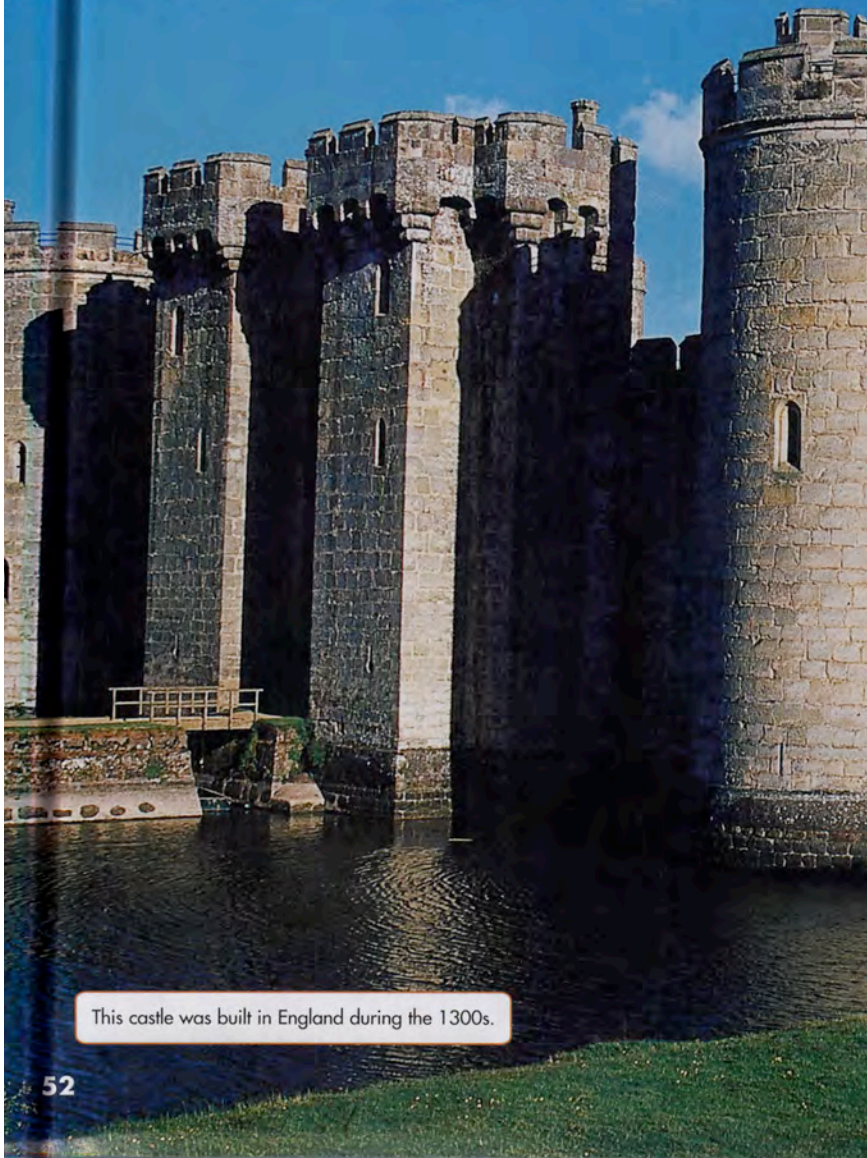
Gemstones

Minerals such as diamonds and rubies are called precious stones, or gemstones, because they are rare and beautiful. The crystals of most minerals are²⁵ tiny and packed together tightly. However, gemstones usually come from single, large crystals.

Large crystals form only under certain conditions. For example, diamonds are formed⁵⁰ from carbon that has been kept at a high temperature and under great pressure inside Earth for a long time. With less pressure and a⁷⁵ lower temperature, carbon forms graphite, which is the lead in pencils.

Gemstones are also valued because they are hard. Although the graphite in pencils wears¹⁰⁰ down easily, diamonds are the hardest known substance. Only a diamond drill can cut diamonds. Because of their strength, diamonds have many uses. Some of the tools that doctors use even have diamond blades.¹³⁴

The Middle Ages



This castle was built in England during the 1300s.

The Feudal System

Many stories tell about castles and knights who lived in what is now Europe. The Middle Ages was a time of real²⁵ castles and knights. However, most people during the Middle Ages were serfs who worked in fields, not knights who lived in castles.

The system of⁵⁰ government during the Middle Ages was called *feudal*, which means "land." A few kings were at the top of the feudal system. These kings gave⁷⁵ land to lords, whose armies fought in the kings' wars. The lords gave land to knights, who fought in the lords' armies. The lords and¹⁰⁰ knights let serfs farm their land. In return, the serfs gave most of their crops to the lords and knights.

The Middle Ages began when¹²⁵ the Roman Empire ended in 475. The Middle Ages ended around 1500, when national governments replaced the feudal system.¹⁴⁴

ESSA emphasizes evidence-based interventions

STRONG	Experimental Study (i.e., a randomized controlled trial)
MODERATE	Quasi-experimental Study
PROMISING	Correlational Study with statistical controls for selection bias
DEMONSTRATES A RATIONALE	Well-specified logic model informed by research or evaluation

QuickReads meets ESSA's Strong Evidence criteria



Evidence Explained

ESSA emphasizes "evidence-based" approaches that have demonstrated statistically significant positive effect on student outcomes. ESSA identifies four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The levels are defined by the research study design.

QuickReads meets ESSA's "Strong" evidence criteria

Strong Evidence Criteria	Alignment to Requirements
Experimental study (e.g. a randomized control trial)	Meets A randomized controlled trial design was used where classrooms were randomly assigned to either the treatment or control condition.
Show a statistically significant and positive effect on student outcomes	Meets All grade levels significantly outperformed the comparison group on the <i>DIBELS Oral Reading Fluency</i> test and <i>Gates-McGinitie Vocabulary and Comprehension</i> tests. ▲6 PERCENTILES ▲9 PERCENTILES ▲8 PERCENTILES • DIBELS Oral Reading Fluency Test: Grew by 6 more percentiles than the average comparison student. • Gates-MacGinitie Vocabulary Test: Grew by 9 more percentiles than the average comparison student. • Gates-MacGinitie Vocabulary Test: Grew by 8 more percentiles than the average comparison student.
Have a large sample and multi-site sample	Meets <i>QuickReads</i> was studied in 9 schools within 1 school district in a midwestern city. The study sample was very large and diverse with 1,484 students.

See what EvidenceforESSA.org says about *QuickReads*.

EvidenceforESSA.org has rated *QuickReads* as having Strong Evidence for both struggling readers and whole class. [See their review of QuickReads here.](#)

For more information, visit:

pearsonschool.com/evidencebased



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QUICKREADS[®]

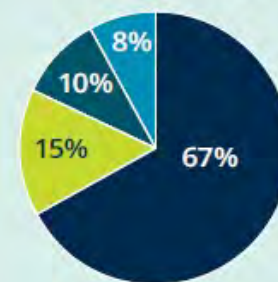
Study completed by:

Guy Trainin, H. Emily Hayden,
Kathleen Wilson, and Joan Erickson.
[Available here.](#)

Published: Journal of Research on
Educational Effectiveness, 2016

Study description: This study focused on improving second, third, fourth, and fifth grade reading skills in a classroom setting. Students used either the print program or a combination of the print and technology program for an average of 41 minutes, three times a week, over the course of 19 weeks. Results were analyzed for 1,484 students, taught by 76 teachers across 9 schools in 1 state, with matched pretest/posttest scores.

The final sample included:



- African-American students
- Caucasian students
- Hispanic students
- Other

Additionally:





TOPIC 2: TIME MATTERS

A photograph of three young girls posing together indoors. The girl in the background is Alice, with long dark hair, wearing a grey hoodie with blue accents. The girl on the left is Abby, with brown hair in pigtails, wearing a pink t-shirt with a 'Lil'is good' logo. The girl in the foreground is Alex, with brown hair and glasses, wearing a plaid shirt. They are all smiling. The photo is set against a light blue sky background with white clouds.

Alice

Abby

Alex

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



Alex

Alice

Abby

After
one
week of
school



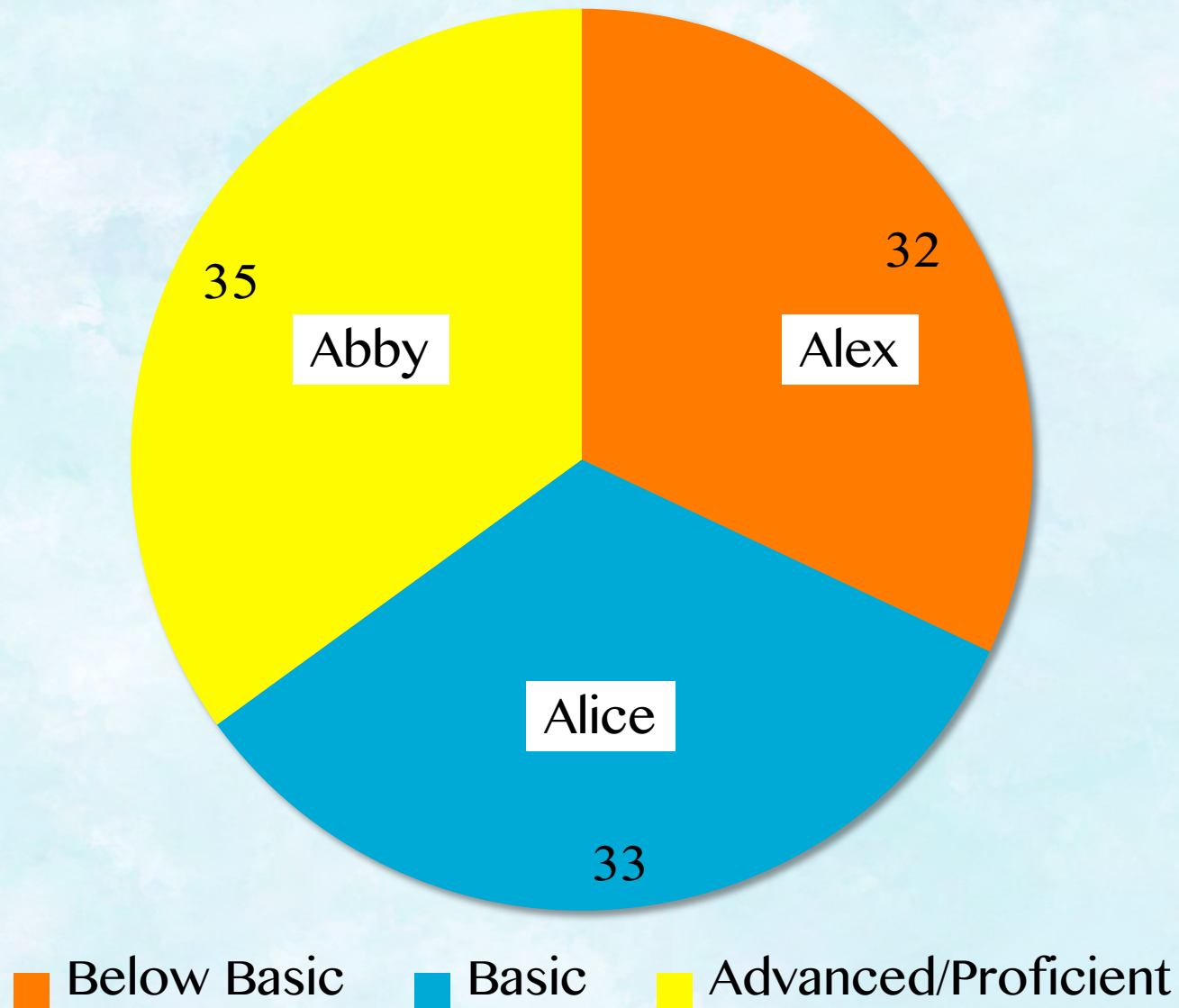
After
one
month
of
school



After
one
year of
school

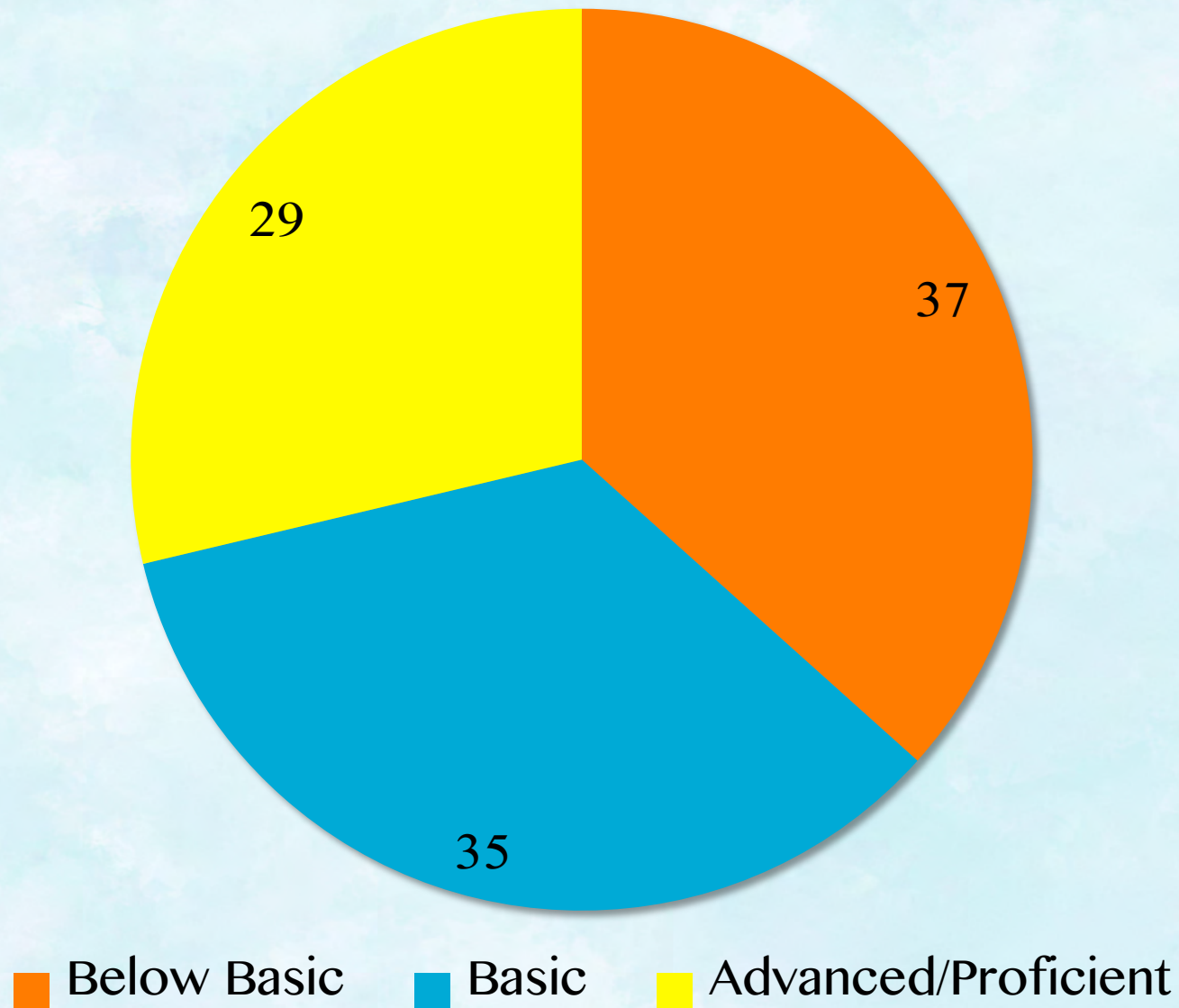


NAEP 2015 Grade 4 (Reading)



NAEP 2015 Grade 4 (Reading)

Michigan



Quarters
= 500
new
words
gained
through
reading



After 5 years



7m. 10m. 15m. 20m.

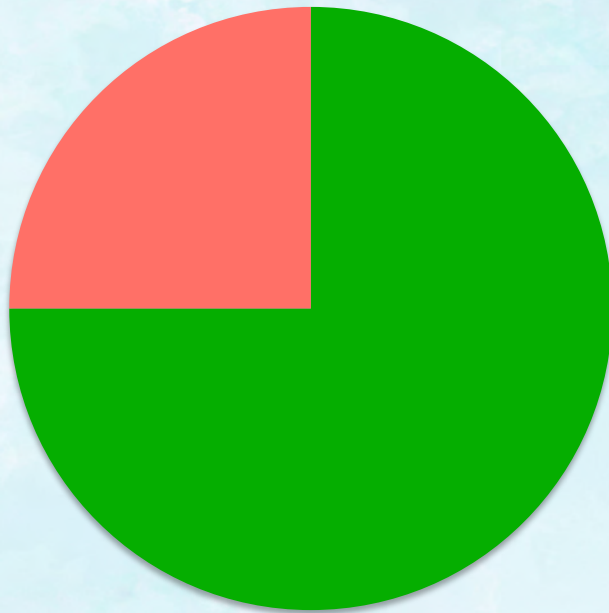
The image shows four stacks of coins of increasing height, representing 7m, 10m, 15m, and 20m. The coins are stacked on a reflective surface, and the background is a plain, light-colored wall. The stacks are arranged in a row, with the tallest stack on the right and the shortest on the left.

Evidence

PhotoMat 1/25

Time Spent in Reading Instruction & “Eyes on Text”

**Reading Instruction
(1970s to late 1980s)**



■ Instruction ■ Time Spent reading

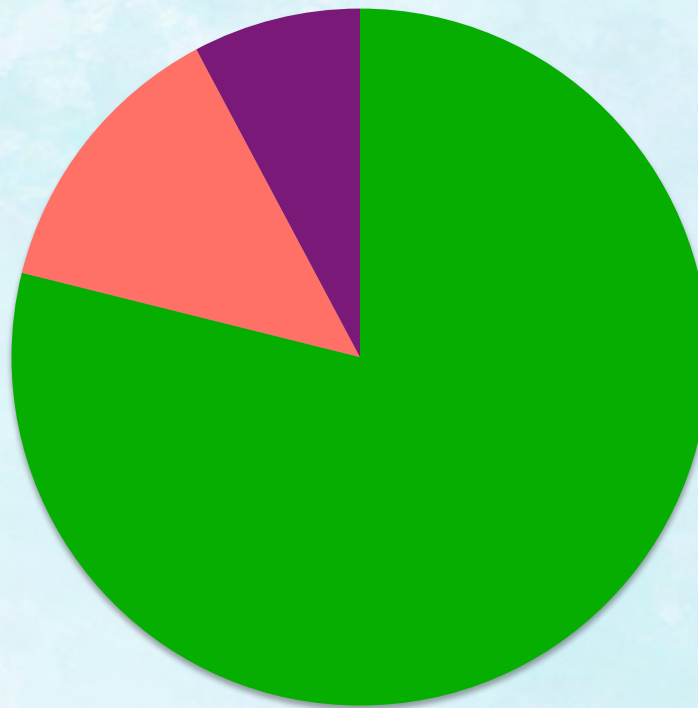
Reading Instruction (late 1990s -)



■ Instruction ■ Time Spent reading

7 Minutes of Additional Reading

**Reading Instruction
(w/ 7 additional minutes)**



■ Instruction ■ Time Spent reading ■ Additional 7 minutes



Toolkit

Have Students set Goals

Goal: Increase amount of reading each trimester of the school year.

Step 1: Get baseline data:

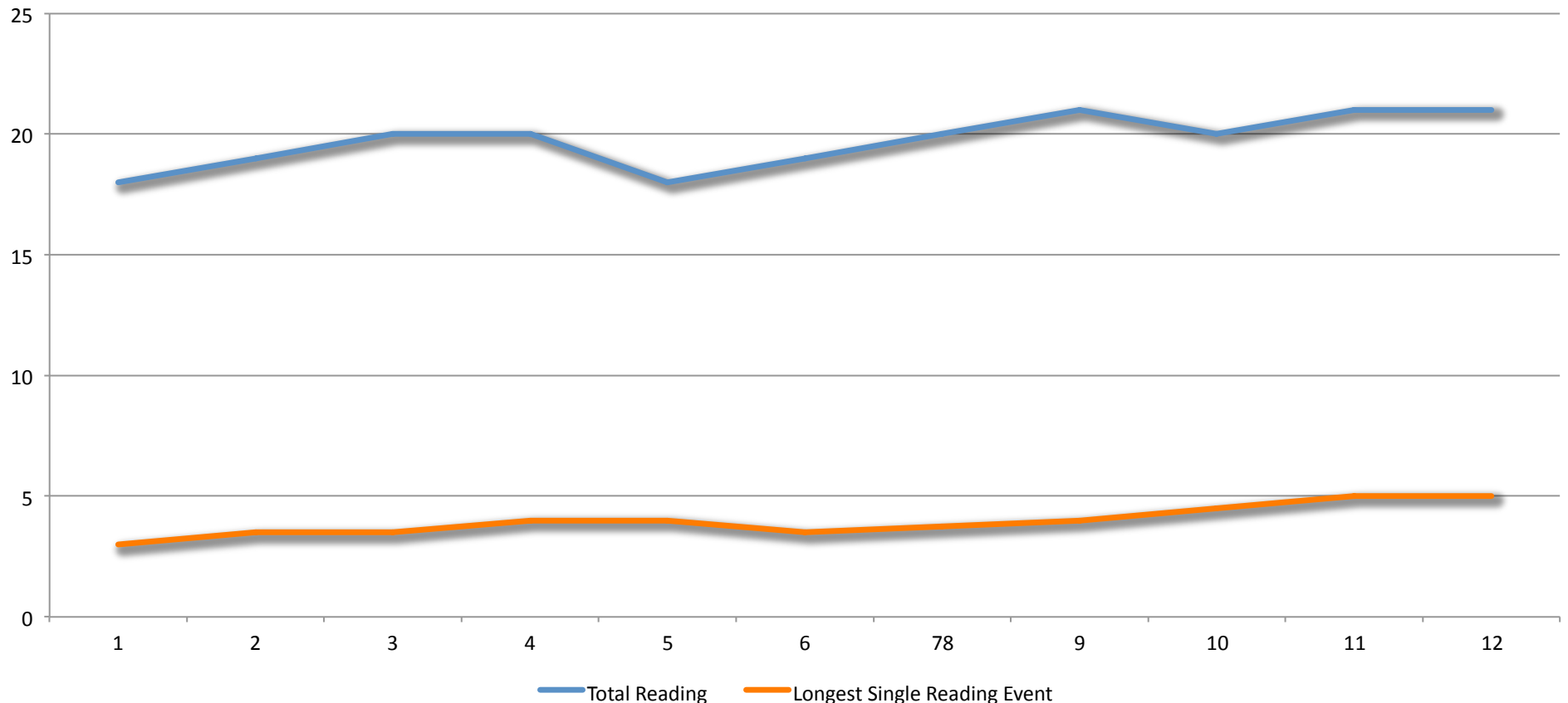
- Establish length of time spent reading
- Establish length of typical reading event

Step 2: Set the goal (students in charge in Grades 3+; students guided in Grades 2-)

Example: Goal for trimester: 22 min.
daily, with at least one event for 5 min.

Step 3: *Always* keep a record of what you've learned from reading

Illustration of Student Goal Setting:

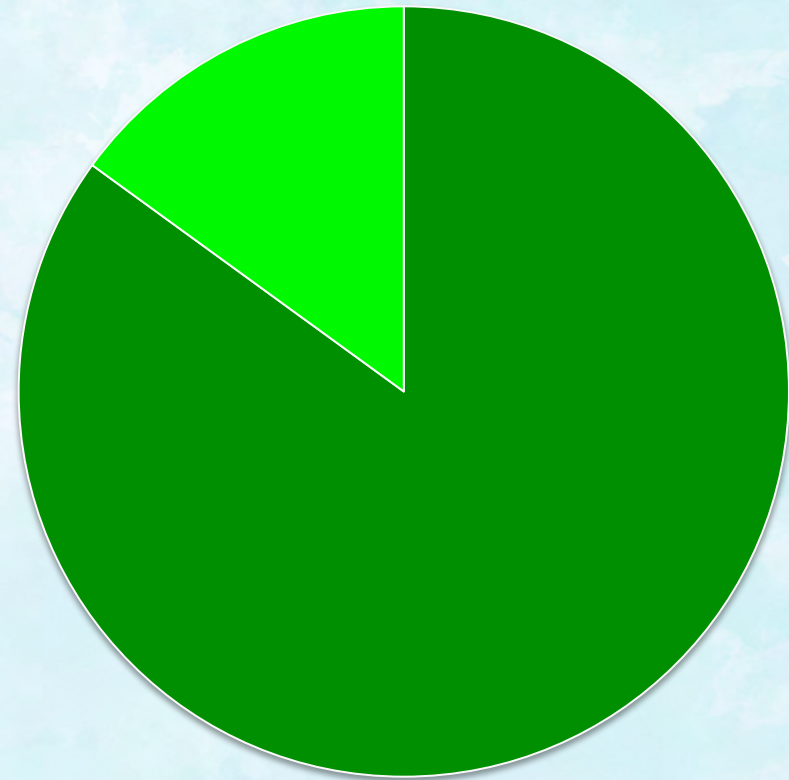


Record of what I learned from reading:

- 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.

A photograph of a golfer in mid-swing on a golf course. The golfer is wearing a dark blue polo shirt, bright green trousers, a dark blue baseball cap, and white golf shoes. They are captured in the follow-through phase of a swing, with the golf club extended behind them. The background features a wooden fence, lush green trees, and a grassy field. The text "TECHNIQUE MATTERS" is overlaid in large, bold, red letters with a black outline.

TECHNIQUE MATTERS



■ Other activities ■ Reading

Swanson, Wanzek, McCulley, Stillman-Spisask, Vaughn, Simmons, Fogarty, & Hairrell, 2015.

■ Silent Reading

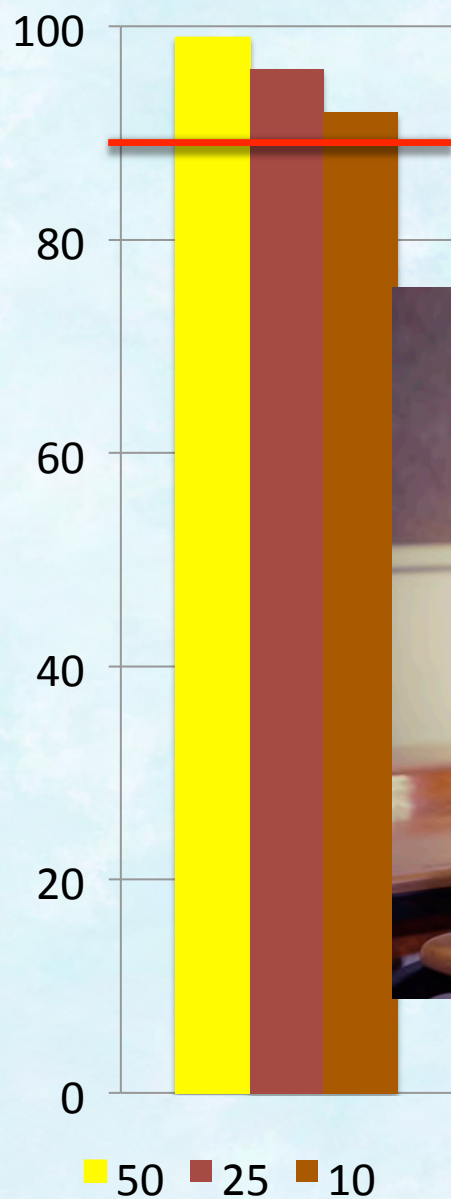
■ Listening, Following Along to Oral Reading





Evidence

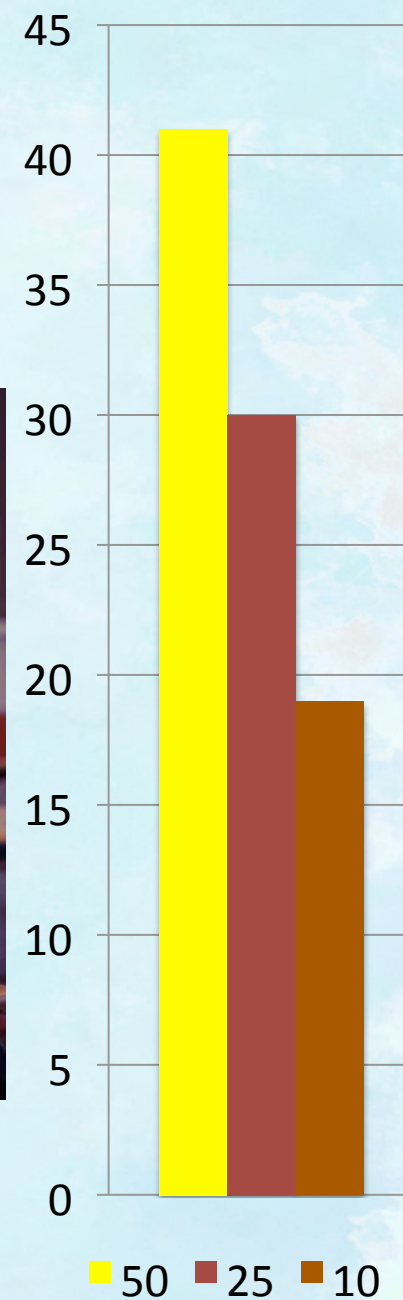
Word Recognition
Accuracy



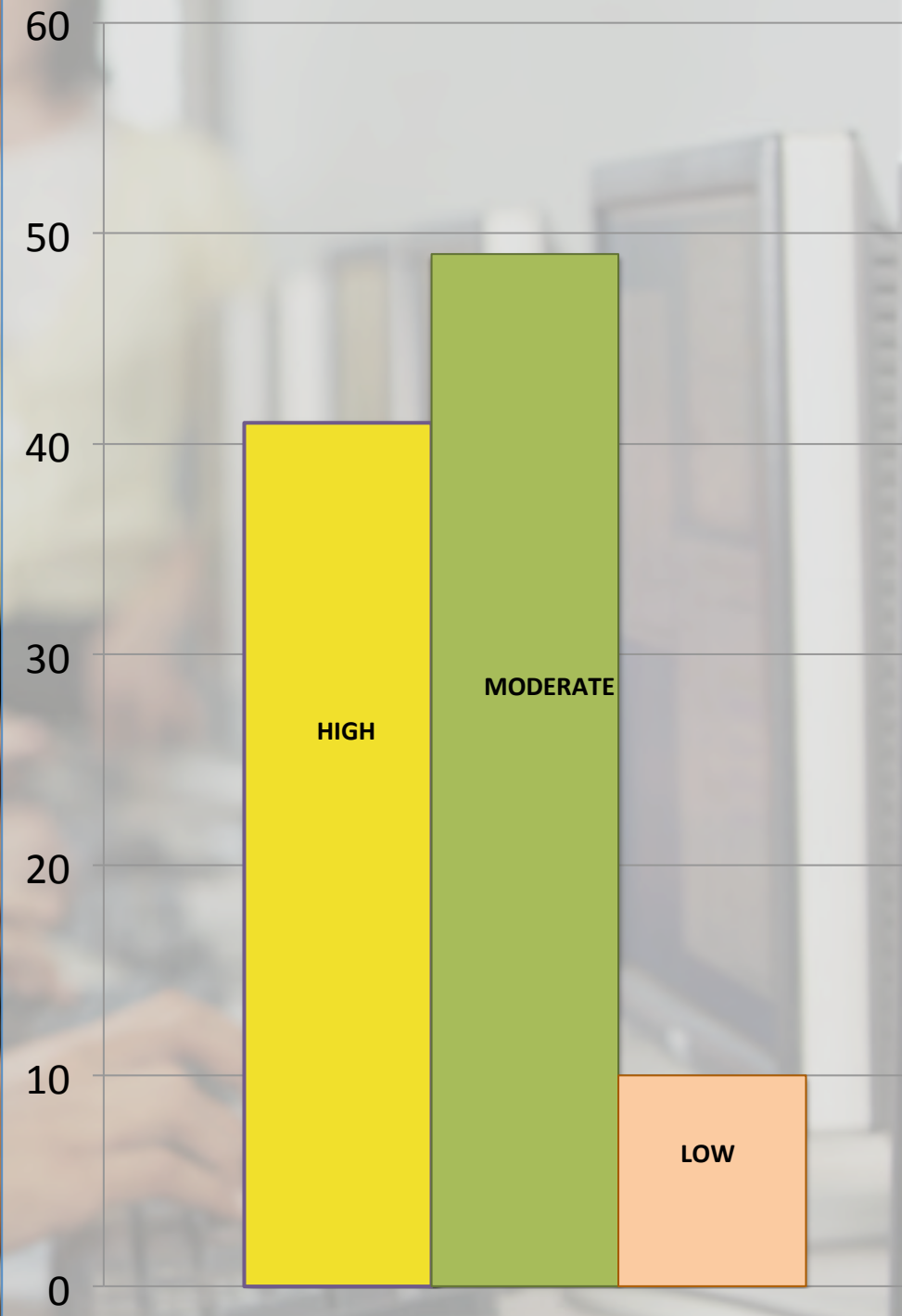
End Grade 3: Oral Reading



Comprehension

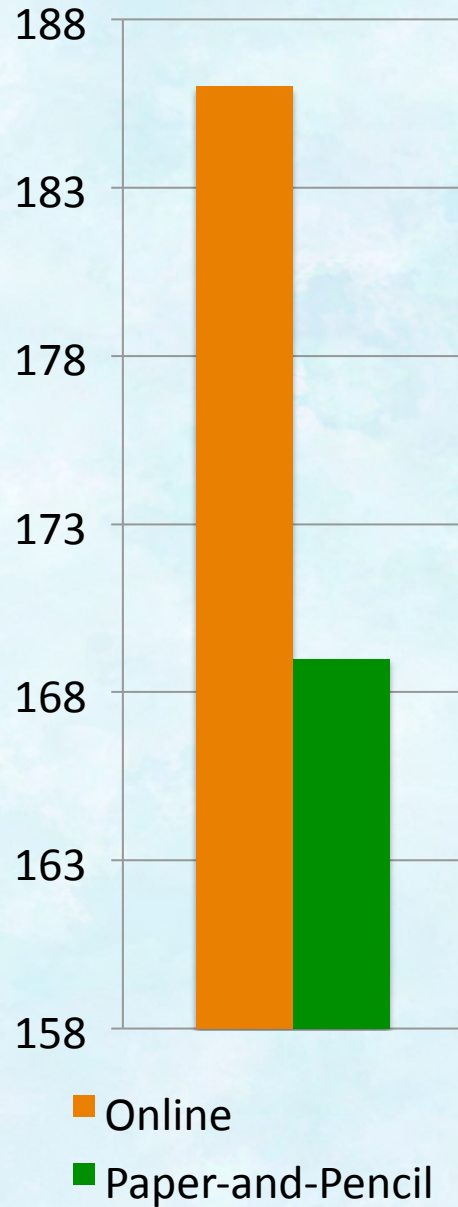


Comprehension of 6th Graders on a Silent Reading Fluency Assessment

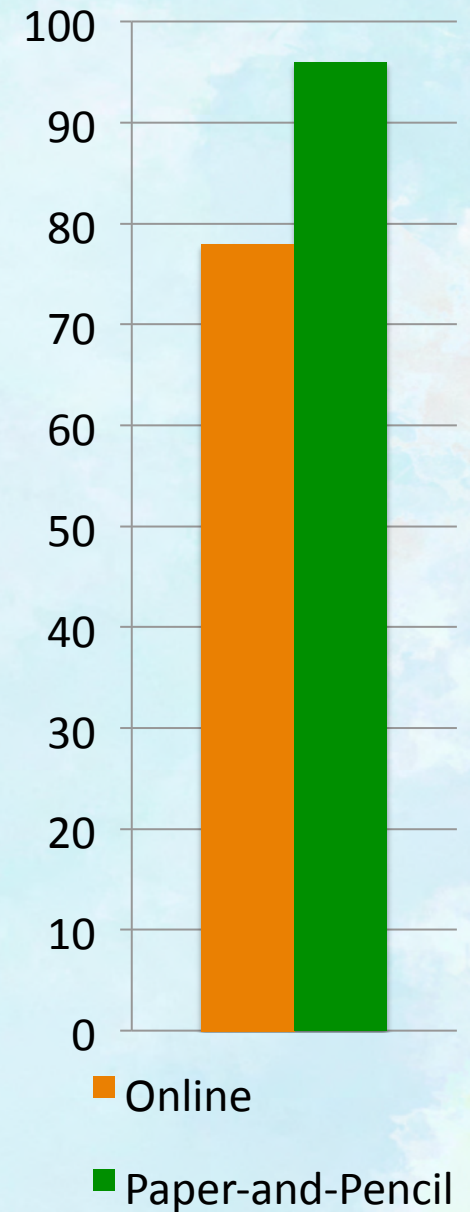


Low/Moderate-Low Comprehenders: Silent Reading Tasks

Words Per Minute



Comprehension





Toolkit

**Talking
Points**

**For
Teachers**

Conversations about New Words in New Texts

Why?

- Develop the understanding that every complex text has new, challenging vocabulary. Vocabulary instruction gives students the means for figuring out new words in text, not instruction in every single word that might appear in new texts.

When?

- Talks about the vocabulary of new texts need to occur across a school year (with extra doses prior to assessment periods).

How?

- Take a portion of the text (25 or 50 words is enough). Use a highlighter to mark the words in the 1,000-2,000 most-frequent words (list on textproject.org)
- Mark the words that are potentially challenging with a different colored highlighter. (List of 4,000 simple word families at: <http://textproject.org/classroom-materials/lists-and-forms/lists/word-zones-for-5-586-most-frequent-words/>)

--An example of a snippet of text for a board/projection is the following, which comes from a sample assessment for Grade 7

[http://www.parcconline.org/samples/english-language-artsliteracy/grade-7-reading-informational-text-\(Amelia-Earhart-2\)](http://www.parcconline.org/samples/english-language-artsliteracy/grade-7-reading-informational-text-(Amelia-Earhart-2))

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.



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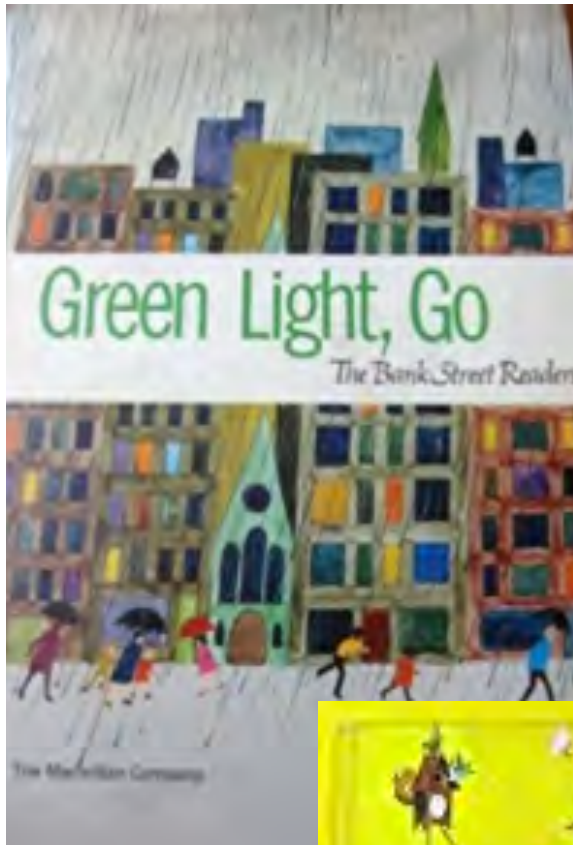


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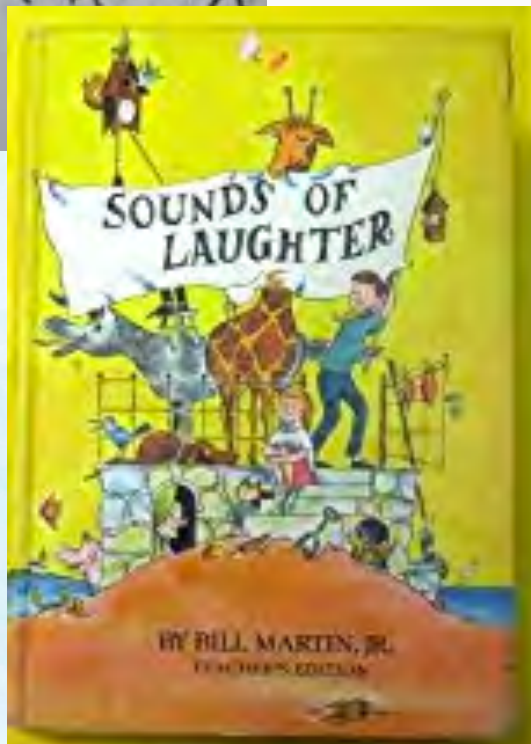
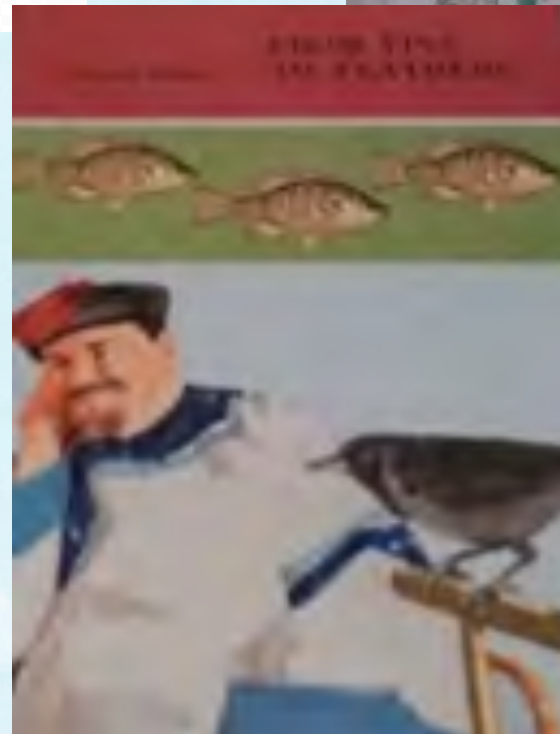
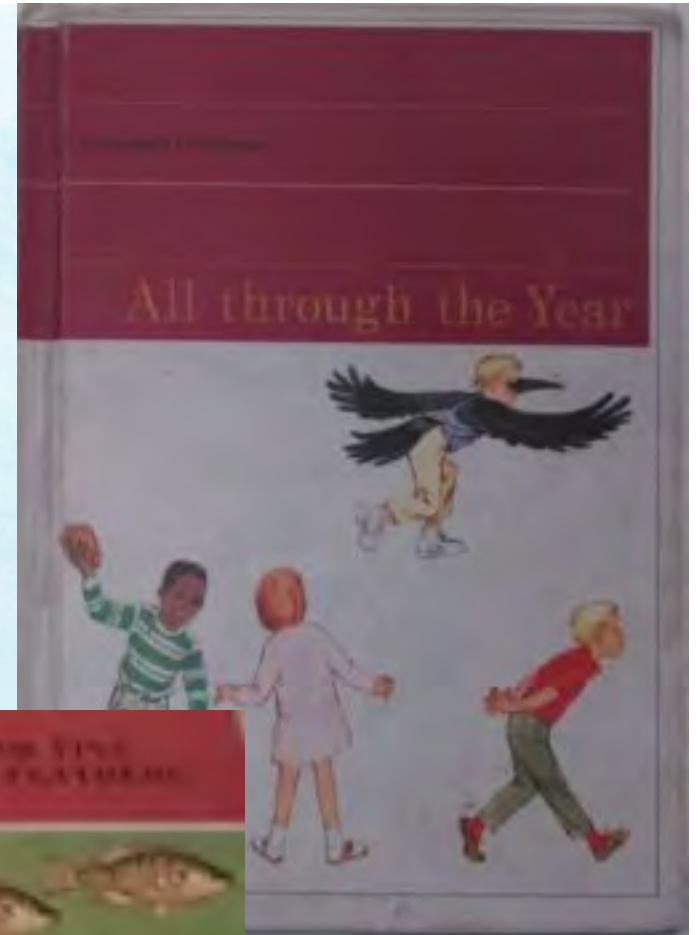


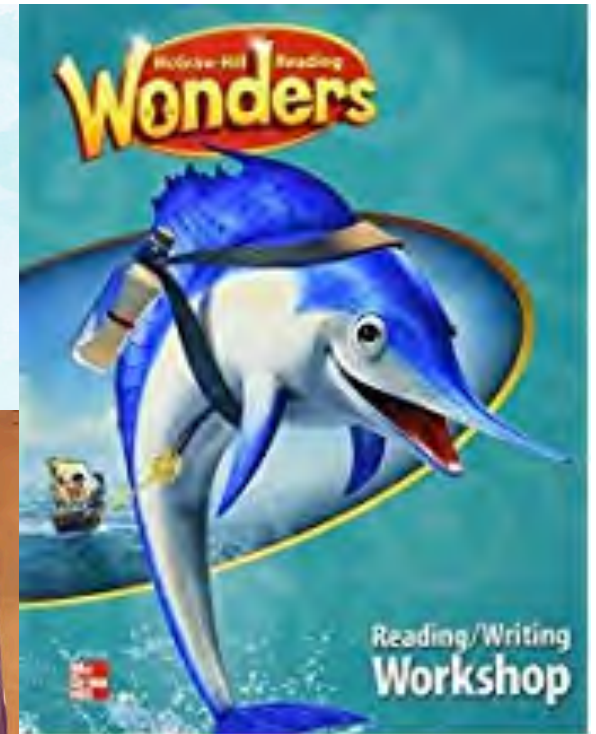


My City



The Bank Street Readers



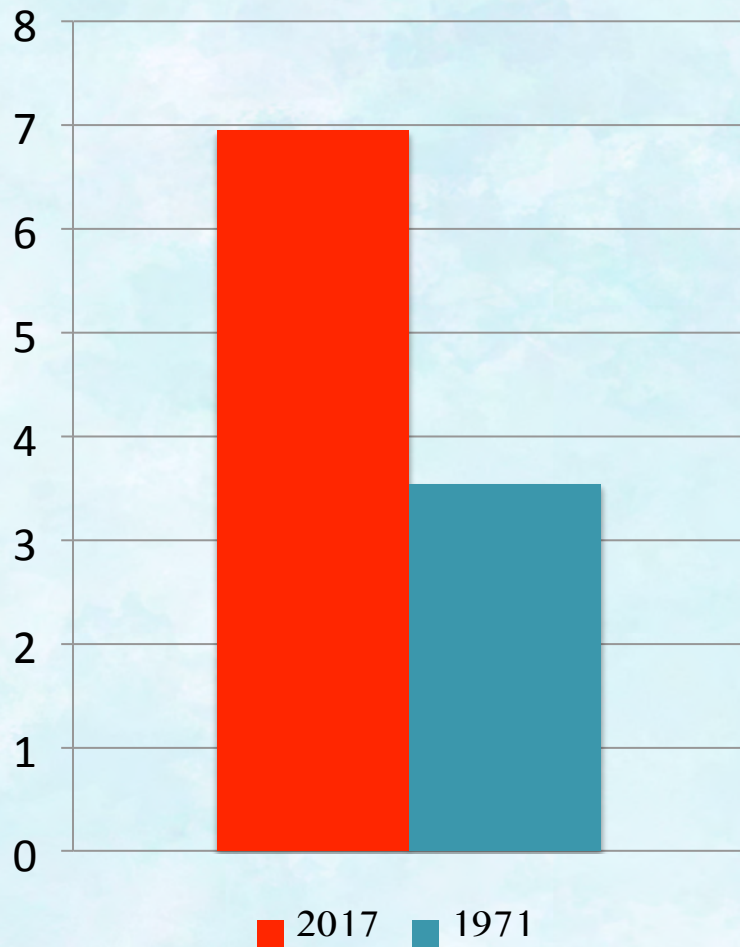


Total Number of Words



Rare & Single-Appearing Words

Rare Words Per 100



Single-Appearing Words Per 100

