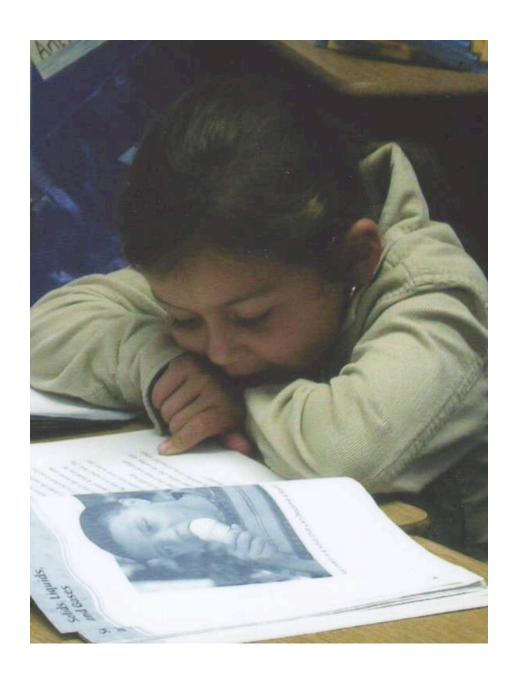
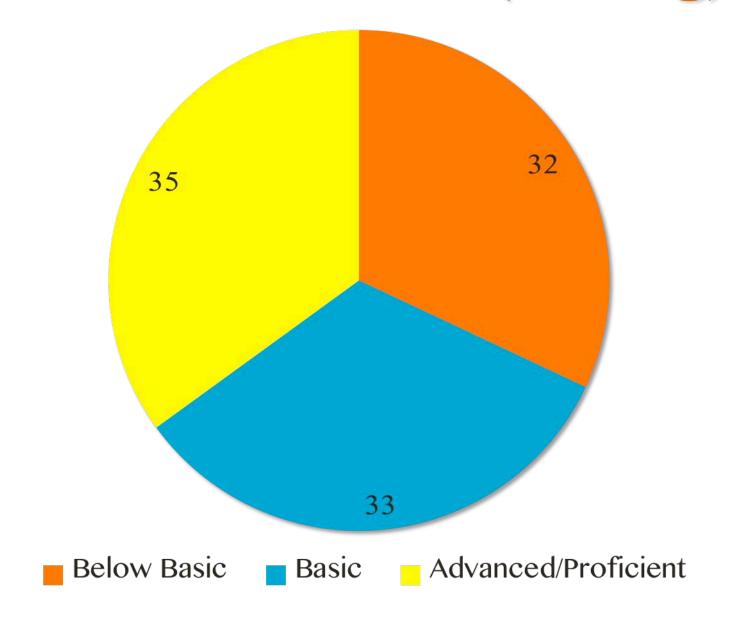
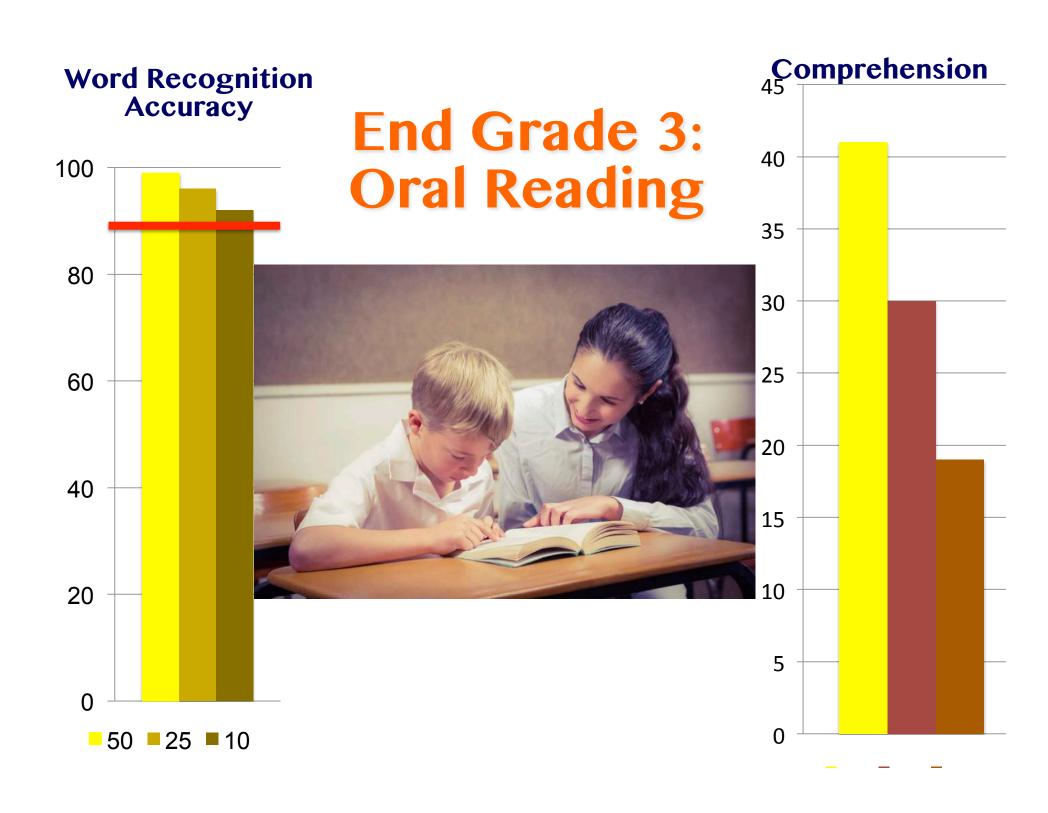
QuickReads: T is for Text, Time & Technique

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



NAEP 2015 Grade 4 (Reading)

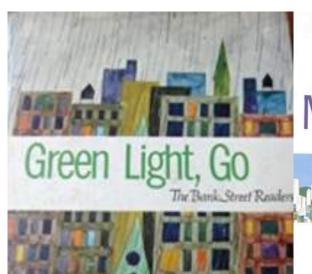




began his new life standing up, surrounded by cold darkness and Metal ground against metal; a lurching shudder shook the floor be-Metal ground, some and an energy snuader shook the floor behands and feet, drops of sweat beading on his forehead a control of the sudden in this hands and feet, drops of sweat beading on his forehead despite the of the room. Sinking to the floor, he pulled his 1 corner of the room. Sinking to the floor, he pulled his legs up tight with another jolt, the room jerked upward like with anothers. With another jolt, the room jerked upward like an old lift in a mine

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

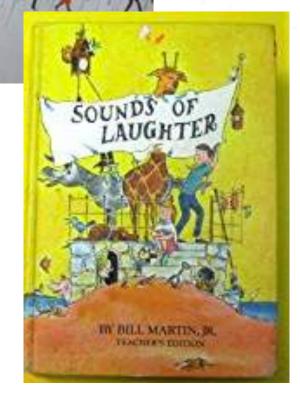
That . . . that was the only the He didn't underst.







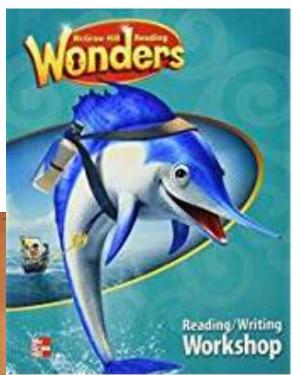
The Bank Street Readers



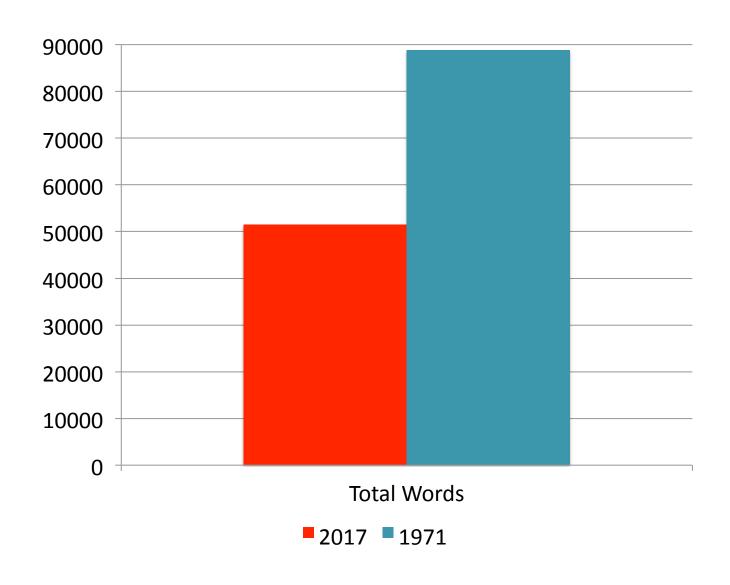






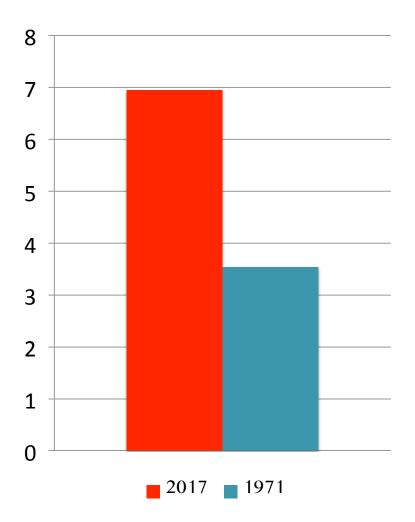


Total Number of Words

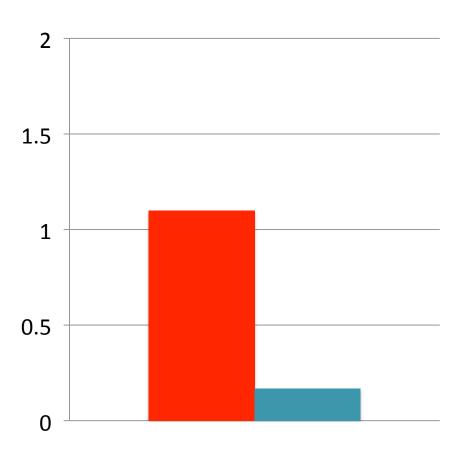


Rare & Single-Appearing Words

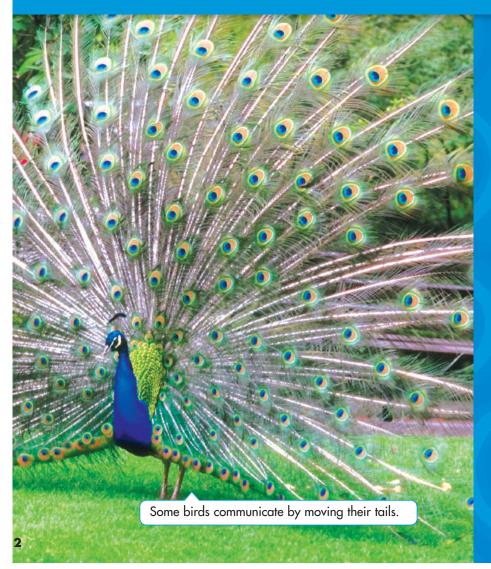
Rare Words Per 100



Single-Appearing Words Per 100



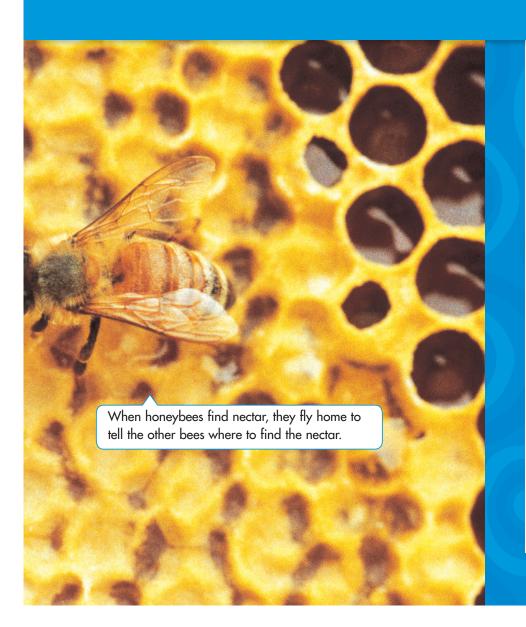




How Animals Communicate

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

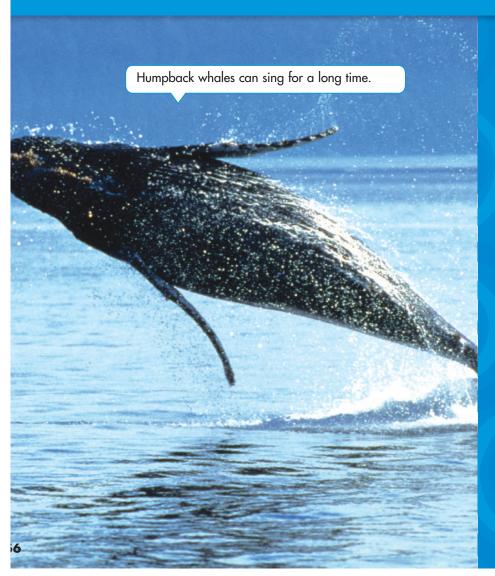


The Honeybee Dance

One way honeybees communicate with each other is by dancing. Honeybees do a special dance after they find nectar in flowers.

Honeybees²⁵ need nectar to live. When honeybees find nectar, they fly home to tell the other bees where to find the nectar.

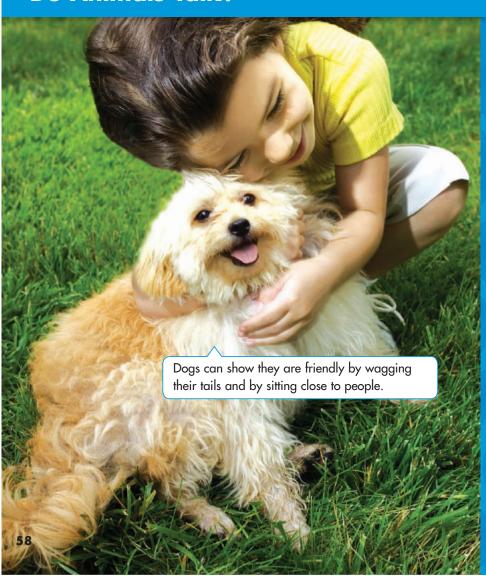
A bee that finds⁵⁰ nectar moves its wings very fast when it dances. The bee moves in a shape that looks like the number 8. The bee does the⁷⁵ dance many times. After the dance, the other bees know where to find the flowers with nectar.⁹²



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, too. When a whale sings, people can sometimes hear the sound. However, people near a singing whale can also feel the water move from the sound.

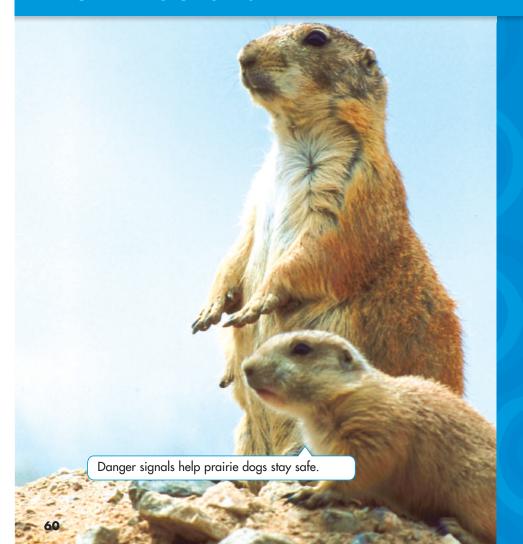
When most kinds of whales communicate with each other, the song is short. Yet when a humpback whale sings, it sings only for itself.⁷⁵ It also can sing for a long time. A humpback whale can sing for twenty minutes at a time.⁹⁴



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.

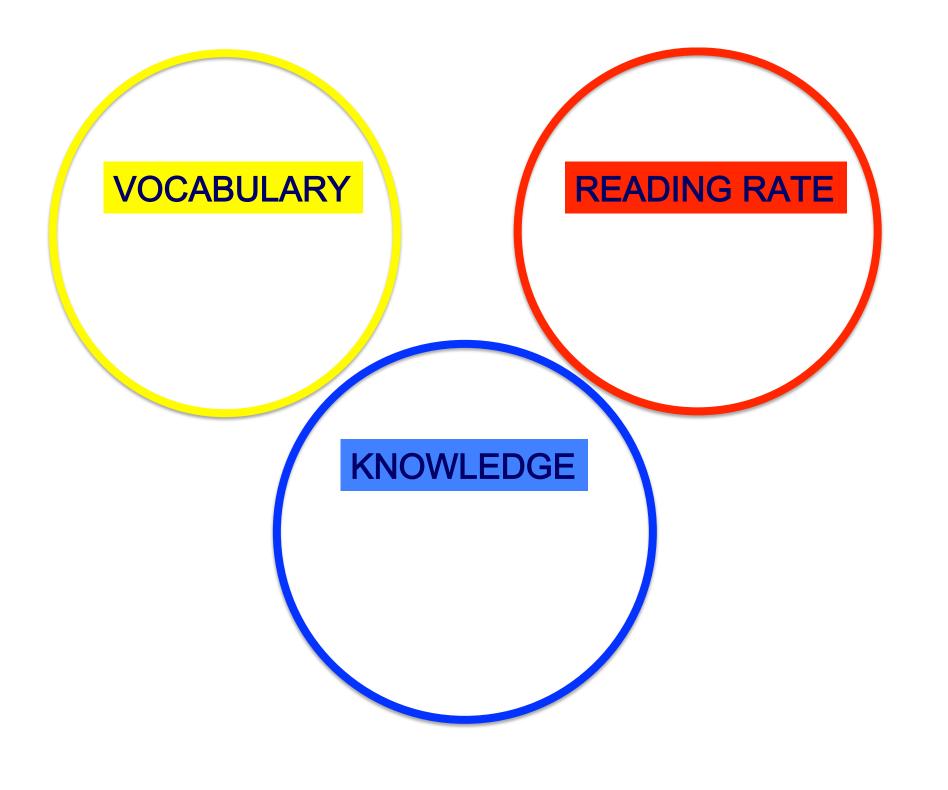
Dogs⁵⁰ also communicate by moving their bodies. Dogs show their teeth when they are upset. They wag their tails when they are happy. They wag their⁷⁵ tails when their owners give them food. Dogs also wag their tails when their owners take them for walks⁵⁴.

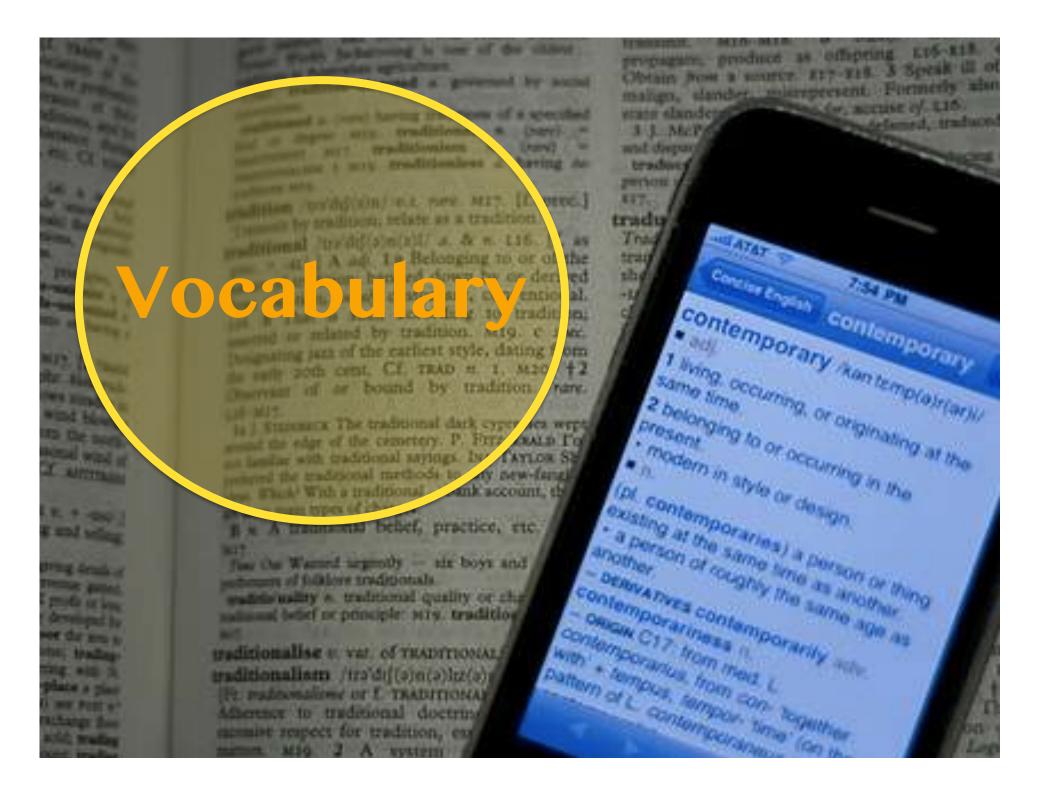


Danger Signals

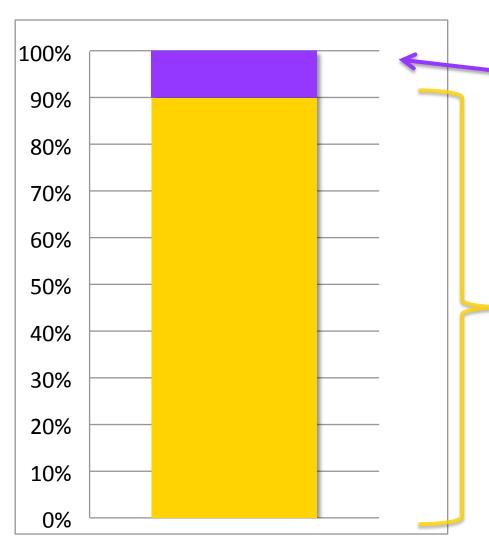
People have danger signals to tell others to be careful. Signs at a train crossing and stop signs keep us from danger. Animals²⁵ have danger signals to keep them safe, too.

Some animals make sounds that tell other animals to be careful. When prairie dogs think there is danger, they call to each other in a certain way. The danger might be bigger animals that want to catch the prairie dogs. The prairie dogs call tells other prairie dogs that a big animal is coming. This call says, "Be careful!" 22





The distribution of words in written English



10% "Unique" or "Complex" Words: around 88,000 word families/200,000+ words

90% "Core" Words:
• 2,500 complex word
families (+helpful,
unhelpful, helpless)

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

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

How did the animal shelter know that Scrub belonged to Noble? How did the workers there know how to contact her? All this information was available because of the microchip that had been placed under Scrub's skin many years earlier. A microchip is a computer chip about the size of a grain of rice that is used to keep track of pets. The chip is placed under an animal's skin with a needle, usually between the pet's shoulder blades. Once the chip is in place, the pet does not feel it anymore. Microchips have helped thousands of owners get their lost pets back.

Mrs. Snavin looked at the screen, and then she looked at this book, and then back at the screen again. Then she shook her head and let out this big sigh. I could tell she was almost ready to call Mrs. Reed.

"Mrs. Snavin, if you double-click on that little thing then you click on this, and that opens up the part

In 1917, Mrs. Baird bought a car. The family removed the seats from the back and filled the space with baked goods. They painted a sign on the side of the car that read Eat More Mrs. Baird's Bread. Delivering by car meant that even more people could enjoy Mrs. Baird's bread.

Today the people who work at Mrs. Baird's Bakeries are just as proud of their bread as Mrs. Baird was. Mrs. Baird's Bakeries operates four factories across the state of Texas. These large bakeries are located in Fort Worth, Houston, San Antonio, and Lubbock. Hundreds of schoolchildren visit the Fort Worth and Houston bakeries on field trips each year. At the end of the tour, everyone receives a warm slice of fresh bread. Yum!

At many hospitals around the country, kids can attend a teddy bear clinic. Children pretend their bear has gotten sick and take it to see a doctor. The doctors and nurses use the bears to help teach the children about their body, how to stay physically fit and healthy, and what to expect when they visit a doctor.

Teddy bears have even helped animals. In a national park in England, a young horse named Breeze got lost from his mother. Workers at a horse farm found Breeze and gave him food, but they thought he still needed his mother. So the workers gave Breeze a four-foot-tall teddy bear named Buttons. The young horse cuddled next to the teddy bear and slept.

Mean Proportions of CORE Vocabulary within Exemplars of CCSS

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

Vocabulary Progression in QuickReads

Level F: 6,000 most frequent words; monosyllabic words

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

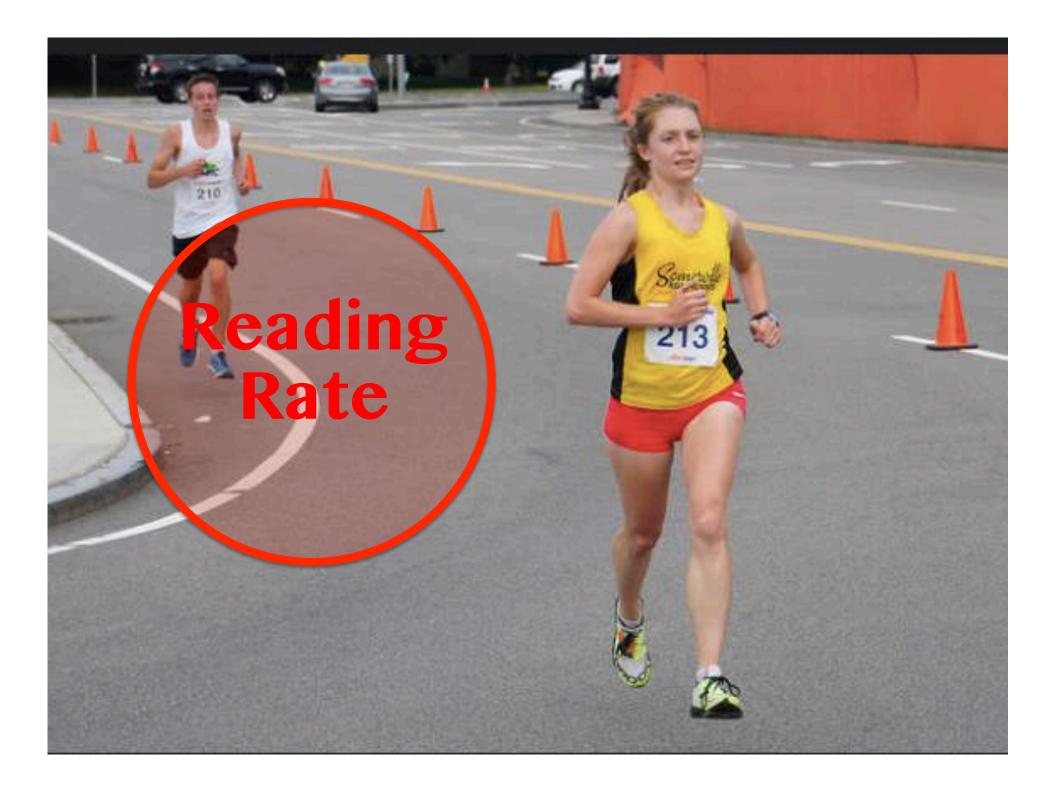
Level D: 1,000 most frequent words; monosyllabic words; two-syllable words with regular vowel patterns

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



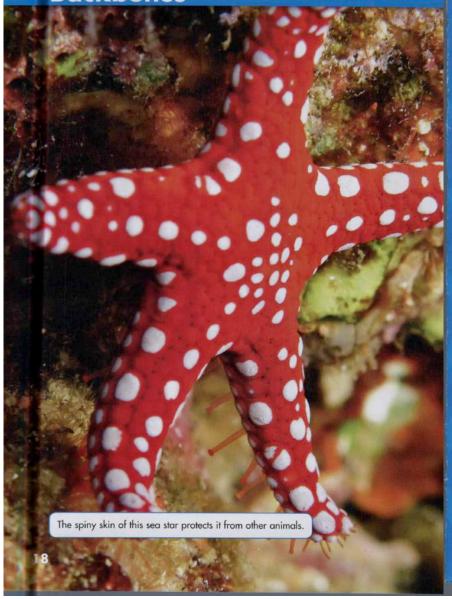


Oral Reading Rates: One Minute

	Projected Words Read Per Minute	
Level A	Book 1: 80 words	
(1-2 nd grade curriculum)	Book 2: 90 words	
	Book 3: 100 words	
Level B	Book 1: 90 words	
(2 nd grade curriculum)	Book 2: 100 words	
	Book 3: 110 words	
Level C	Book 1: 100 words	
(3 rd grade curriculum)	Book 2: 110 words	
	Book 3: 120 words	
Level D	Book 1: 110 words	
(4th grade curriculum)	Book 2: 120words	
,	Book 3: 130 words	
Level E	Book 1: 120 words	
(5 th grade curriculum)	Book 2: 130 words	
	Book 3: 140 words	
Level F	Book 1: 130 words	
(6 th grade curriculum)	Book 2: 140 words	
,	Book 3: 150 words	



Marine Animals Without Backbones



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

Sea cucumbers are shaped like the food after which they are named. Like their cousins the ⁷⁵ sea stars, sea cucumbers have rows of tiny feet on one side of their bodies. These feet are shaped like tubes. When water enters one ¹⁰⁰ 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.

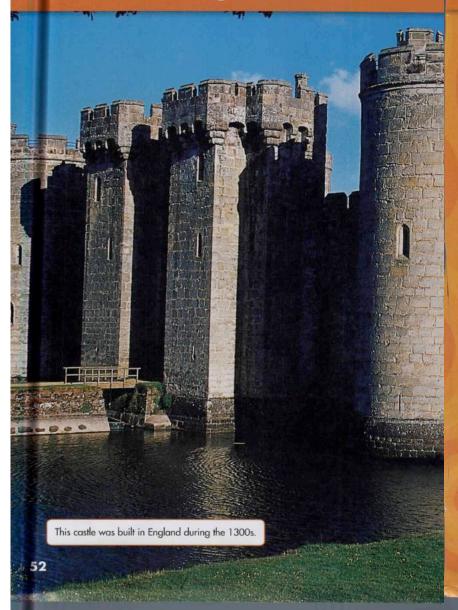
Gemstones

Minerals such as diamonds and rubies are called precious stones, or gemstones, because they are rare and beautiful. The crystals of most minerals are ²⁵tiny and packed together tightly. However, gemstones usually come from single, large crystals.

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

Gemstones are also valued because they are hard. Although the graphite in pencils wears ¹⁰⁰ 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



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 of ⁵⁰ government during the Middle Ages was called feudal, which means "land." A few kings were at the top of the feudal system. These kings gave ⁷⁵ land to lords, whose armies fought in the kings' wars. The lords gave land to knights, who fought in the lords' armies. The lords and ¹⁰⁰ knights let serfs farm their land. In return, the serfs gave most of their crops to the lords and knights.

The Middle Ages began when ¹²⁵ the Roman Empire ended in 475. The Middle Ages ended around 1500, when national governments replaced the feudal system.¹⁴⁴



SCIENCE TOPICS: Level B

Life Science	Earth Science	Physical Science
Do Animals TalkInsectsTrees	WeatherWater and UsRocks	 Magnets Forces Around Us Thinking Like a Scientist

SOCIAL STUDIES TOPICS: LEVEL B

Civics	Geography & Economics	History
Animal HelpersBrave AmericansNational Symbols	Jobs Around UsMoneyMaps	 Life in Colonial America Transportation Then & Now Children's Games

Climate Zones

- 1. What is a climate?
 - A the kinds of clothes you wear
 - B bad weather
 - © a pattern of weather over a long time
 - n a thing to use to measure the weather

Continental Climate

- 1. Why do people who live in a continental climate need two sets of clothes?
 - A Days are very warm and nights are very cold.
 - ® Sometimes it is rainy and sometimes it is dry.
 - © Winters are very cold and summers are very warm.
 - (D) They need one set of clothes for inside and one for outside.

Climate Zones	2. How are climate zones different from one another?
Continental Climate	2. Describe the continental climate zone.
	Connect Your Ideas
	1. What are two differences between two of the climates you read about?



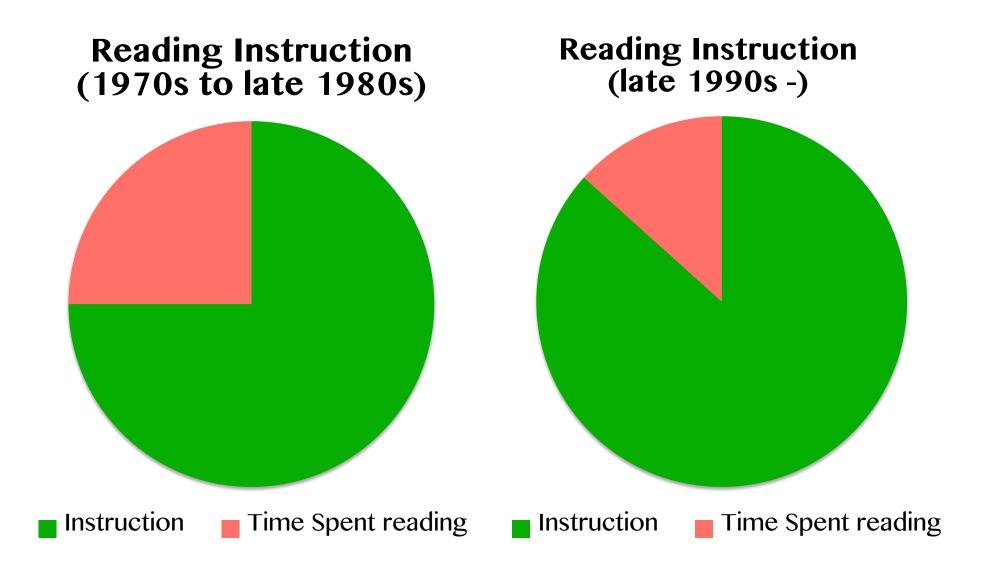
Geography and How We Live

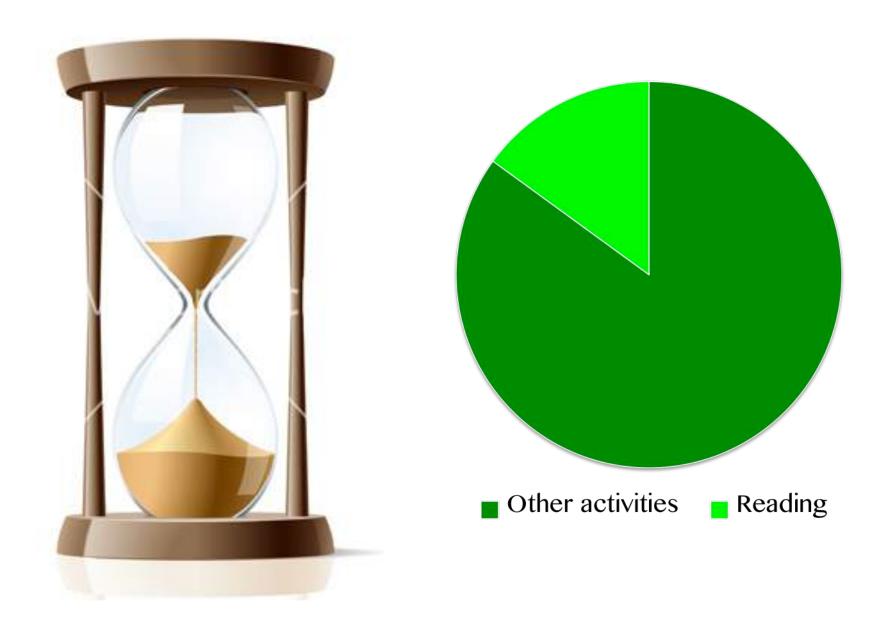
Write words that will help you remember what you learned.

	,
Climate Zones	Continental Climate
Mild Climate	Desert Climate
Mounta ————————————————————————————————————	in Climate



Time Spent in Reading Instruction & "Eyes on Text"

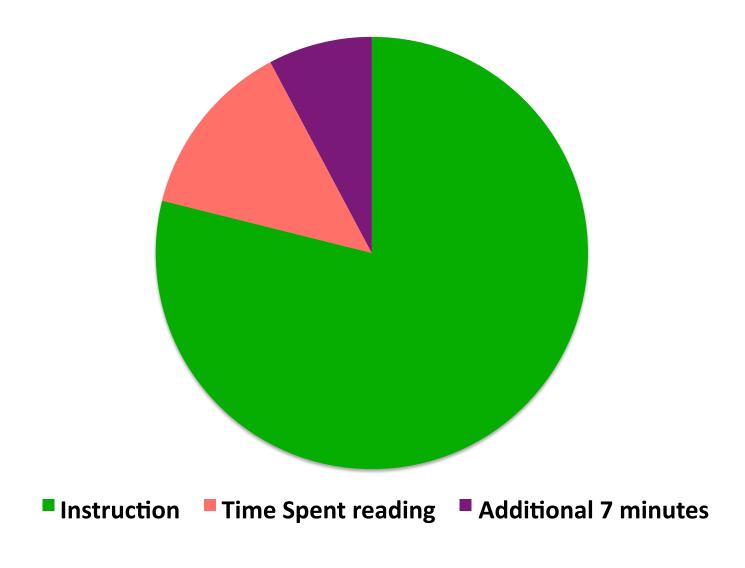




Swanson, Wanzek, McCulley, Stillman-Spisask, Vaughn, Simmons, Fogarty, & Hairrell, 2015.



7 Minutes of Additional Reading



• 15 to 20 minutes daily over 20-week intervention = .5+ words per week <u>beyond</u> typical gains



FIRST READ

- 1. Say to students, "Before you read, think about what you already know about the topic. Also, look for two words that might be new and challenging. Underline these words."
- 2. Then, ask students to read the passage silently. They may take as much time as they need.
- 3. After they read, tell students to write on the graphic organizer a few words or phrases that will help them remember what is important about the topic. The graphic organizer is located at the beginning of each Review section in the Student Editions.

SECOND READ

- 1. Say to students, "Now I'm going to read aloud as you read along silently. Follow along with me."
- 2. Then, read the passage aloud at the target rate of one minute.
- 3. Ask students, "What is one thing the author wants you to remember?"

THIRD READ

- 1. Say to students, "On the third read, your goal is to read as much of the passage as you can in a minute."
- 2. Then, tell students to read silently as you time them for one minute. Tell them to circle the last word they read when you tell them to stop.
- 3. Ask students to write the number of words they have read at the bottom of the page. Then, ask them to review in their mind what is important to remember from the passage.
- **4.** Assign the comprehension questions in the Review section to check that students have understood what they have read.

- 1. Silent Reading
- 2. Modeled Reading
- 3. Timed Reading

Silent Reading



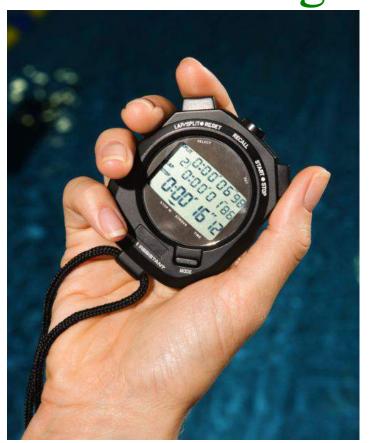
"Think about what you already know"

Modeled Reading



"Follow along as I read"

Timed Reading



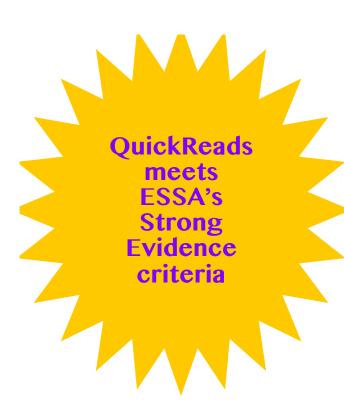
"Read as much of the passage as you can in 1 minute"

	I Read	New Words I Learned	New Facts I Learned	What Else I Want to Learn About This Subject
Do Animals Talk?				
How Animals Communicate				
The Honeybee Dance				
Whales				
Dogs				
Danger Signals				
Insects				
What Is an Insect?				
An Animal with No Bones				
How Insects Move				
Where Insects Live				
How Insects Help and Hurt				
Trees				
What is a Tree?				
Make a Guess				
The Giants of Trees				
How Water Moves Through Treess				
Rings in Trees			141	



ESSA emphasizes evidencebased 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	





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 DIBELS Oral Reading Fluency test and Gates-McGinitie Vocabulary and Comprehension tests.	
(4	DIBELS Oral Reading Fluency Test: Grew by 6 more percentiles than the average comparison student.		
	A.	 Gates-MacGinitie Vocabulary Test: Grew by 9 more percentiles than the average comparison student. 	
	A	Gates-MacGinitie Vocabulary Test: Grew by 8 more percentiles than the average comparison student.	
Have a large sample and multi-site sample	Meets	QuickReads 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



Study completed by:

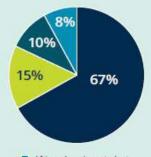
QUICKREADS

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:

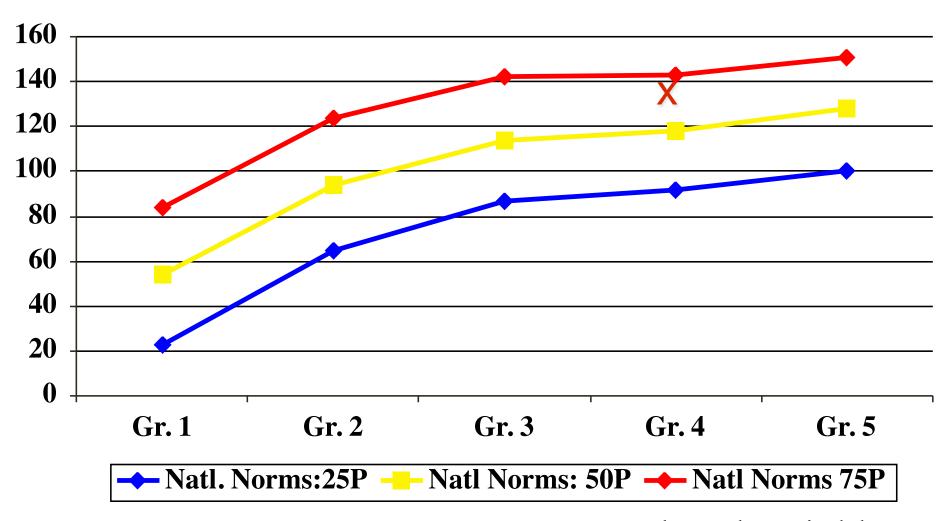


- African-American students
- Caucasian students
- Hispanic students
- Other

Additionally:

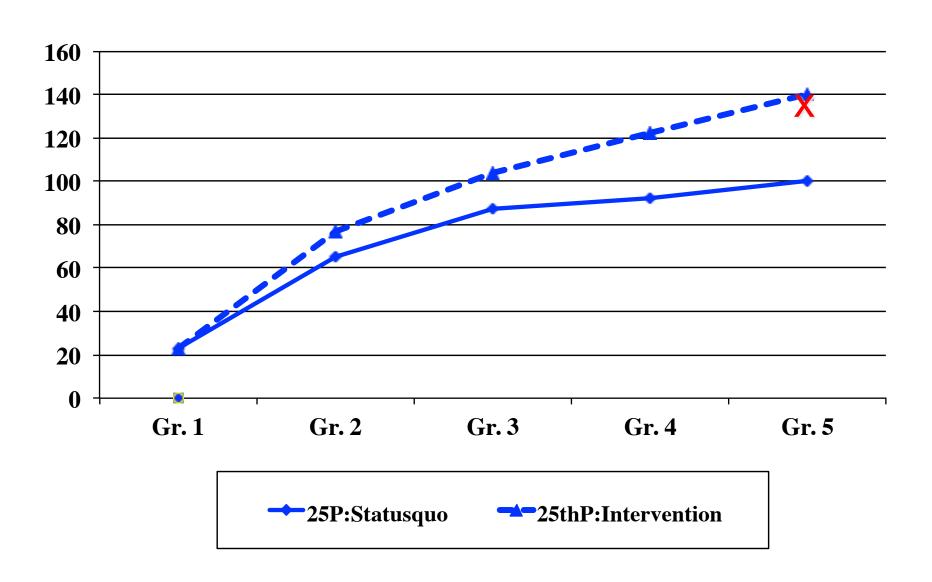


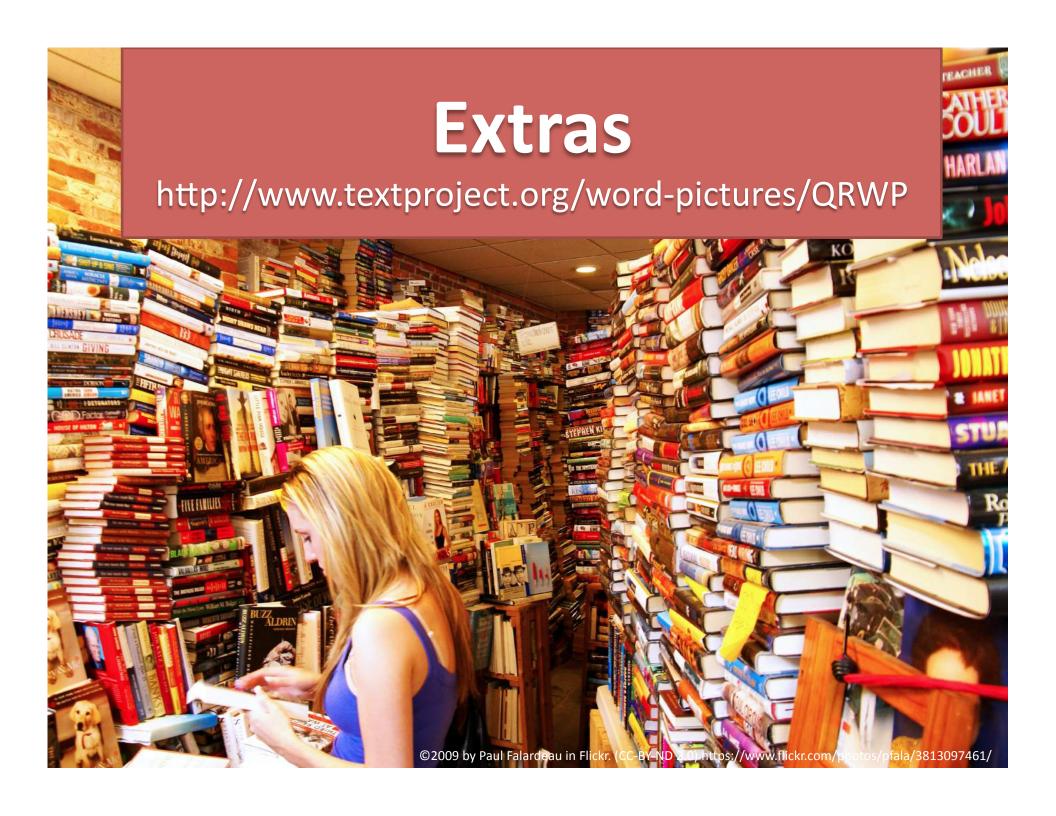
Typical Fluency Growth



Hasbrouck & Tindal, 2006

QuickReads: 0.5 WCPM per week in addition to regular growth





Level B Benchmark 1

Hiding Out

Many animals blend in with things around them. They do this to keep themselves safe.

Tree frogs are animals that live in trees and grasses around water. Tree frogs blend in with things around them. Green tree frogs are the same green color as the leaves of the trees in which they live. Gray tree frogs live on trees and in tree stumps that are gray and brown. Gray tree frogs are the same gray and brown colors as the trees. By blending in, tree frogs can hide from snakes that eat tree frogs. They can keep themselves safe.

Review

- **1.** How do tree frogs blend in with things around them?
 - A They live in the water.
 - B They stay away from snakes.
 - © They are the same color as the places they live.
 - ① They live in places where no other animals live.
- **2.** Why is it helpful for animals to blend in with things around them?

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Vocabulary Acquisition Activities

Do Animals Talk? (pages 52–65)

Discuss words and phrases related to animal and people communication. Ask *Which* words or phrases tell how animals communicate information? Which tell how people communicate information? List responses.

talk
write
give a speech
use sounds
signal danger
move wings
sing songs
use secret code
use sign language
use body language

Use the Four-Column Chart graphic organizer to organize responses. Have children label the four columns as follows.

Animals

Animal Examples

People

People Examples

Have children write the word or phrase in the appropriate Animals or People columns. The children should then give an example for each to support putting the words and phrases in those columns. Children should then share and support their choices.



How Animals Talk





Corresponds to QuickReads Level B, book 1, Life Science, *How Animals Talk*

Photo: Alert jack rabbit. June, 2009. Released into public domain by Gittout.

Photo: Crotalus atrox (Western Diamondback Rattlesnake). March, 2006. Taken by Gary Stolz. Released into public domain by the U.S. Fish and Wildlife Service.

Communicate







Photo: Asian elephants. April, 2010 ©2010 by Mohan Raj. Some rights reserved www.creativecommons.org/licenses/by/3.0).

Photo: Angry cat. Paris, France. September 2007. ©2007 by Hannibal Poenaru. Some rights reserved www.creativecommons.org/licenses/by-sa/2.0).

Photo: Aviation Boatswain's Mate (Handling) Airman Jessica Rocha communicates on a sound powered telephone. Atlantic Ocean. December, 2009. Taken by Mass Communication Specialist 3rd Class Ashley Van Dien. Released into Public Domain by the United States Navy

Information

 Information means "facts that tell you something about a person, place, event, thing, etc."



Photo: Shelves of the Main Library of Tampere, Finland. August, 2007. ©2007 by Saruwine in en:wikipedia. Some rights reserved http://creativecommons.org/licenses/by-sa/3.0/deed.en

Language

 A language is a system of words, phrases, and grammar used by people to communicate with each other. Examples of languages are English, Spanish, and German.

This teacher is teaching the English *language* to children in China.



Nectar



Photo: A female ruby-throated hummingbird sipping nectar from scarlet beebalm. Louisville, Kentucky. June, 2006. © 2006 by Joe Schneid Some rights reserved (www.creativecommons.org/licenses/by/3.0).



Signals





Photo: Dakota, a grey wolf at the UK Wolf Conservation Trust, howling on top of a snowy hill. April, 2008. Released into public domain by Retron in en:wikipedia.

Photo: Signal ahead symbol. December, 2006. Released into public domain by Ltljltlj in en:wikimedia.

Photo: Greater Bird of Paradise (Paradisaga apoda). Male at Bali Bird Park. June, 2008. ©2008 by Andrea Lawardi. Some rights reserved (www.creativecommons.org/licenses/by/2.0).

...And additional texts with same underlying vocabulary content as QuickReads



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