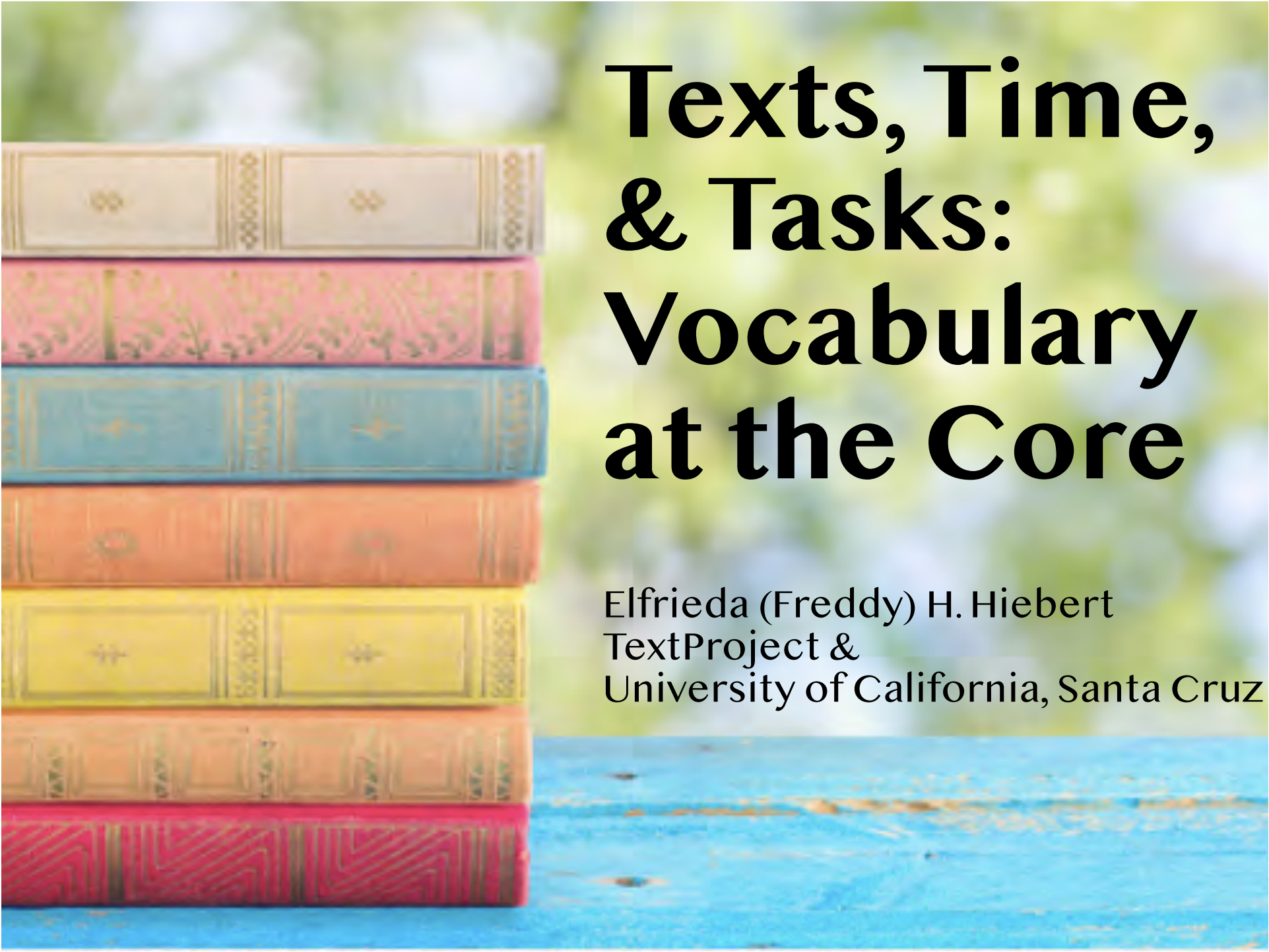
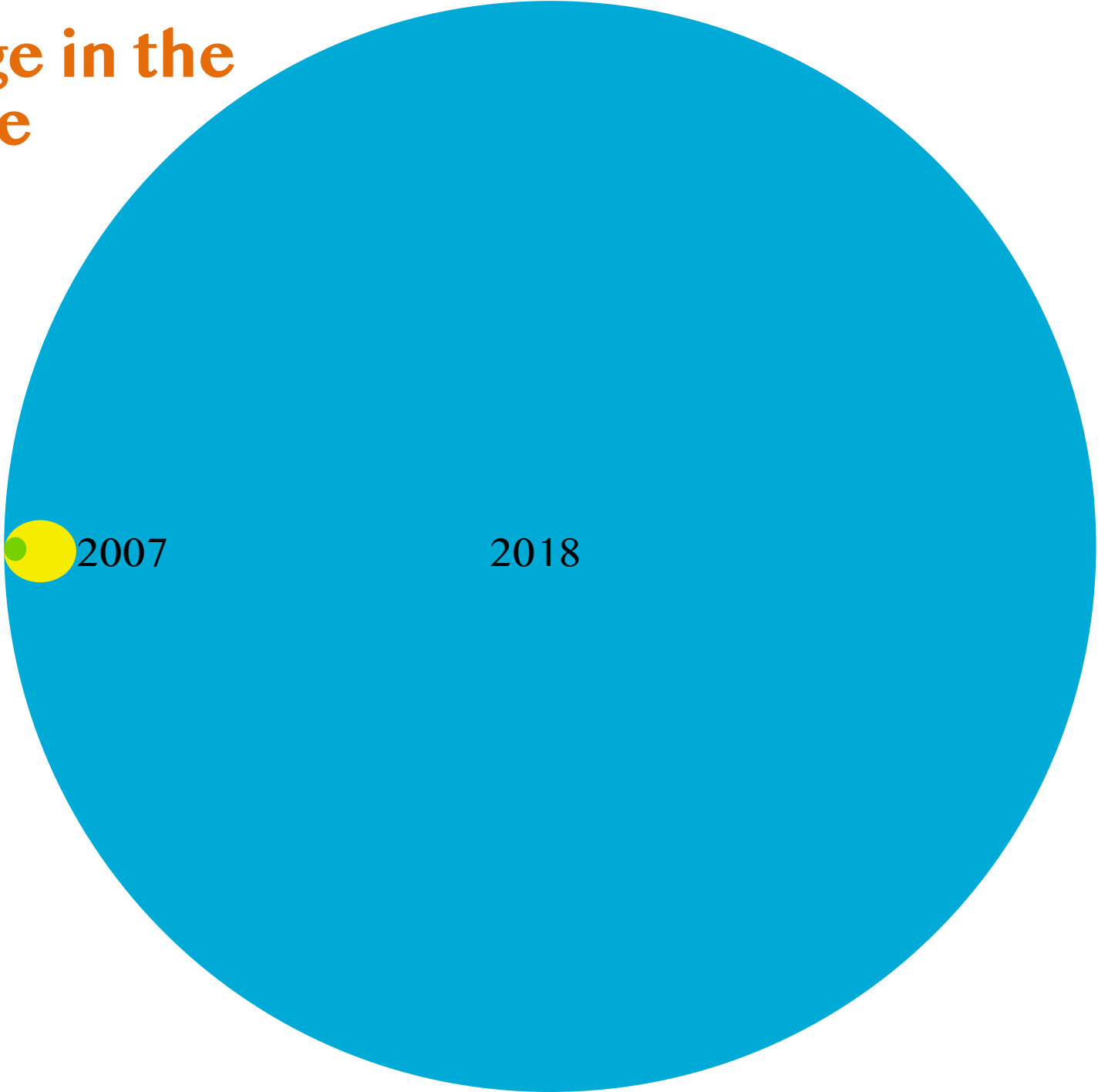




Texts, Time, & Tasks: Vocabulary at the Core

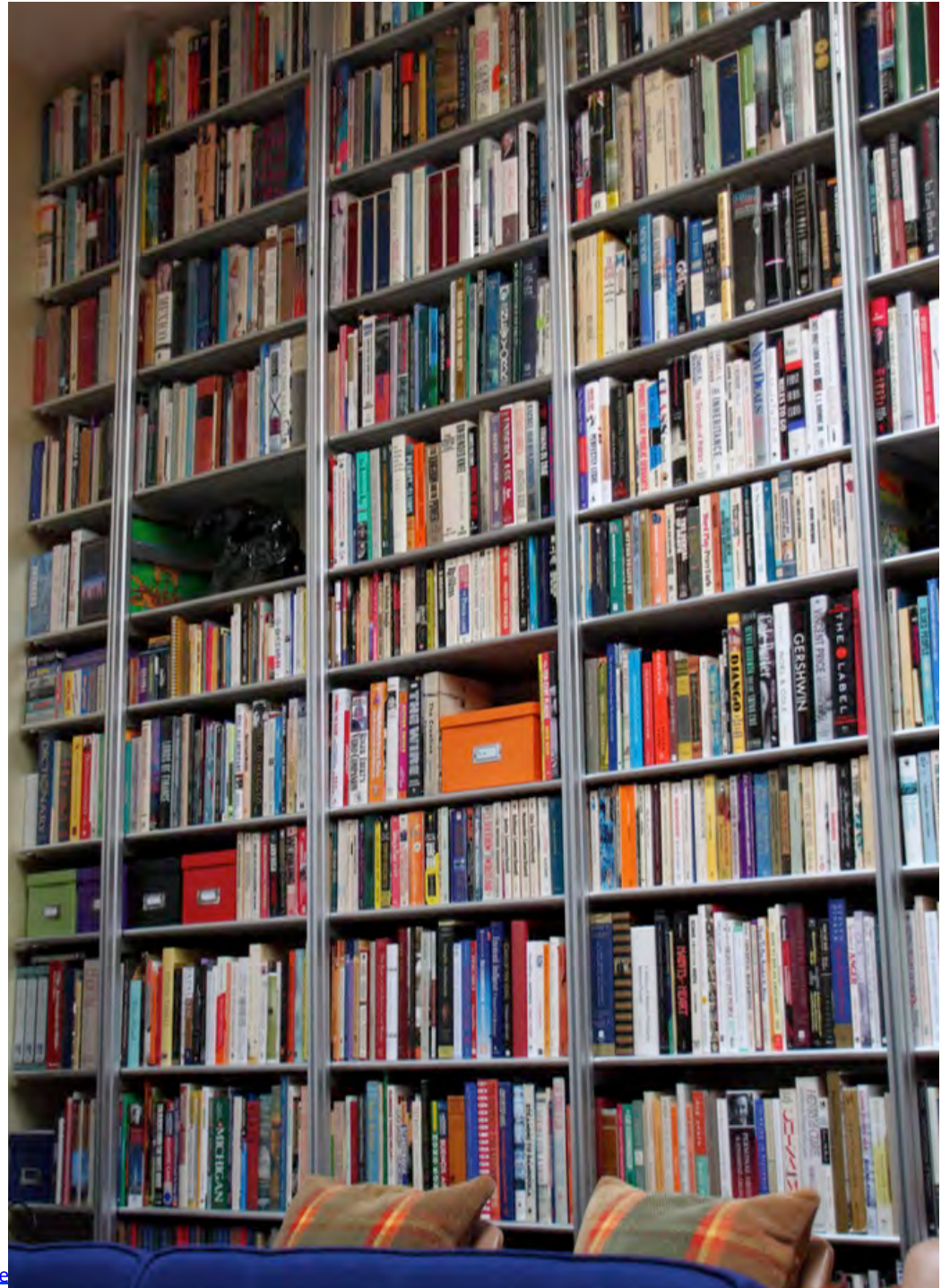
Elfrieda (Freddy) H. Hiebert
TextProject &
University of California, Santa Cruz

Knowledge in the Digital Age



1986 2007 2018

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.

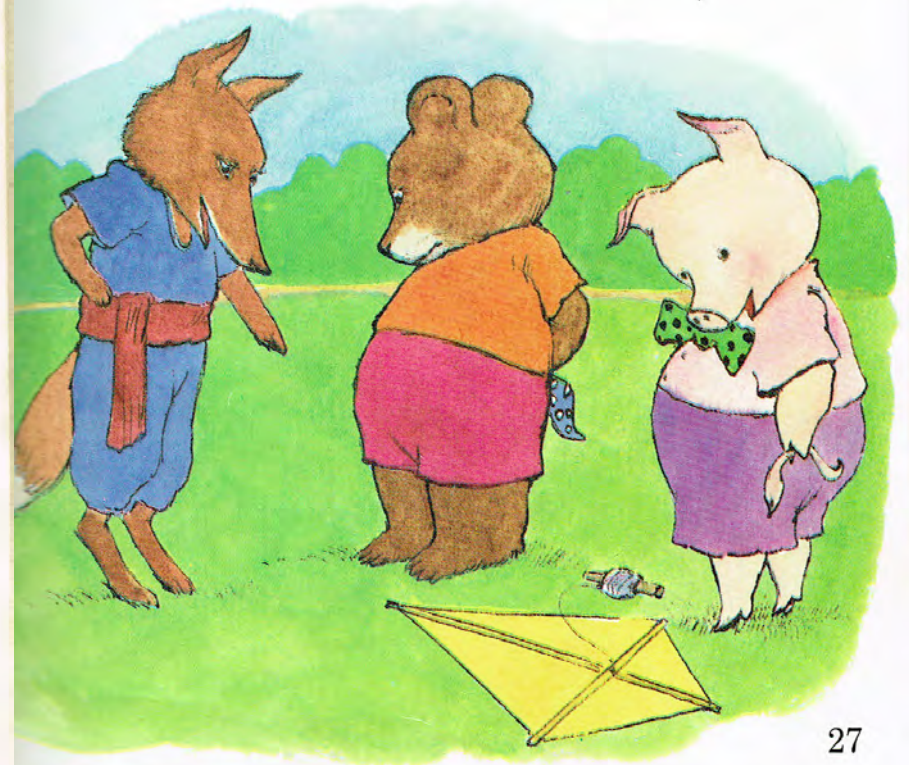
We have a kitten with a mitten.

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,



50

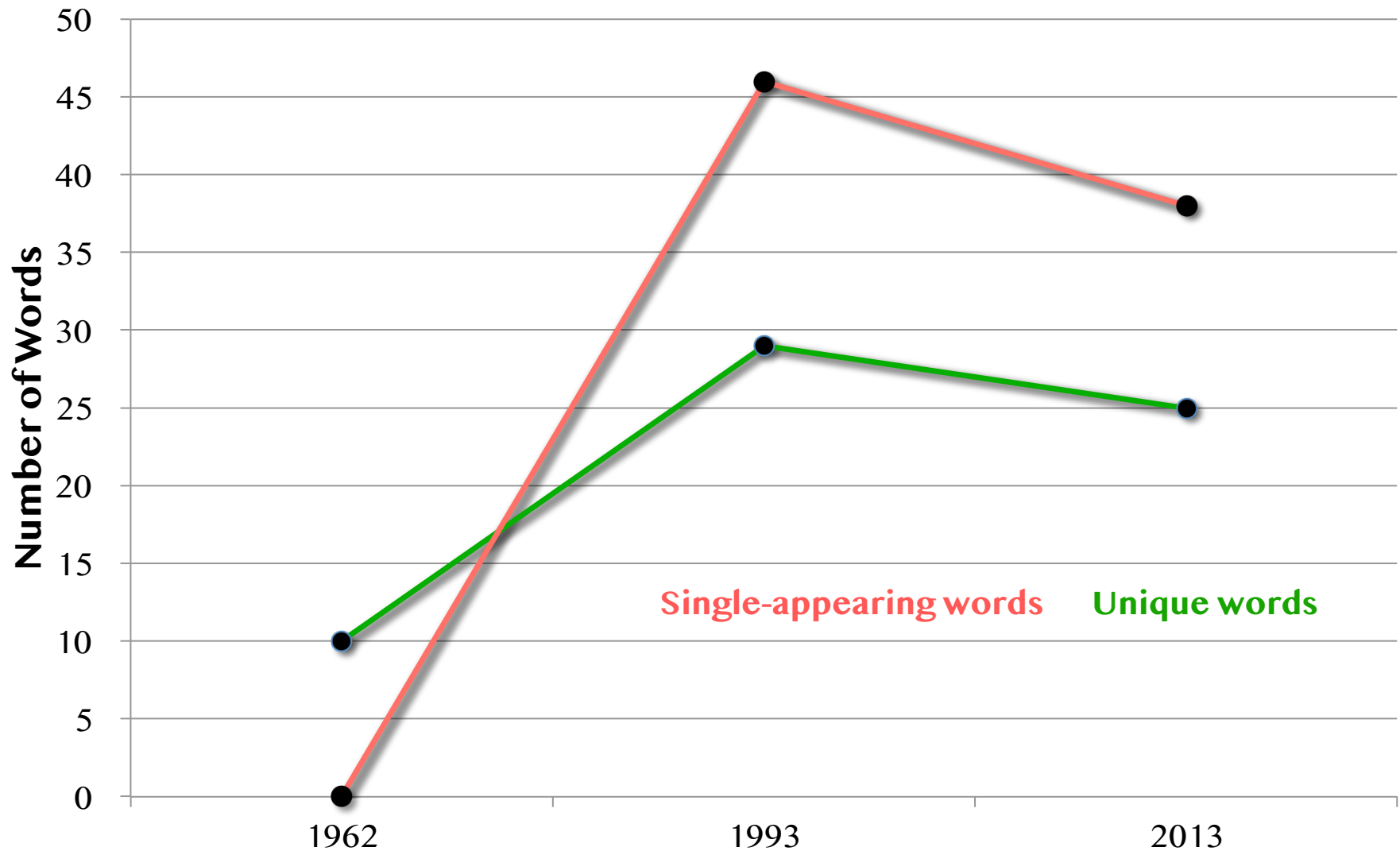


they raked



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

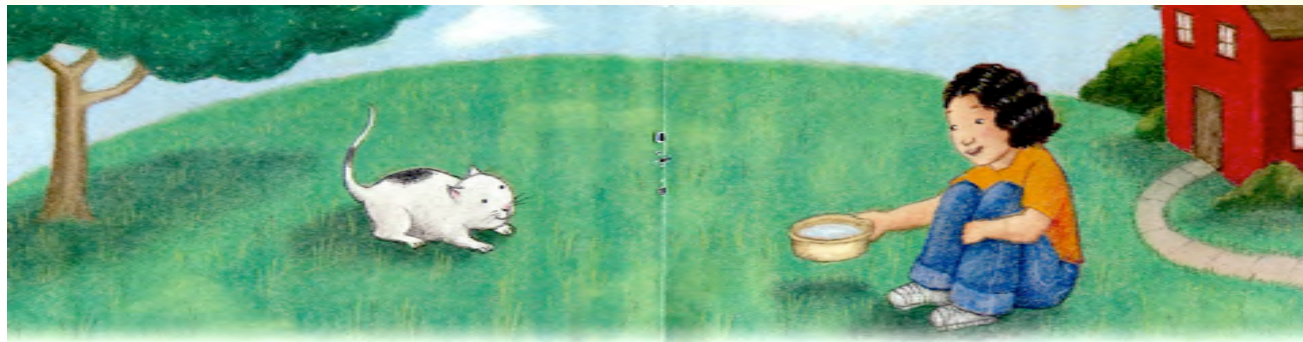


Rosa put a leash
on the puppy.

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.

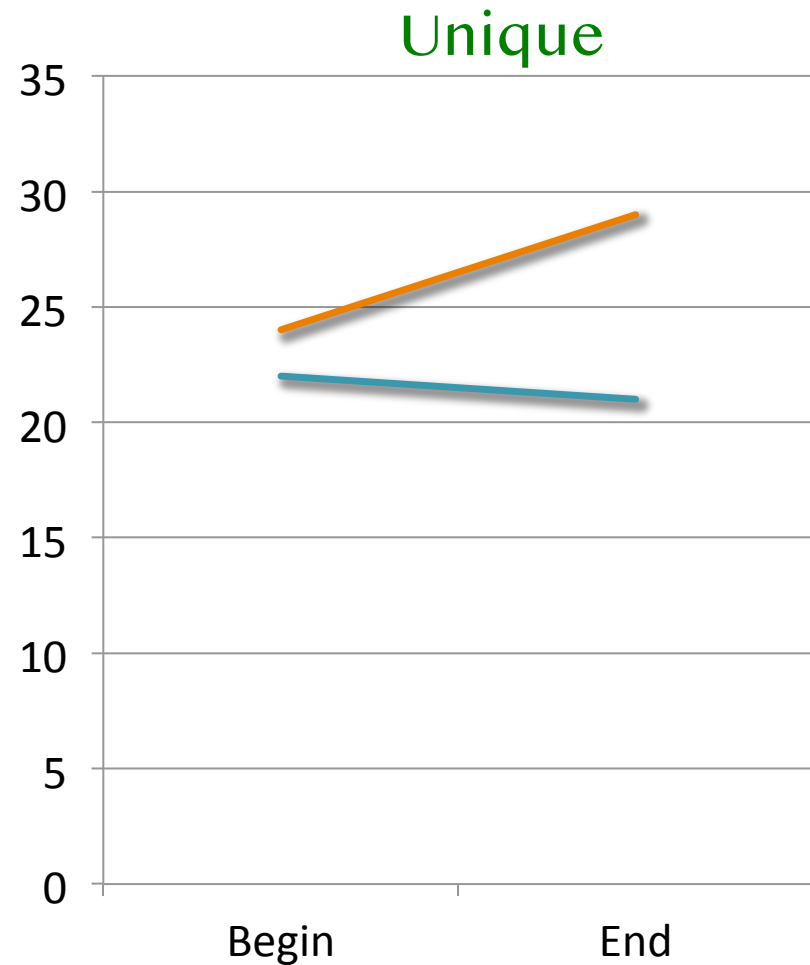
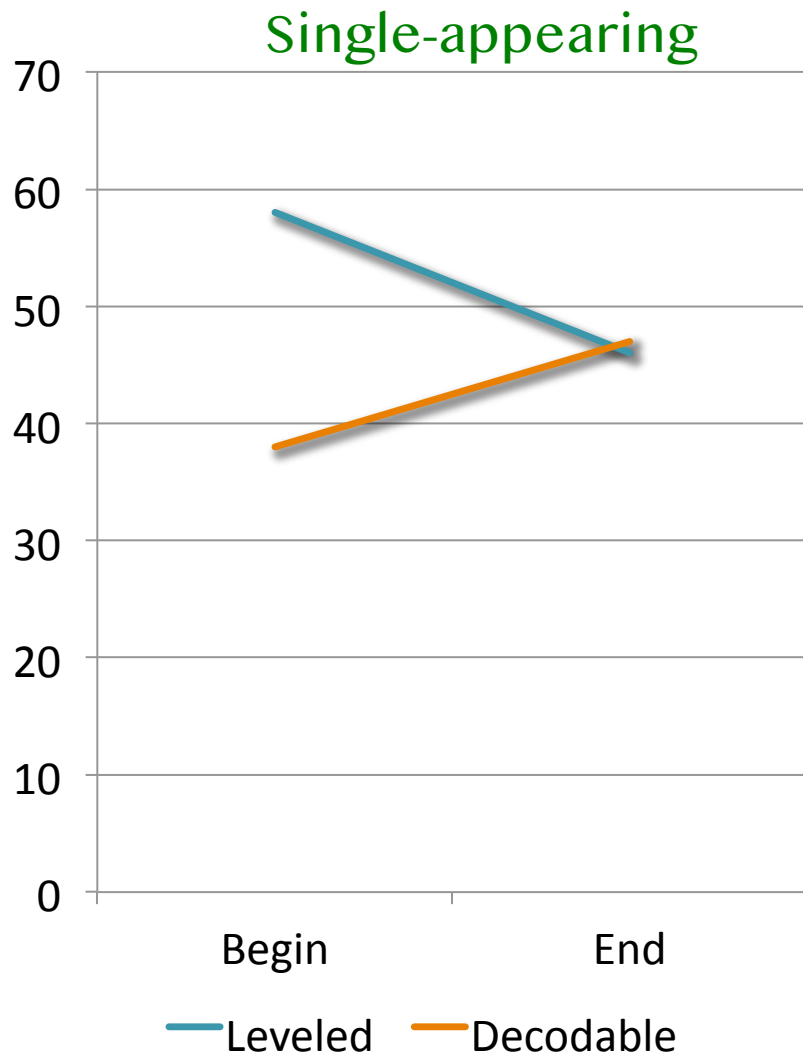
5

Decodable Texts

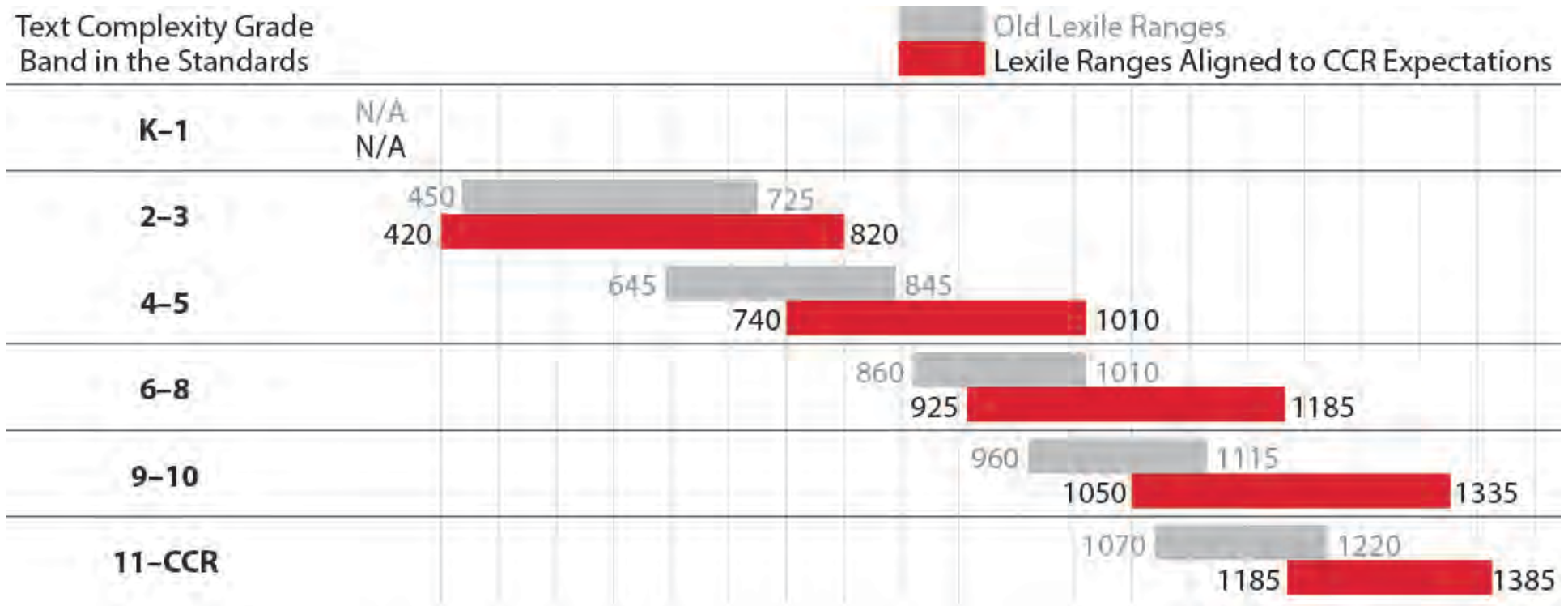


Brad's ram spins
and nabs his hat.
Brad is mad.
Brad nabs his hat.

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

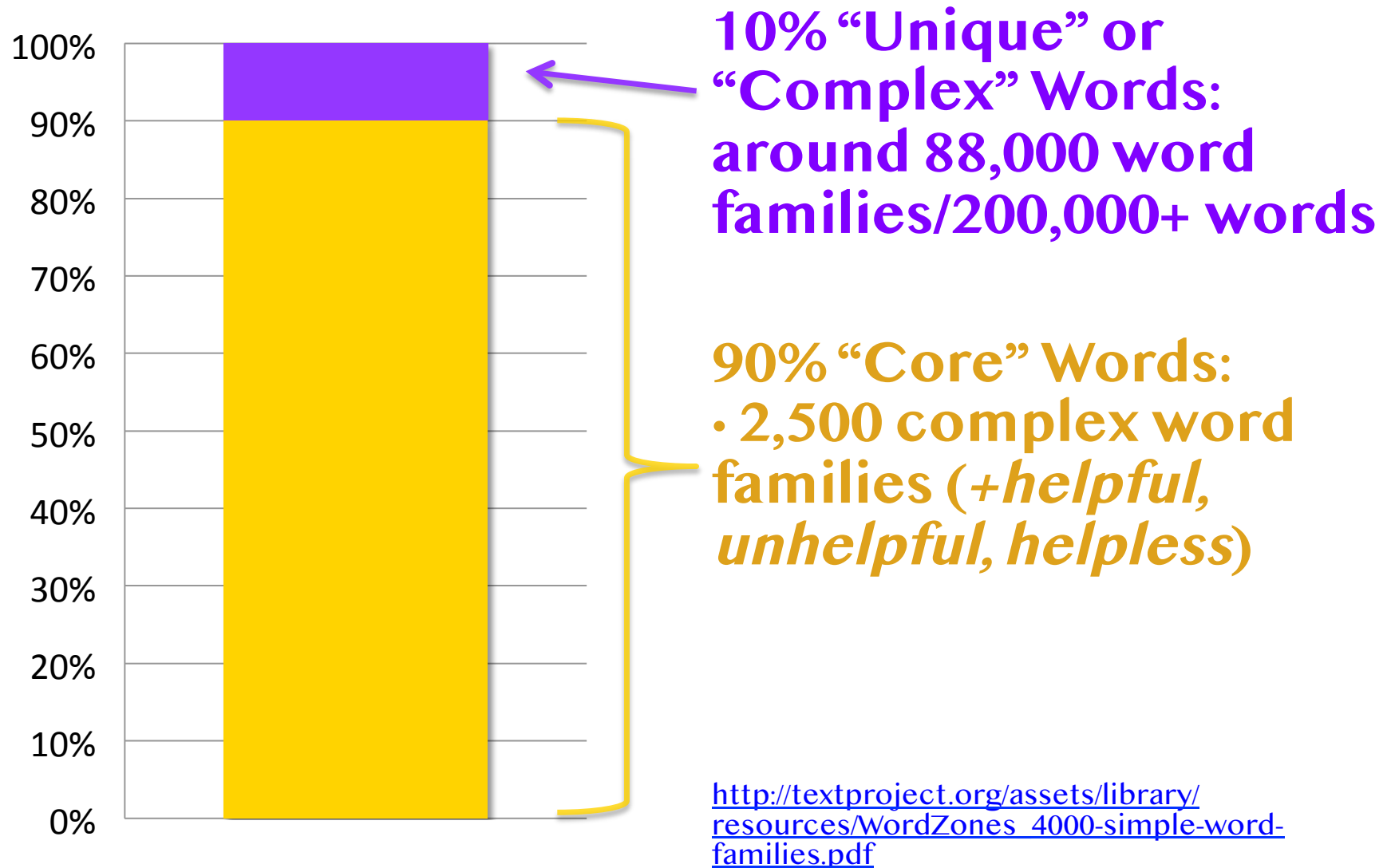


Hiebert, E.H. (October, 2010). *Anchoring Text Difficulty for the 21st Century: A Comparison of the Exemplars from the National Assessment of Educational Assessment and the Common Core State Standards* (Reading Research Report 10.02). Santa Cruz, CA: TextProject, Inc.



Evidence

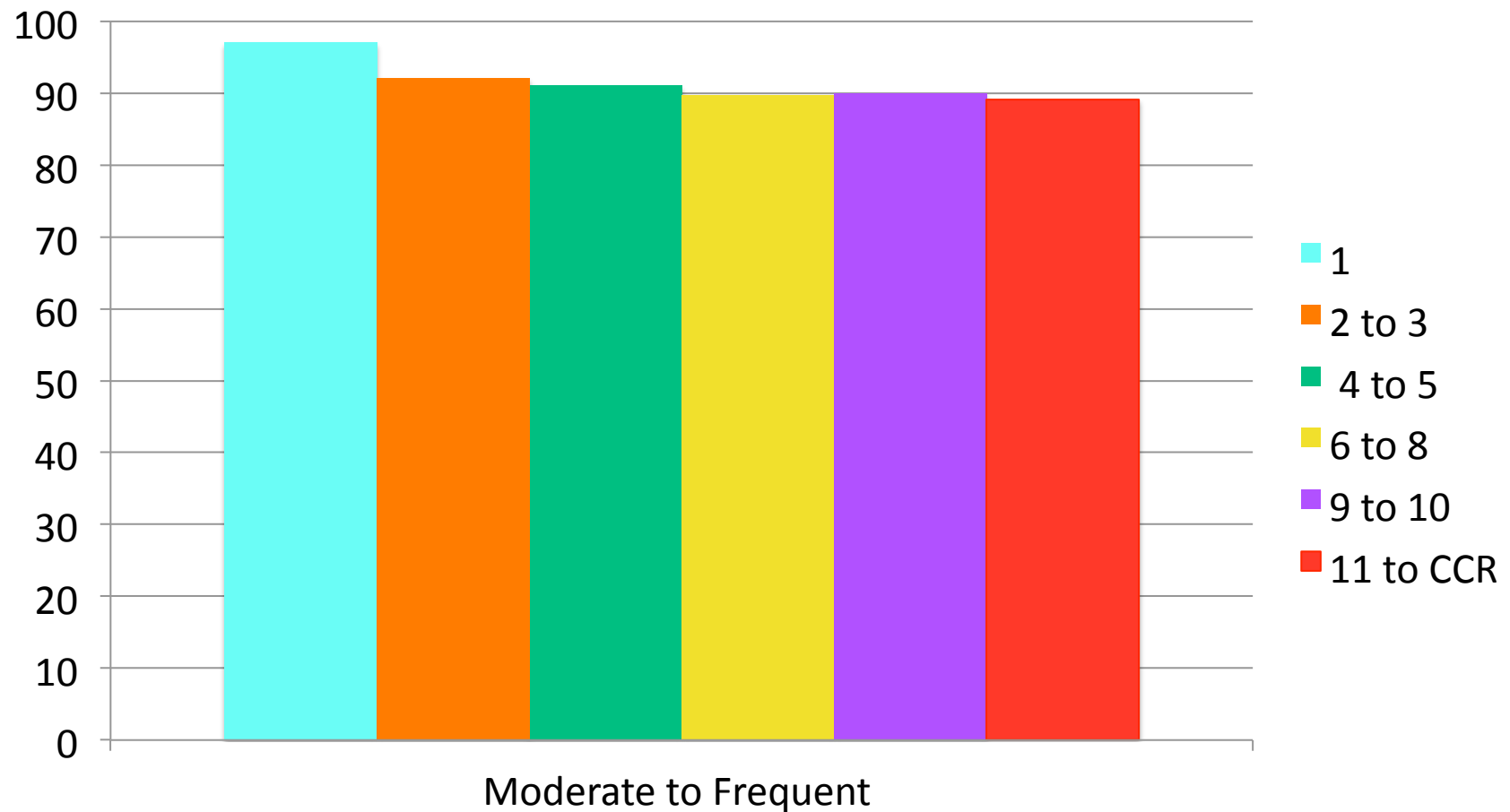
The distribution of words in written English



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



MN Gr. 3 Assessments

Jason tried to force a smile as his classmates lined up to enter the cave. "This will be great," he whispered to Dawn, his best friend, who was standing in front of him. Jason wiped his sweaty palms on his pants and swallowed hard. The rest of his classmates were laughing and talking excitedly to one another. Jason hoped that no one would discover how he really felt about this field trip.

Dawn inched closer to Jason and turned to face him. "What did you say?"

"I said, 'This will be so great,'" he replied. "Don't you think so?"

Helen found ways to speak to her family. For Father, she made the shape of glasses with her fingers. For baby sister Mildred, she sucked her thumb, and for Mother, she laid her hand against her face. But each day she grew more frustrated and angry, hitting Mildred, kicking at her family, and crying. Her parents tried to make her happy, but Helen's behavior only got worse. They needed help, so they sent for a teacher from the Perkins Institute for the Blind, a school in Boston.

A stranger was here. Helen reached forward to touch her. A smooth, round face with no lines.

Once upon a time a young man named Madan lived in a village in northern India. Madan's father wanted him to become a farmer. But Madan wished to leave the village and find work in town. He promised his father that he would send a part of his earnings home regularly. His father wished him a safe trip.

In town, Madan learned to be a tailor. He worked hard and soon became known for the fine clothes he made. The entire town wanted clothes sewed by Madan. The more his fame spread, the more proud and boastful Madan became.

One cave can be very different from another. That's because caves form in different ways. One kind of cave forms from broken chunks of bedrock. Bedrock is a thick layer of solid rock under the soil. Sometimes water and wind wear away the soil. Then you can see the bedrock.

Stones and big boulders are rocks that have broken off from bedrock. Sometimes boulders, small rocks, and soil slide down a mountain. They land in a pile at the bottom. The boulders lean against one another. Water from rain or a stream washes away the soil and small rocks.



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



Stars



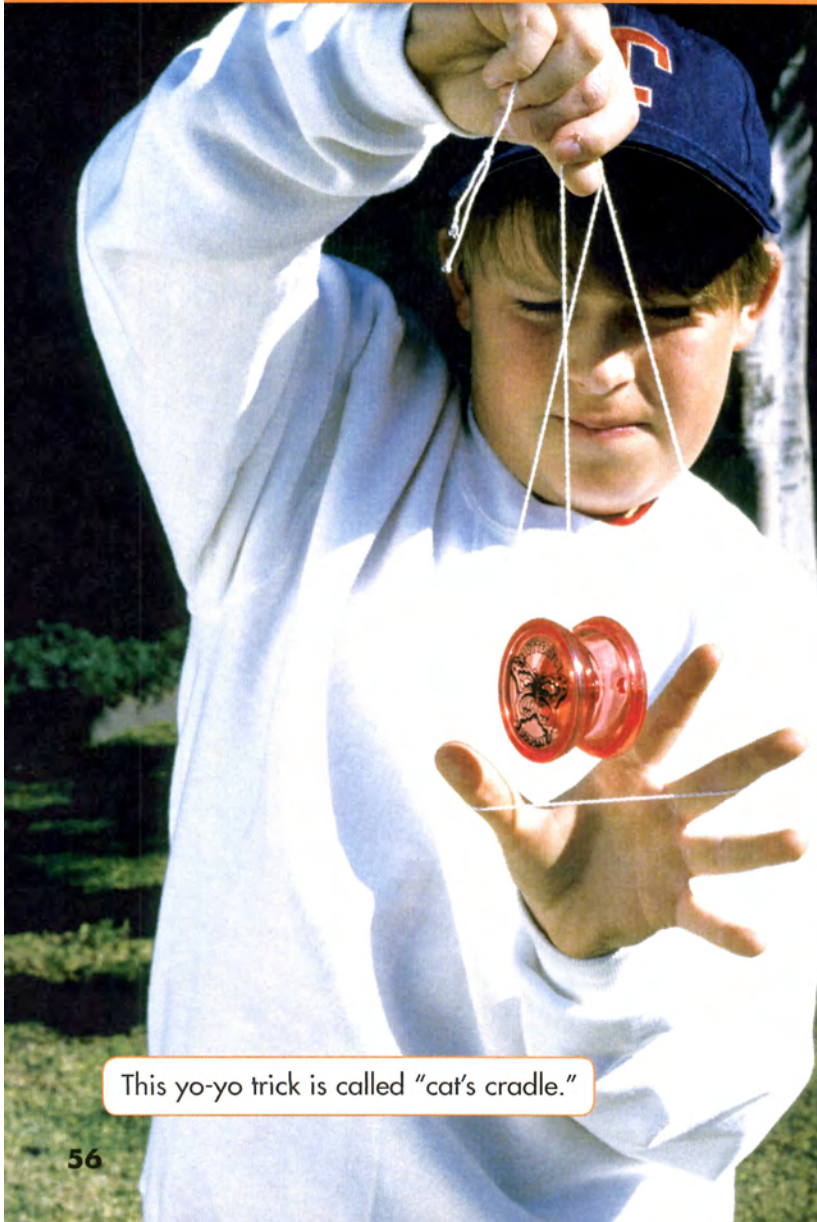
This picture shows lots of shooting stars falling into the air around Earth.

Shooting Stars

Sometimes, it looks like a star is falling very fast in the night sky. People call this a shooting star. However, shooting stars²⁵ are not stars at all.

What people call a shooting star is really a rock in space that is falling toward Earth. The white line⁵⁰ that people see is the space rock as it burns up in the air around Earth. These space rocks can be as small as dust⁷⁵ or as big as a car. Some people have found space rocks that have hit Earth.⁹¹

Toys of Long Ago



This yo-yo trick is called "cat's cradle."

Yo-Yos

Even thousands of years ago, children played with yo-yos. Early yo-yos could only go up and down. Today's yo-yos, however, can spin, too.

It²⁵ takes skill to learn yo-yo tricks like "walking the dog" and "around the world." The trick called "walking the dog" is done when someone gets⁵⁰ the yo-yo to spin fast as it moves along the floor. The trick called "around the world" is done when someone spins a yo-yo around⁷⁵ in the air.

In 1985, a yo-yo was taken on a spaceship. Pictures of yo-yo tricks done in the spaceship showed people how things work in space.¹⁰²

Hurricanes



Hurricane Katrina caused a lot of harm in the United States.

Hurricane Names

Giving hurricanes names helps people to keep track of hurricanes. Each year, 21 names are picked for hurricanes. The first hurricane in a²⁵ year starts with the letter A.

If a girl's name is used for the first hurricane one year, the first hurricane of the next year⁵⁰ will get a boy's name. In the year 2010, the first hurricane was called Alex. In 2011, the first hurricane was named Arlene.

The names⁷⁵ of very big storms are used only once. Hurricane Katrina, in 2005, was a very big storm. It caused a great deal of harm. The¹⁰⁰ name Katrina will never be used for a hurricane again.¹¹⁰

Wind and Solar Energy



A wind farm like this one can produce a lot of electricity.

Wind Farms

A wind farm has many turbines that turn wind energy into electricity. Wind farms need strong, steady winds. Wind farms are built where²⁵ the usual wind speeds are at least 13 miles per hour. Without wind, turbines cannot produce electricity.

In California, a wind farm with 7,000 turbines⁵⁰ has been built in a mountain pass that has especially high winds during the summer. This California wind farm generates electricity that is needed in⁷⁵ the summer, when people use fans and other cooling systems.

Electricity from wind farms is cheaper today than it was 10 years ago. Wind energy¹⁰⁰ does not produce gases that pollute the air. However, some people don't like wind farms. Wind farms take up lots of space, make lots of¹²⁵ noise, and can spoil the beauty of the landscape.¹³⁴

The Middle Ages



This picture, which was painted in the 1500s, shows serfs farming on a lord's manor.

Life on a Manor

Because there were few cities in Europe during the Middle Ages, most people lived on the manors of lords. A manor²⁵ contained the lord's house or castle, fields for crops and cattle, and a village of houses for serfs. Both serfs and their cattle lived in⁵⁰ the small houses. Tools, shoes, and cloth were sold in the village shops.

The lord had power over everyone on the manor. Although serfs farmed⁷⁵ the land, the lord owned everything, including the serfs' houses and cattle. Lords promised to protect their serfs, but serfs had to fight when the¹⁰⁰ lord's land was attacked.

In addition to owning everything, lords made the laws on their manors. They acted as judges when laws were broken and¹²⁵ carried out punishments. If a lord's laws or punishments were unfair, serfs could do nothing to get better treatment.¹⁴⁴

Ancient Greece



This statue shows the Greek god Atlas carrying the world on his back.

Greek Myths

The ancient Greeks believed that gods and goddesses made and ruled the world. Ancient Greek writers and poets wrote stories about these gods⁷⁵ and goddesses. As the years passed, though, fewer people believed the stories. Yet people continued to enjoy hearing about gods and goddesses. Today, these stories⁵⁰ are known by the Greek word *myth*, which means "story."

One character in Greek myths was Atlas. Atlas was the strongest of the losers in⁷⁵ a big battle. After the battle, Atlas was punished by having to carry the world on his back. Sometimes, a person is described as being¹⁰⁰ "as strong as Atlas" or as "having the burdens of Atlas." *Atlas* is also the name both of a book of maps and of the¹²⁵ first bone in the back, which holds up the head. Many words in English, such as *giant* and *fate*, come from characters in Greek myths.¹⁵⁰

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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volume 3
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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.

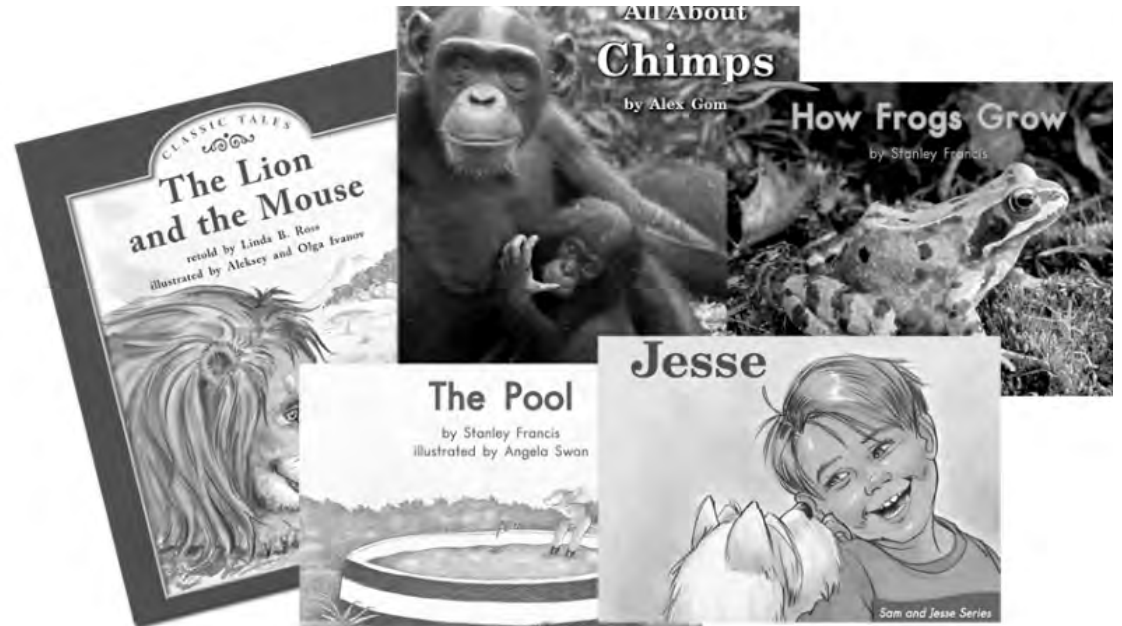


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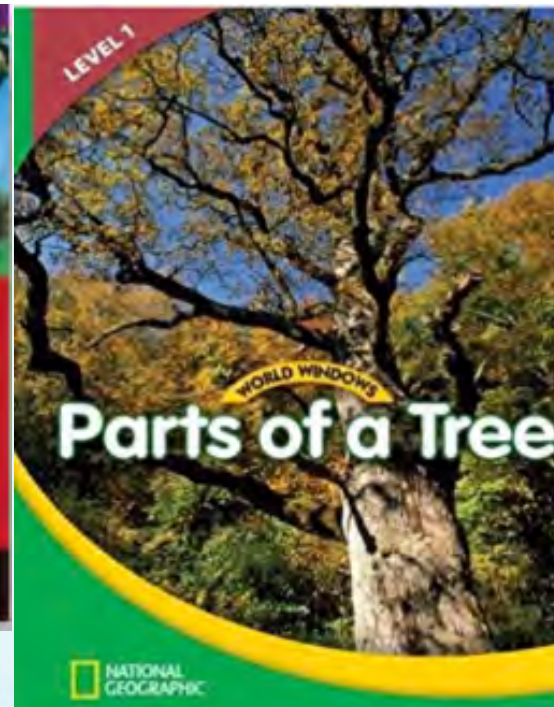
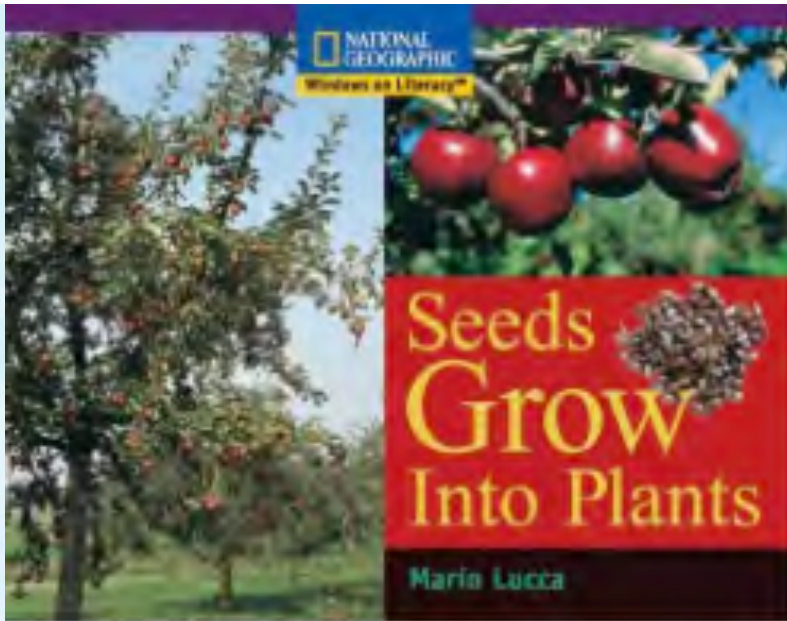


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Illustration of Conceptual & Linguistic Clusters with Leveled Texts



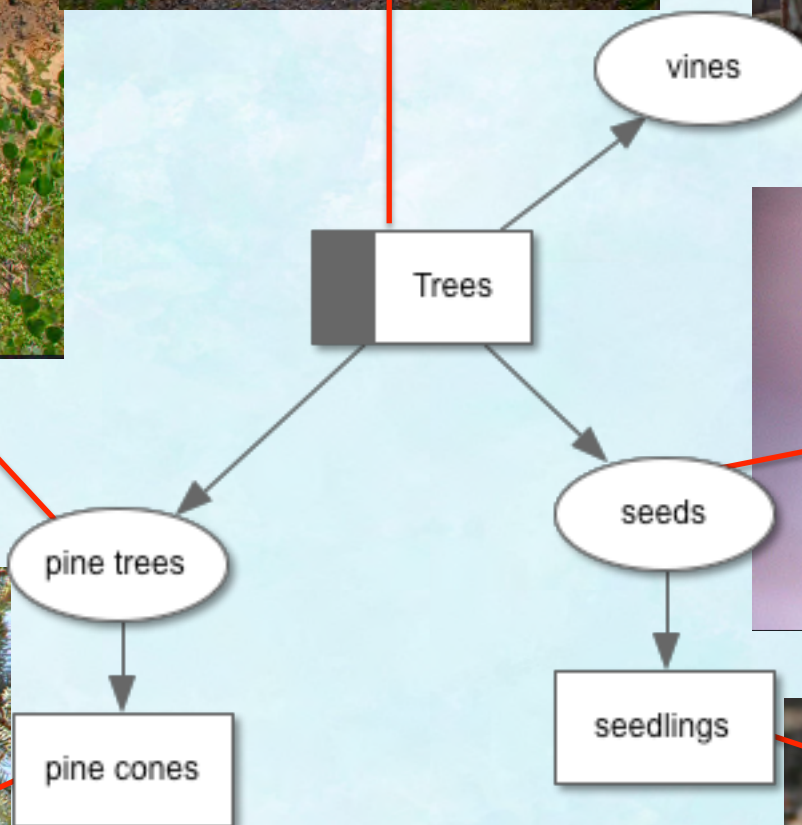
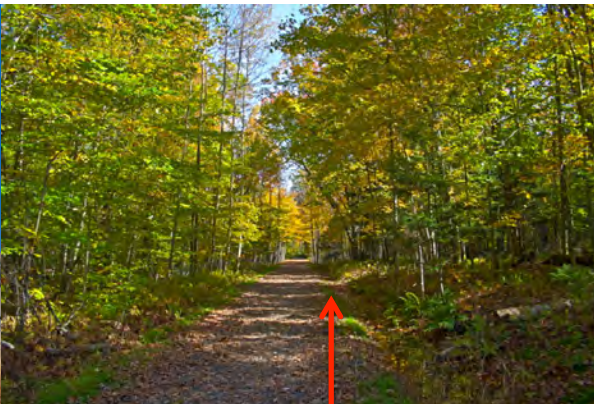
The example is based on the Hiebert-Kurland Reading Selection Optimizer, copyright held by E.H. Hiebert & M. Kurland (October, 2017).

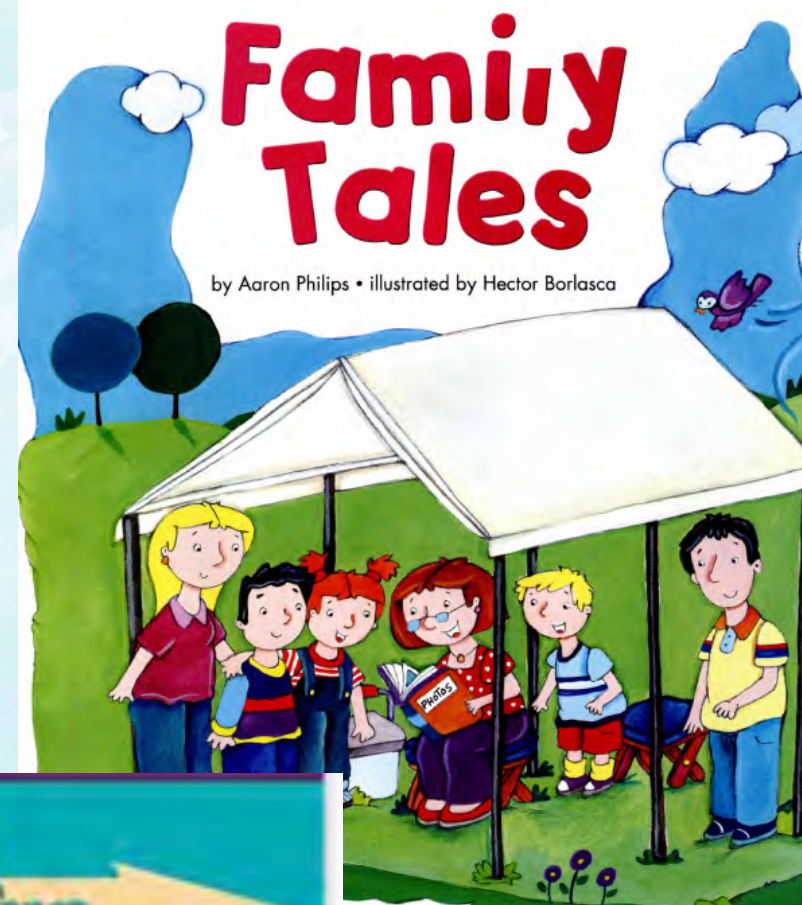


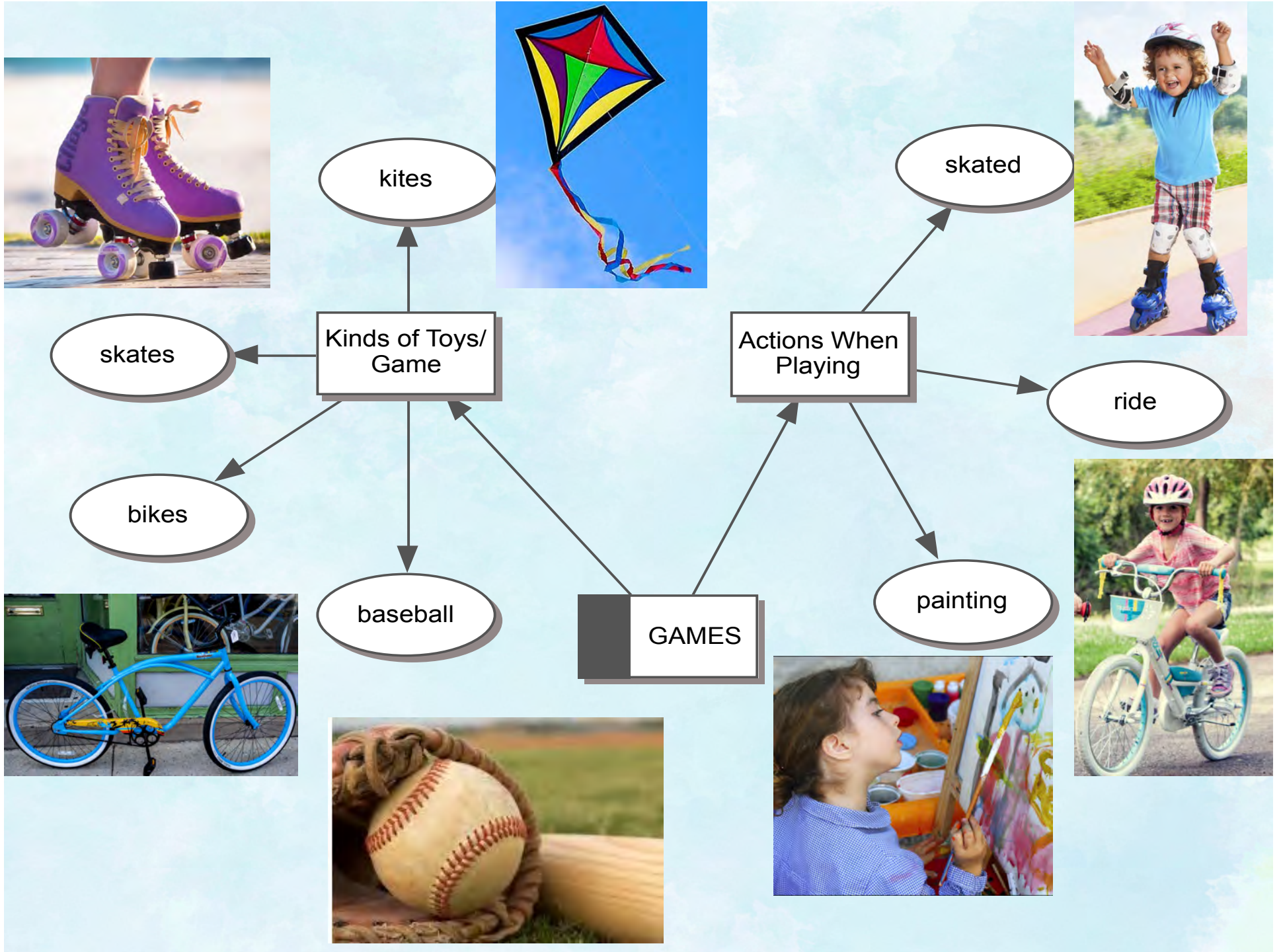
Read Out

When Seasons
Change











TOPIC 2: TIME MATTERS



Alice

Abby

Alex

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



After
one
week of
school



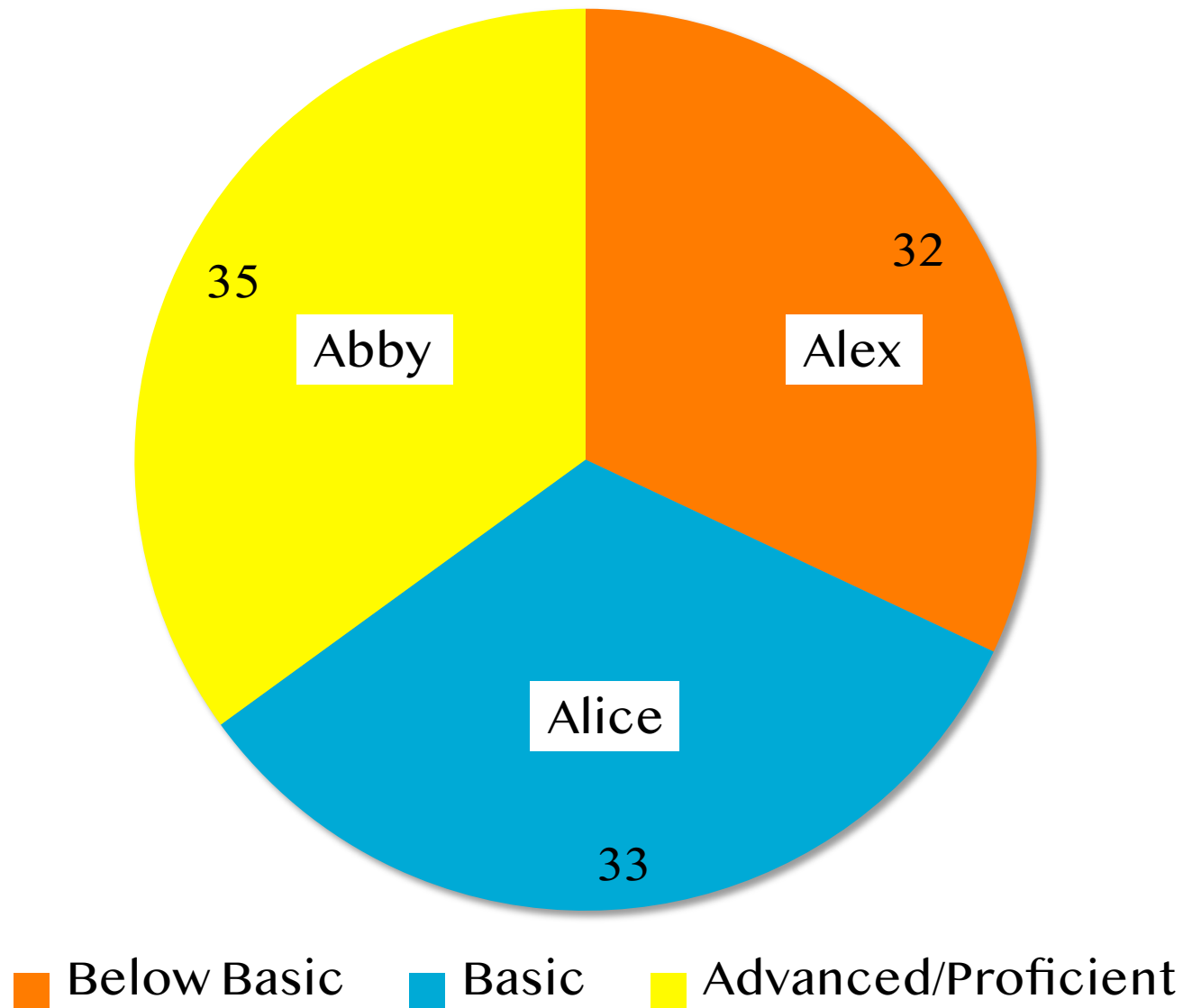
After
one
month
of
school



After
one
year of
school

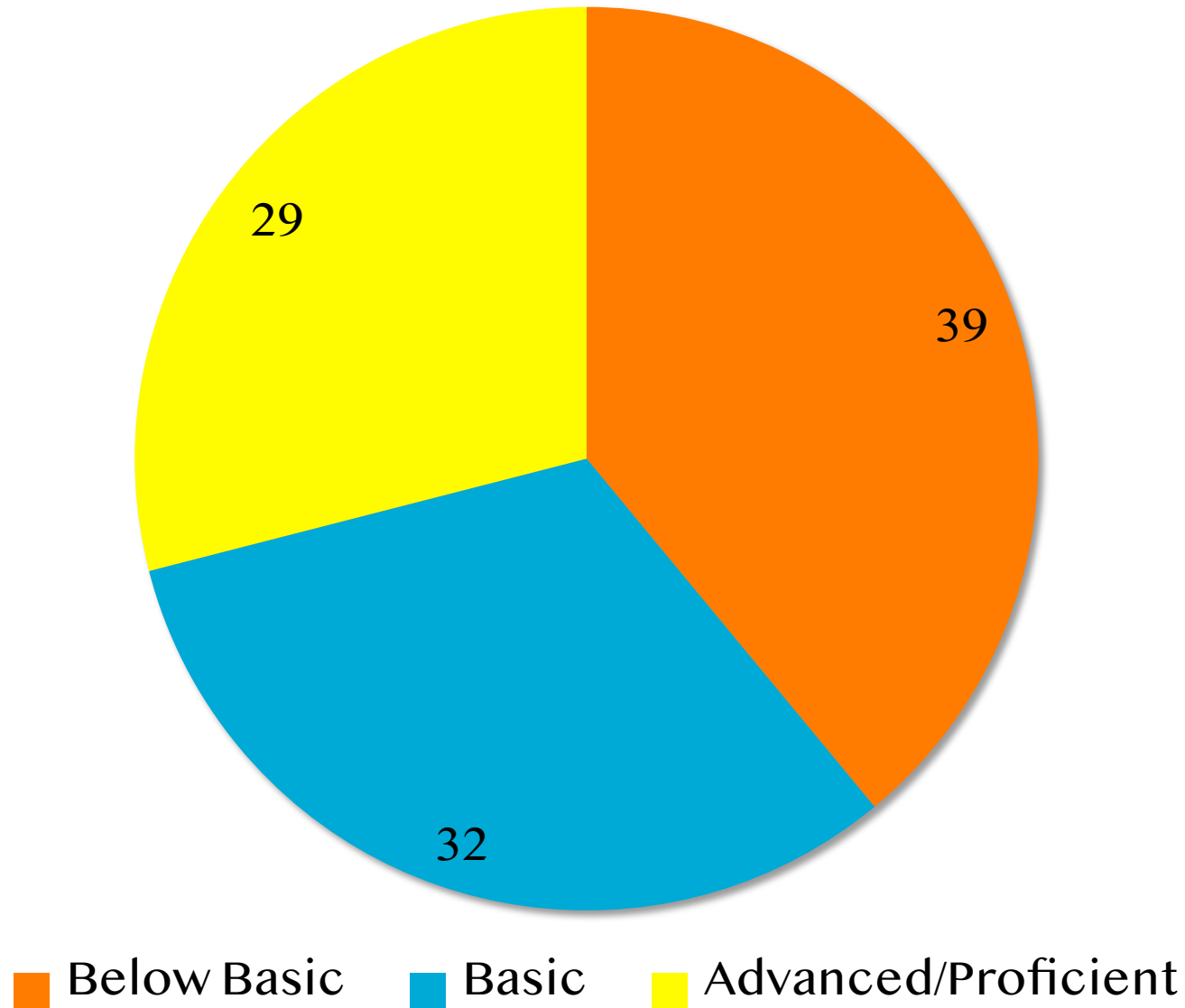


NAEP 2015 Grade 4 (Reading)



NAEP 2015 Grade 4 (Reading)

Minnesota



Quarters
= 500
new
words
gained
through
reading



After 5 years

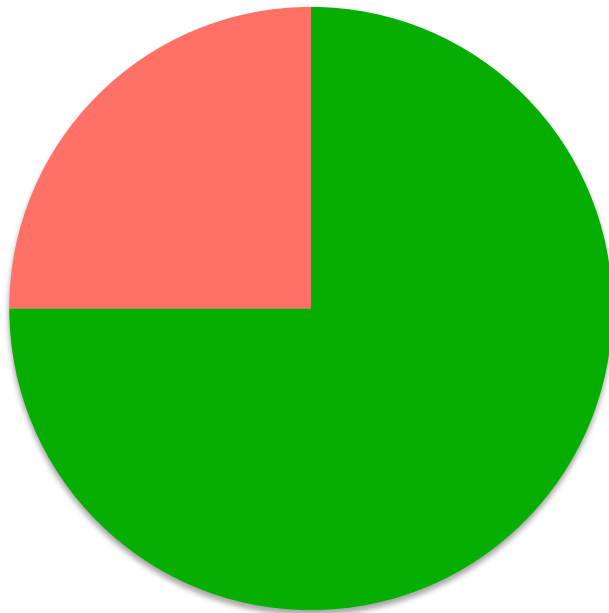


Evidence

PhotoMat 1/25

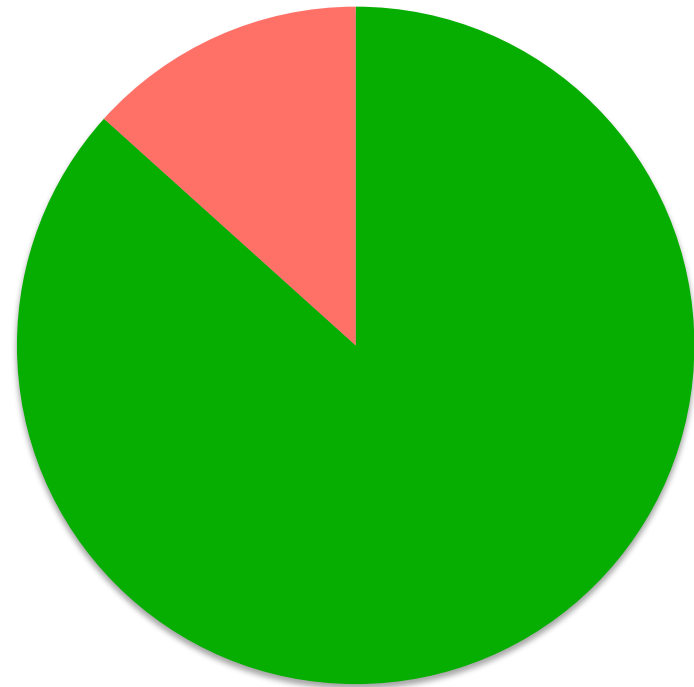
Time Spent in Reading Instruction & “Eyes on Text”

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



■ Instruction ■ Time Spent reading

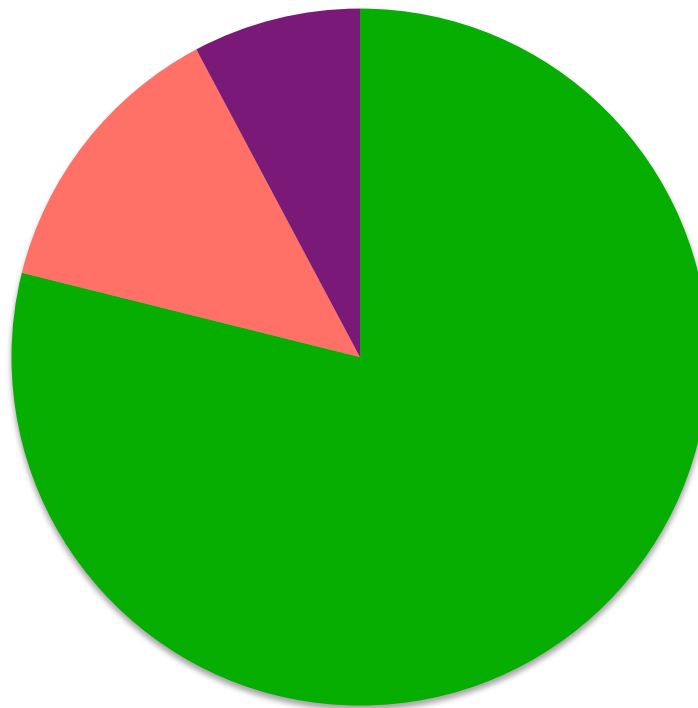
Reading Instruction (late 1990s -)



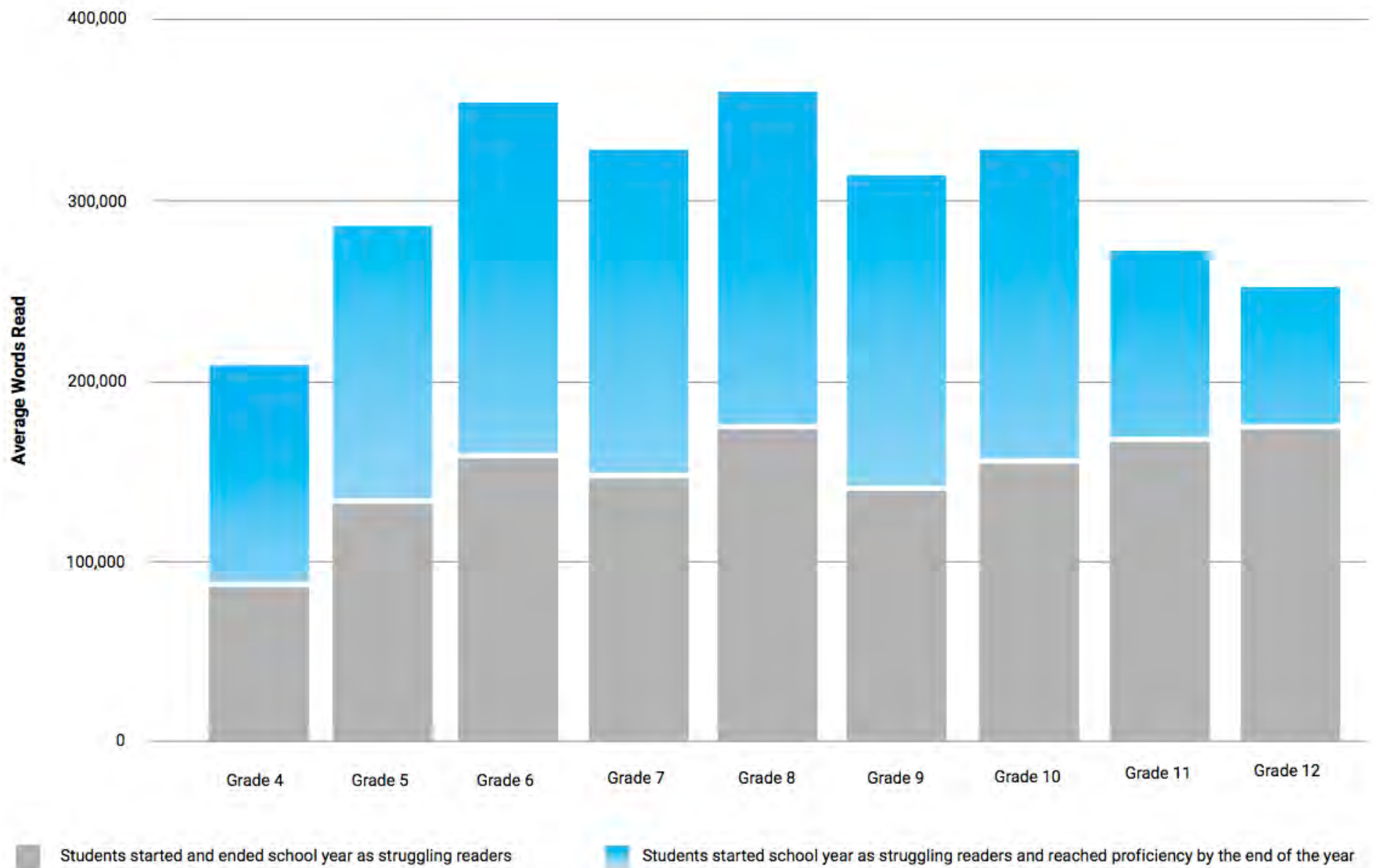
■ Instruction ■ Time Spent reading

7 Minutes of Additional Reading

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



■ Instruction ■ Time Spent reading ■ Additional 7 minutes



Source: Renaissance Accelerated Reader® and Renaissance Star Reading®, 2016–2017 school year, limited to students with a fall pretest score below the 25th percentile



Toolkit

Readworks.org

A Shell is Great for Protection

By ReadWorks (87 words)



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?](#)

All turtles have shells. Most turtles have hard shells.

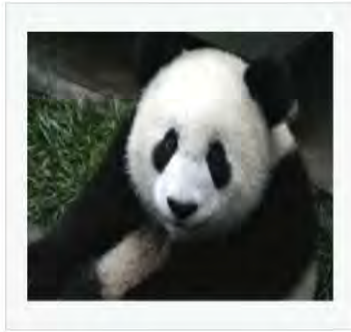
Hard shells protect turtles. A predator cannot bite the hard shell. Some turtles can pull their legs inside their shells. They can pull in their heads and tails too.

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.

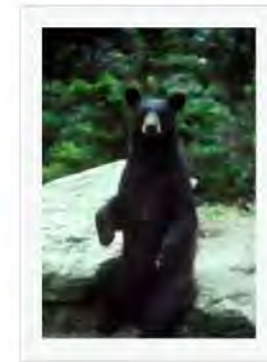
At first, a baby panda does not look like its mother. It does not have much hair at all. Its eyes are closed. The baby drinks its mother's milk. The mother holds the baby in her paws.

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)



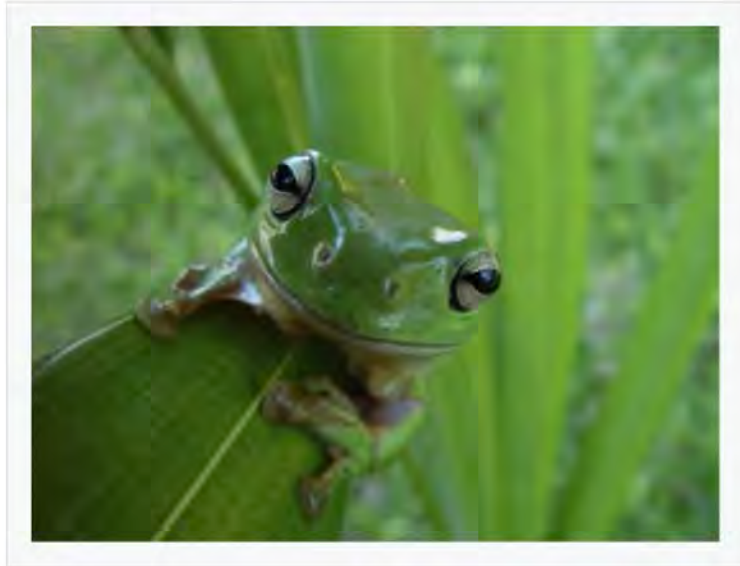
Wild bears live in many U.S. national parks. People visit the parks. People bring food when they camp out.

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.



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

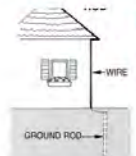


Exploring Continents

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

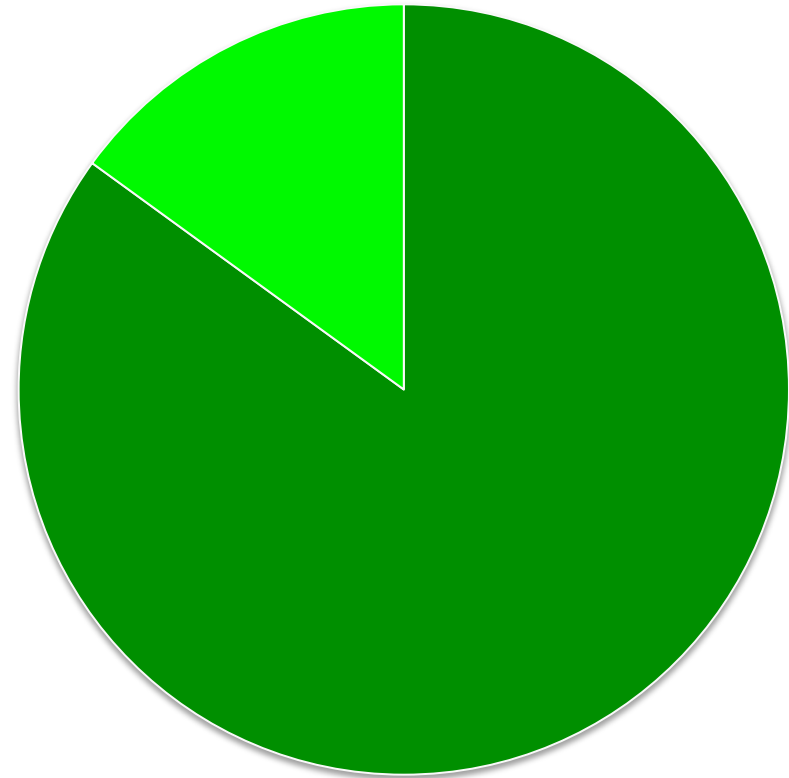
U.S. History, Geography & Societies, Life Science, Earth & Space Science

2nd Articles range from 430L to 760L Informational

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

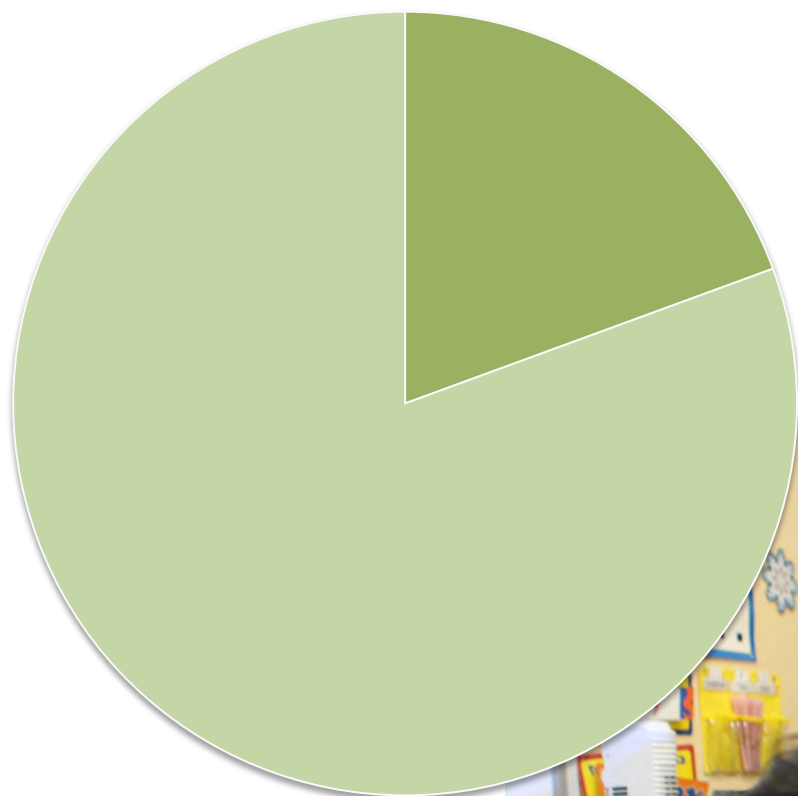
A photograph of a golfer in mid-swing on a golf course. The golfer is wearing a dark blue polo shirt, bright green trousers, a dark blue cap, and white gloves. They are captured in the follow-through phase of a golf swing, with the club head extended behind them. The background features a wooden fence, lush green trees, and a grassy field. In the foreground, a golf ball sits on a tee marker on the grass.

TOPIC 3: TASK MATTERS



■ Other activities ■ Reading

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

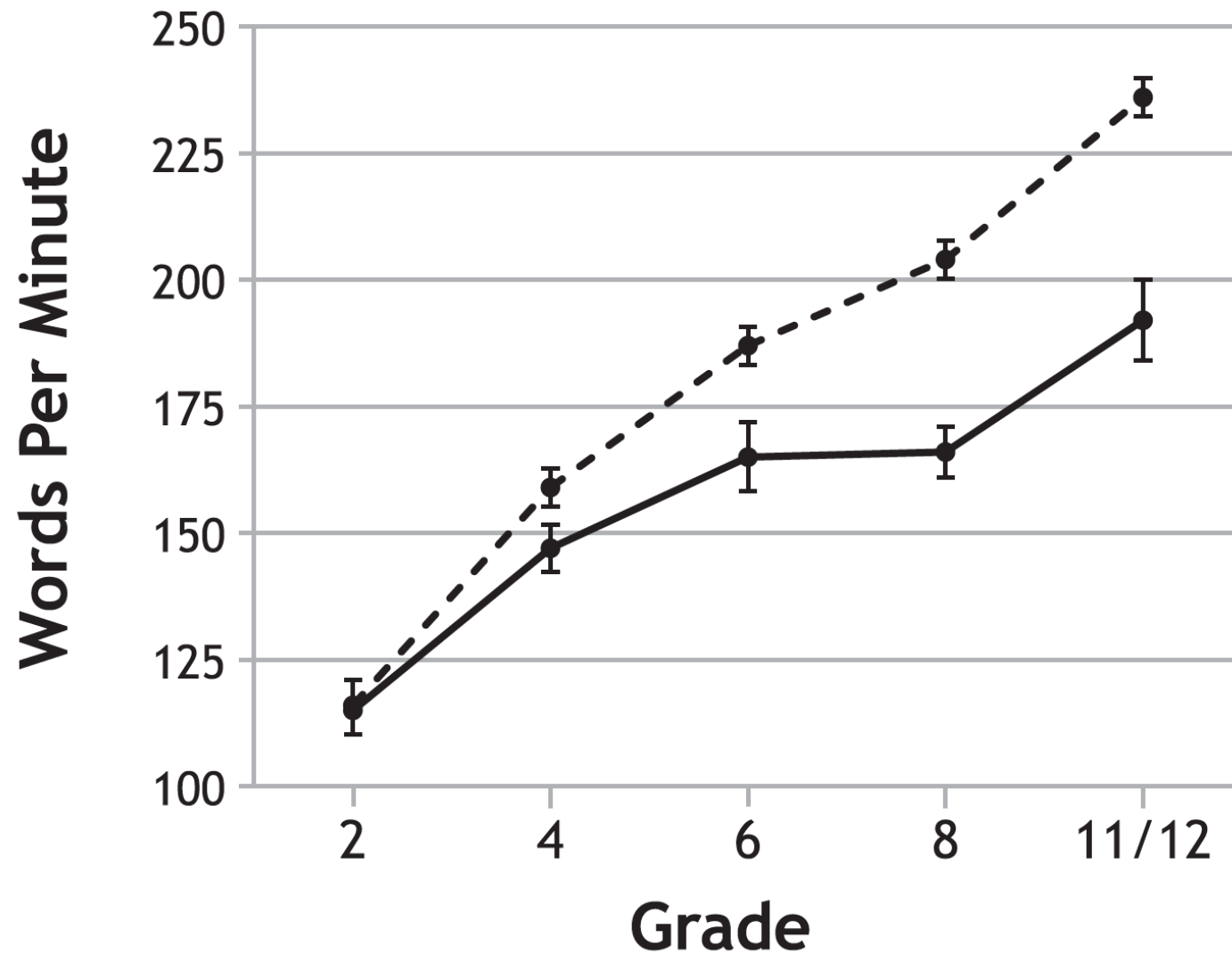


■ Silent Reading

■ Listening, Following Along to Oral Reading



Comprehension-Based Silent Reading Rate



Spichtig, A. N., Hiebert, E. H., Vorstius, C., Pascoe, J. P., David Pearson, P., & Radach, R. (2016). The Decline of Comprehension-Based Silent Reading Efficiency in the United States: A Comparison of Current Data With Performance in 1960. *Reading Research Quarterly*, 51(2), 239-259.



Evidence

Once upon a time a young man named Madan lived in a village in northern India. Madan's father wanted him to become a farmer. But Madan wished to leave the village and find work in town. He promised his father that he would send a part of his earnings home regularly. His father wished him a safe trip.

In town, Madan learned to be a tailor. He worked hard and soon became known for the fine clothes he made. The entire town wanted clothes sewed by Madan. The more his fame spread, the more proud and boastful Madan became.

One night Madan sat gazing at the full moon that shone from behind a tall coconut tree. He said, "I am sure I can make a dress for the moon. The moon will praise my handiwork, and then my fame will spread to the sun and stars."

A breeze carried his words to the coconut tree. Laughing softly, the tree bent down and whispered, "That's one thing you can't do."

Madan frowned. "How do you know what I can do?" he said. "You are only a tree." The coconut tree tried to say something more, but Madan would not listen.

"If you want to be of some use, tell the moon that I want to make a dress for her. You are tall enough to do that," he said. So the tree told the moon about Madan. The moon agreed to have a dress made by the famous tailor from Earth.

Madan jumped for joy. Quickly he began to sew a dress of smooth white satin for the moon. When it was done, he called out to the coconut tree, "You must give this dress to the moon, as I cannot reach her." The coconut tree agreed. The following evening, as Madan waited eagerly for the moon to appear, the coconut tree bent down and whispered, "The moon says your dress doesn't fit. It's too loose."

Madan was stunned. "It can't be!" he cried. "The clothes I make always fit perfectly." But the moon returned the dress to him, and he had to redo it. He spent the night making the dress a little smaller and gave it back to the tree.

The next evening the moon rose a little later. Madan waited impatiently. But again the coconut tree bent down and whispered, "The dress is still too loose."

Madan nearly wept with disappointment. "I can't believe it! How could I go wrong?" he wailed.

"I tried to tell you before," said the tree. "After the moon is full, she grows smaller each day until you can't see her at all. I have been noticing this for many years. So how can you make one dress that would fit the moon properly? But you wouldn't listen to me."

Brokenhearted, Madan sat with his head in his hands the whole night.

At the break of day he saw the moon on the other side of the sky. He whispered, "I am sorry, dear Moon. I am not as great a tailor as I thought."

"It's all right," said the moon. "After all, I'm the moon. How can I wear clothes as people do?"

From that day on, Madan resolved to work harder than before. He was not vain anymore, and his hard work brought him more money. He remembered to send a good part of it to his father. People liked him better because he was an excellent tailor and a humble one.

Fourth Graders' Performances on 4 Sections of 1,000-word Text

Text Section	Percentage of students engaged in Comprehension-Based Silent Reading
1	89.1
2	60.9
3	60.9
4	48.9

Hiebert, E.H., Trainin, G., & Wilson, K. (July 2011). Comprehension and reading rates across extended grade-appropriate texts. Presentation at the annual meeting of the Society for the Scientific Study of Reading, St. Petersburg, FL.

Insight from DIBELS

At our house, the mail carrier isn't the only one who brings us messages. Our computer also brings mail. Our family has an **email** address. All we have to do is turn on the computer and get on the **Internet**. Our computer tells us if we have new mail. Email is much faster than regular letters. If I send a regular letter to my cousin who lives in Japan, it can take weeks to get an answer. If I email to my cousin, she usually emails back the same day. She lives 4,000 miles away and across the Pacific Ocean but our email messages come and go very quickly.

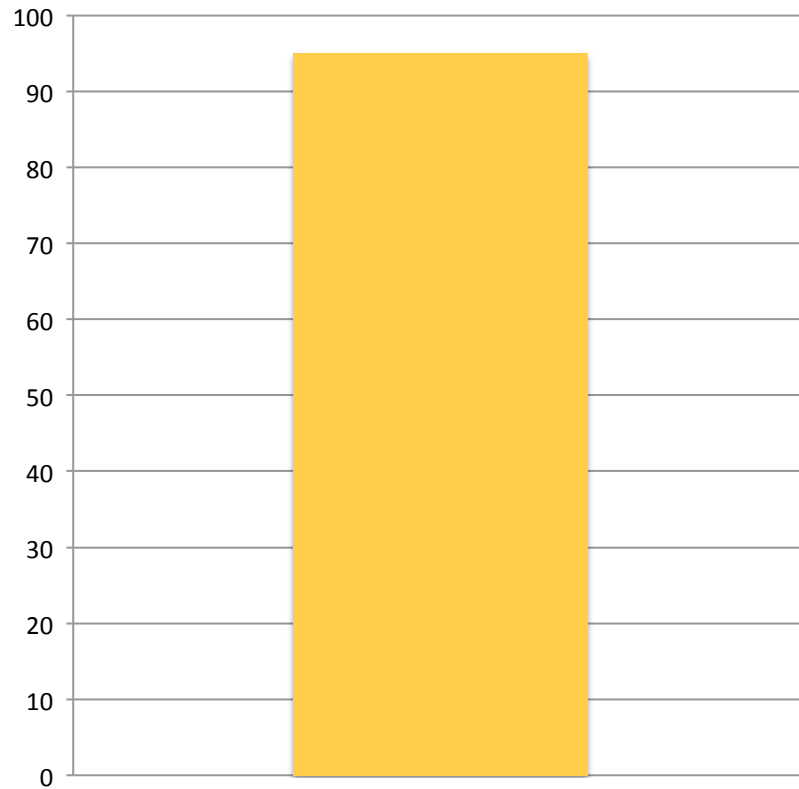
My cousin is nine years old, just like me. We send email to each other almost every day. We tell each other about our schools, our friends, and our soccer teams. Sometimes we send jokes back and forth. Sometimes we ask questions about what we hear in the news about our countries. Sometimes we play **chess** with each other using the computer. We think of our moves on separate chess sets and then use email to send our moves back and forth.

My dad and mom send email messages back and forth to Japan as well as to Hawaii, where we have many relatives.

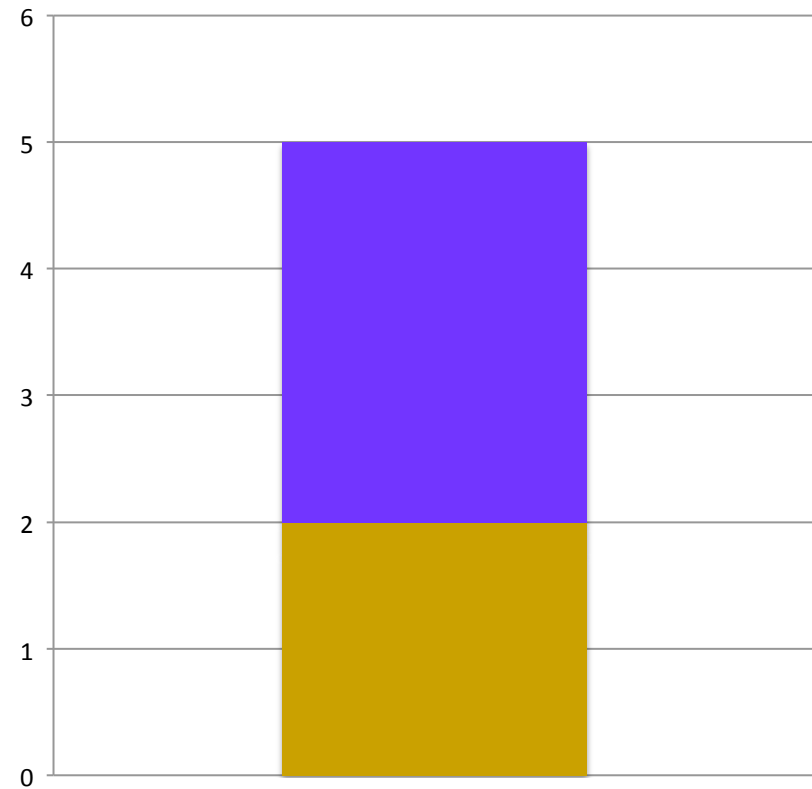
Because our relatives live so far apart it is hard for us to get together. If it weren't for email, we wouldn't be able to stay in touch as easily. With email, we can communicate without having to wait for a letter or buy expensive stamps.

Features of Gr. 3 DIBELS texts

% of 2,500 Morph. Families

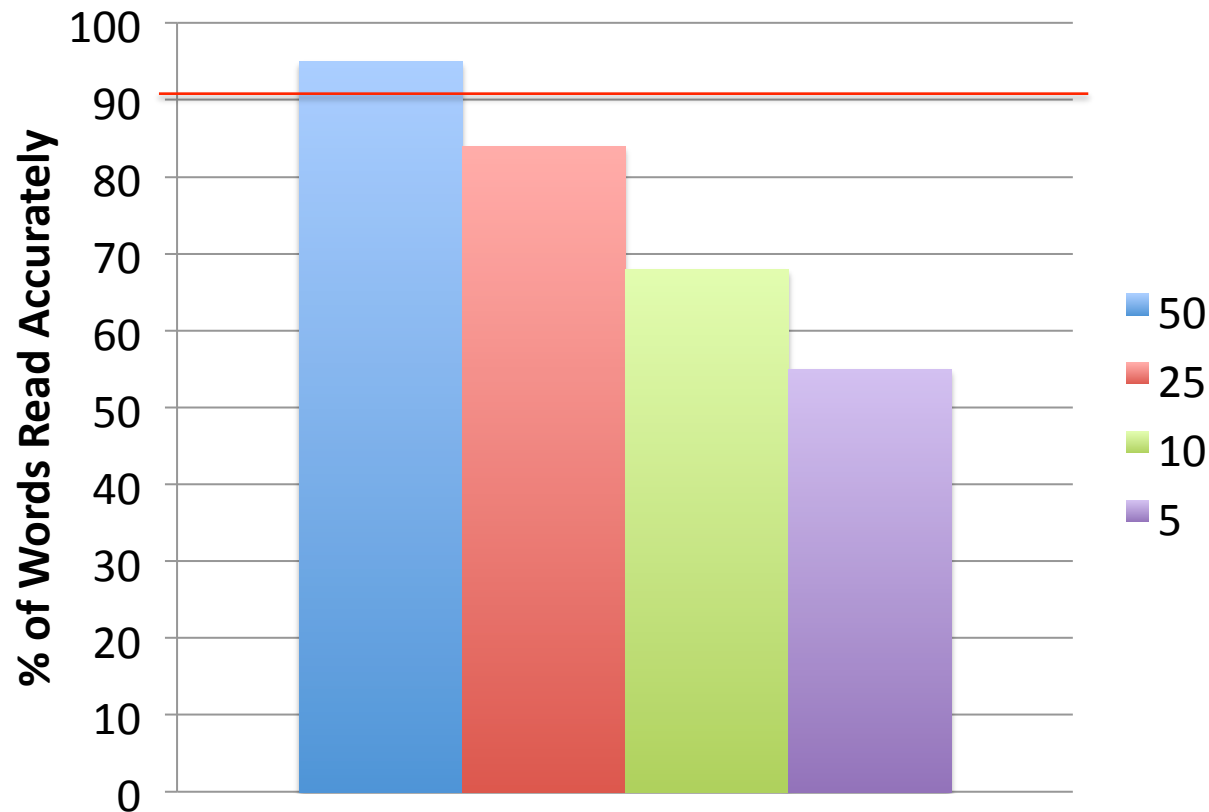


% "Rare" (for 3rd Grade)



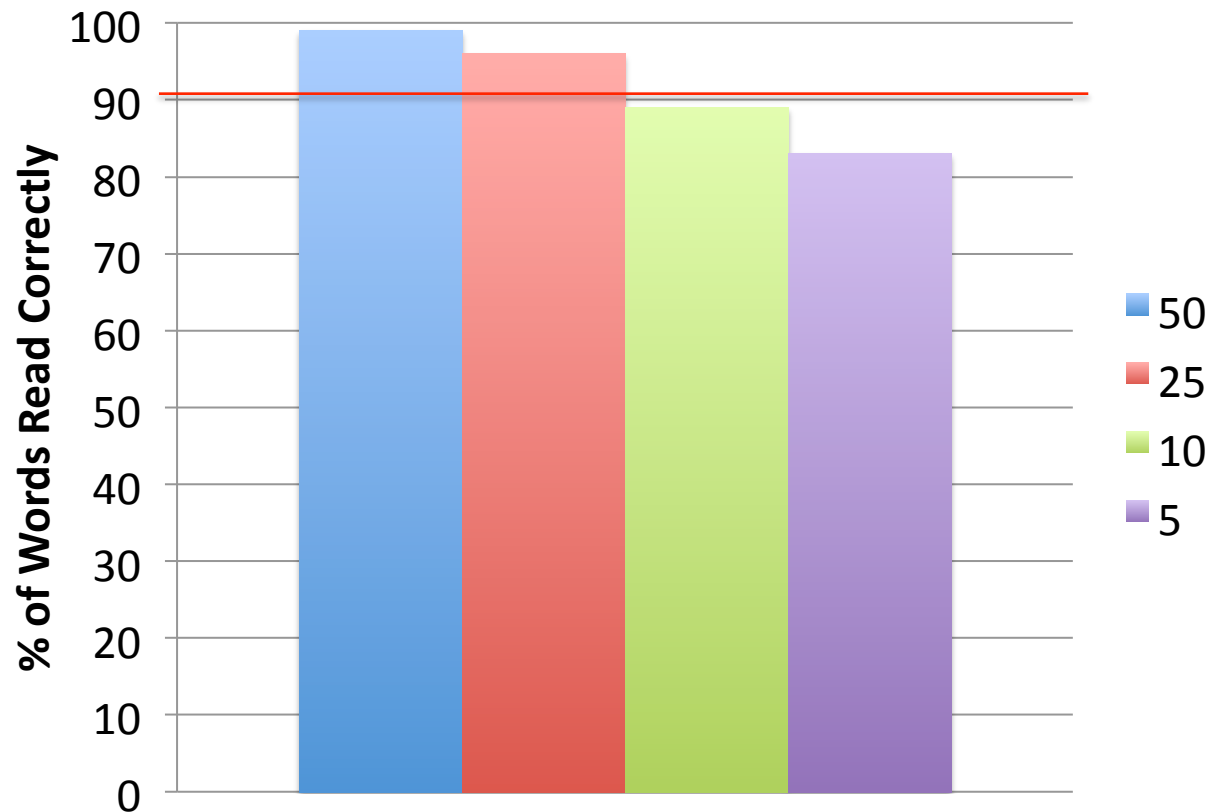
ACCURACY

End of Gr. 1: Accuracy in Oral Reading



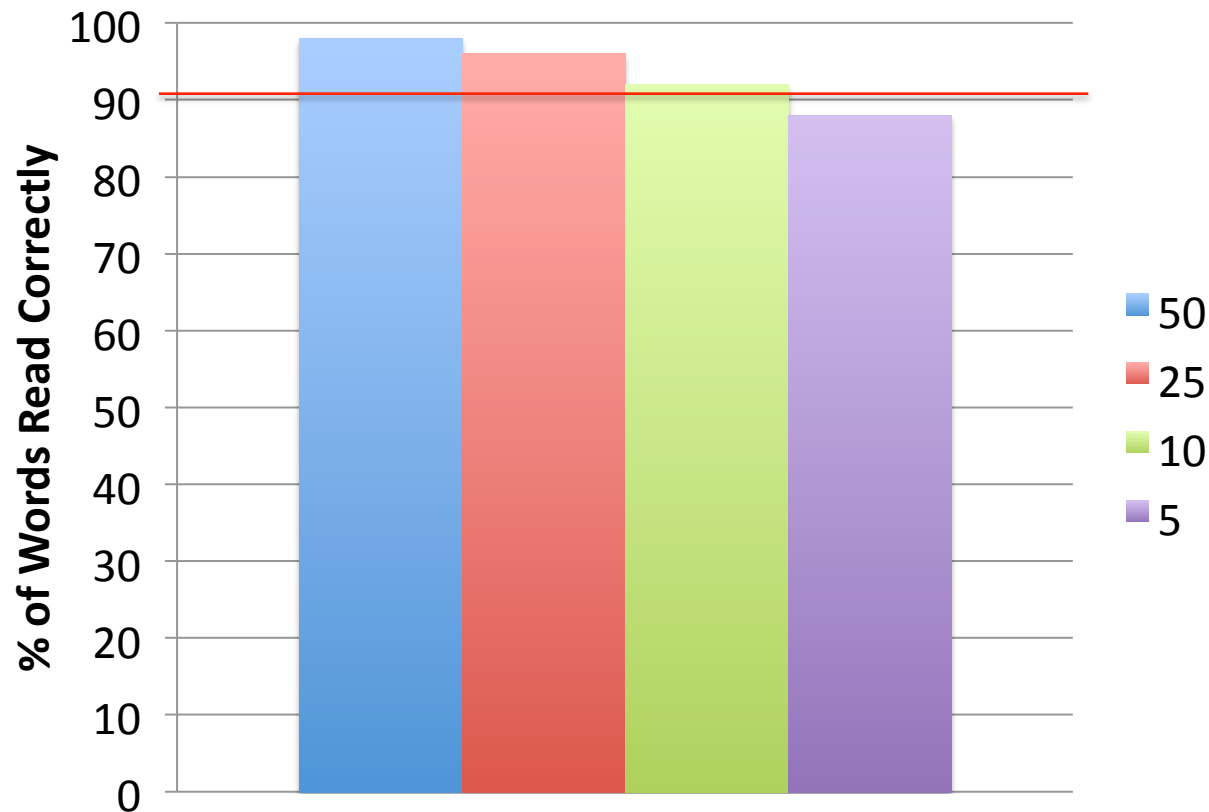
Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

End of Gr. 2: Accuracy in Oral Reading



Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

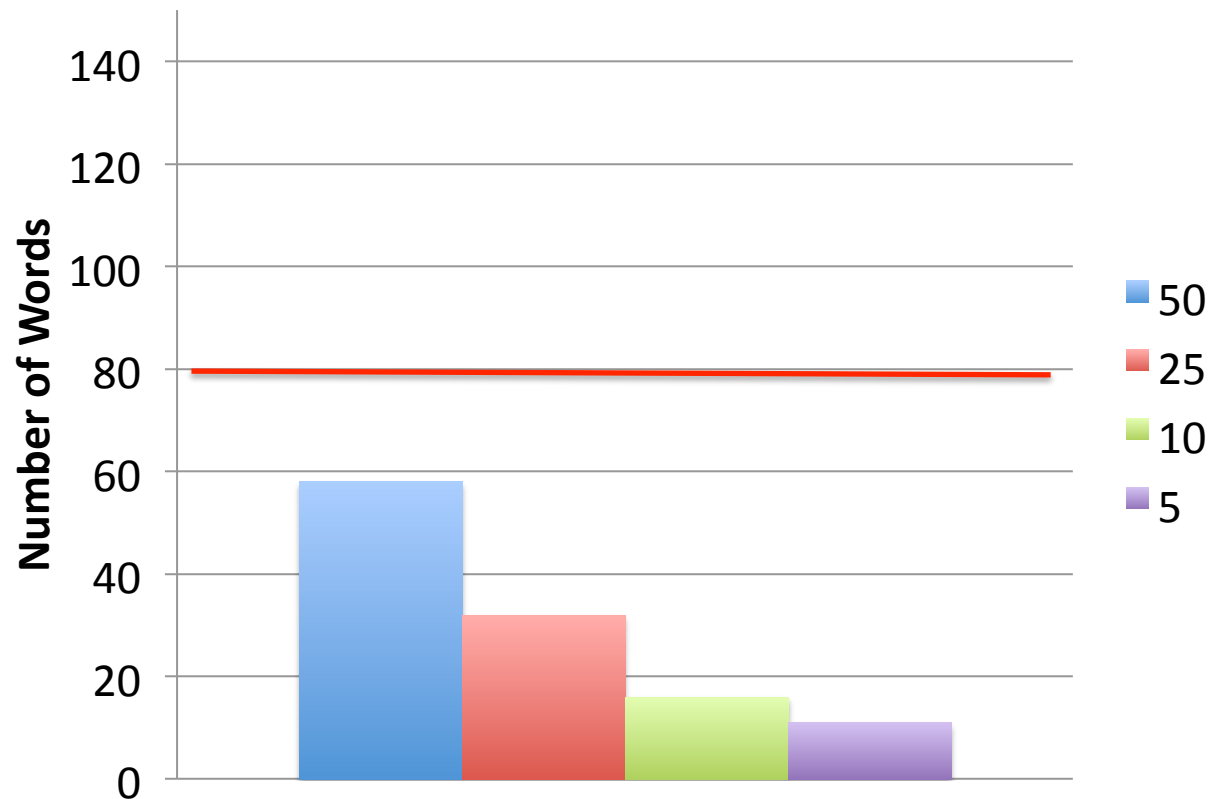
End of Gr. 3: Accuracy in Oral Reading



Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

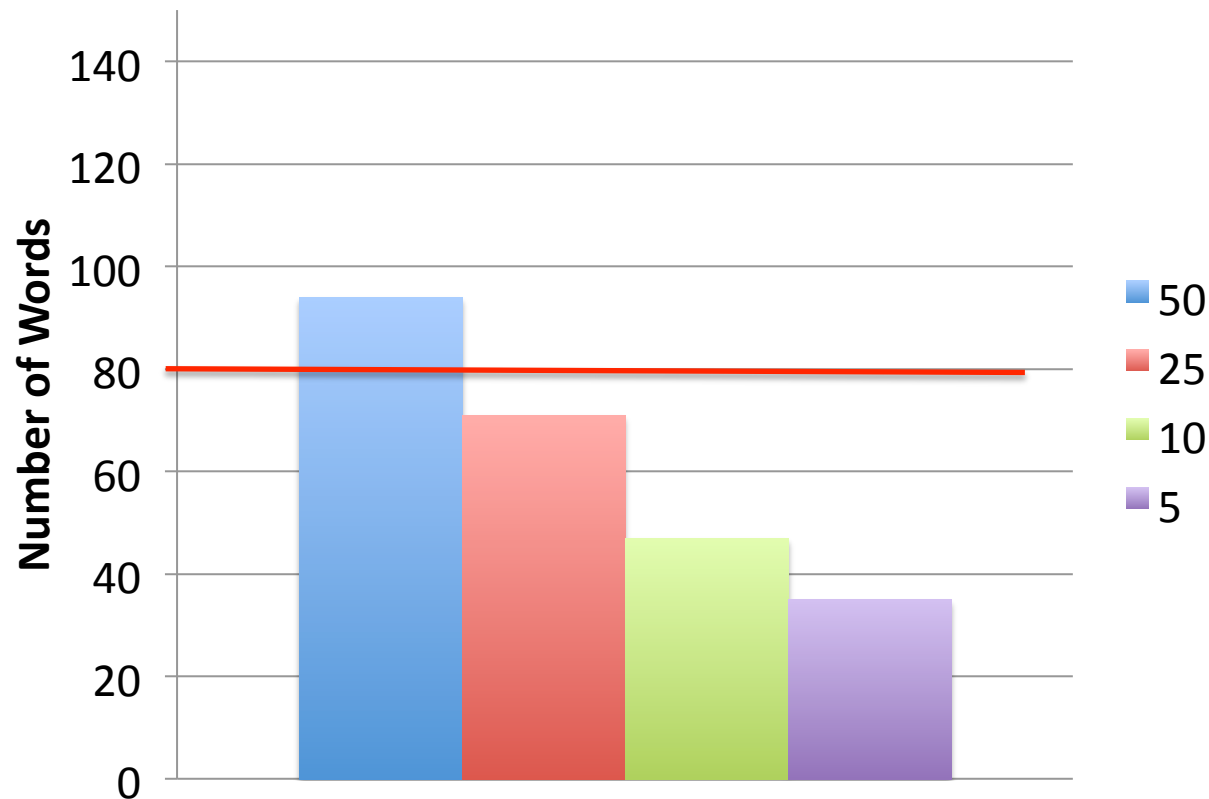
WORDS CORRECT

End of Gr. 1: Words Correct in Oral Reading



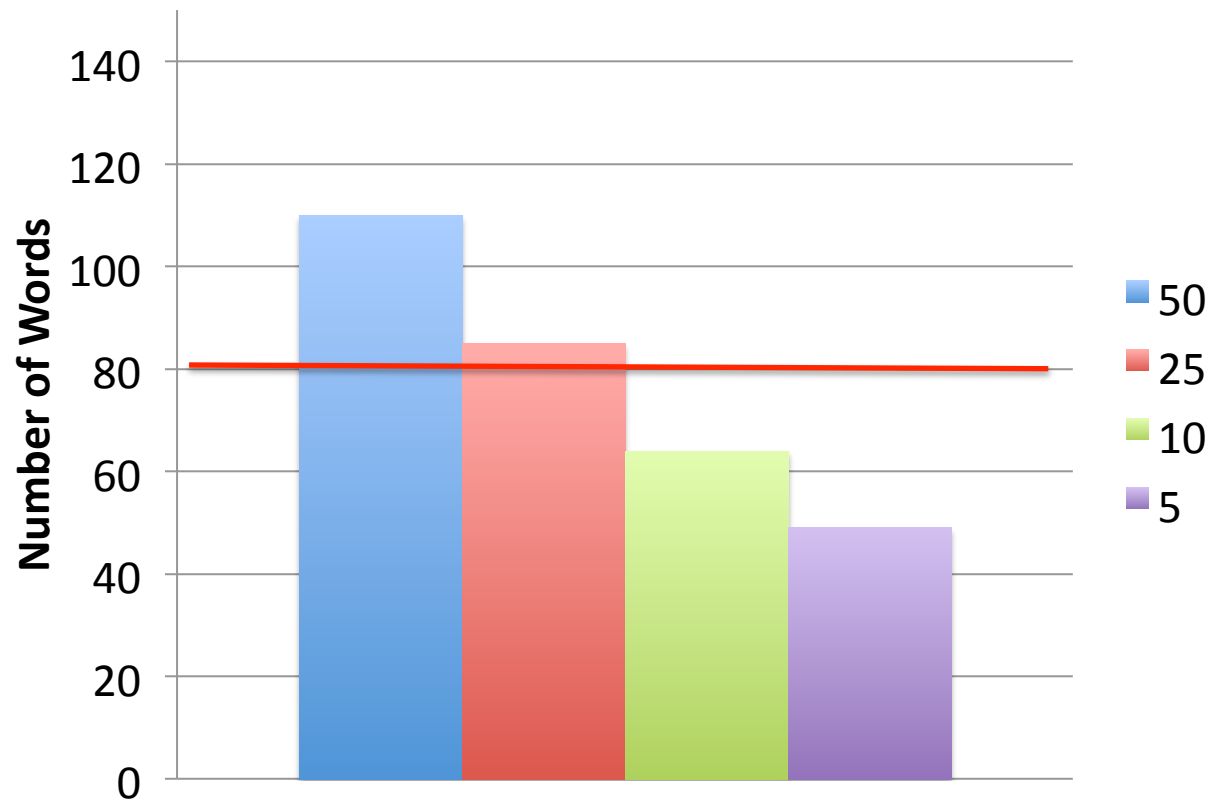
Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

End of Gr. 2: Words Correct in Oral Reading



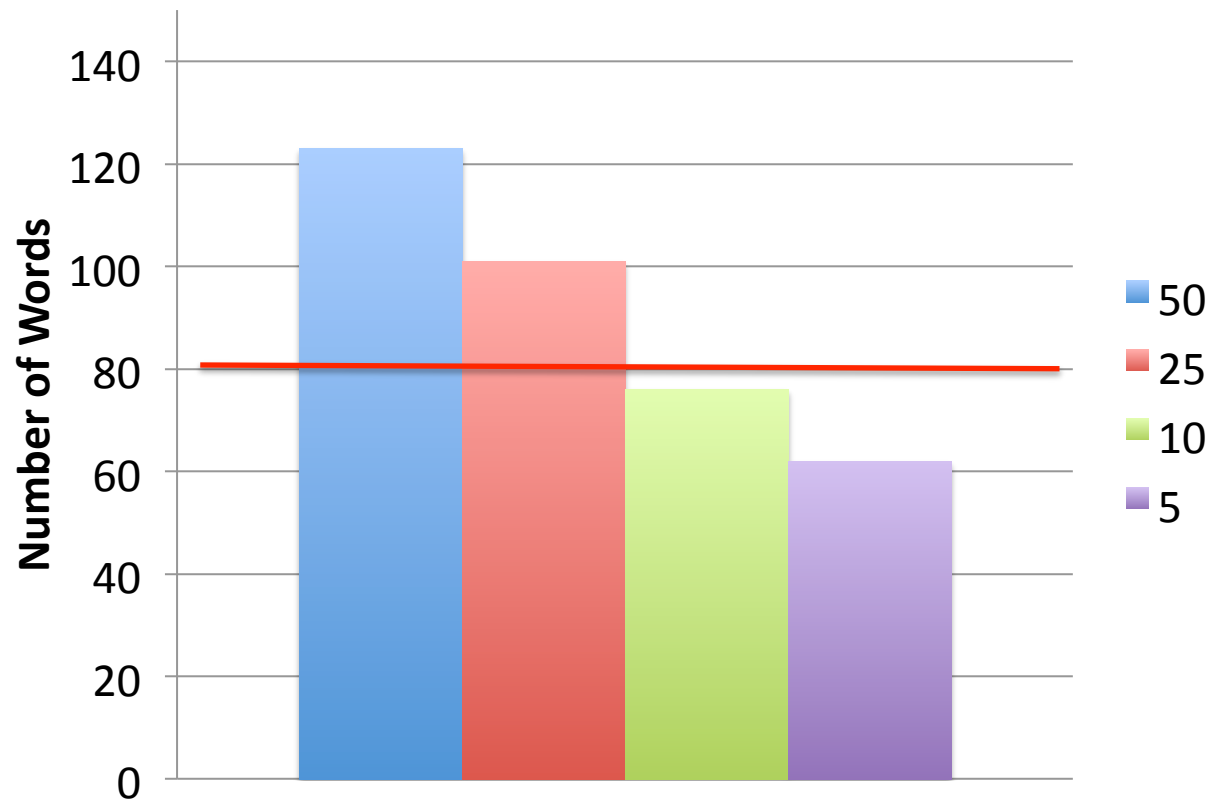
Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

End of Gr. 3: Words Correct in Oral Reading



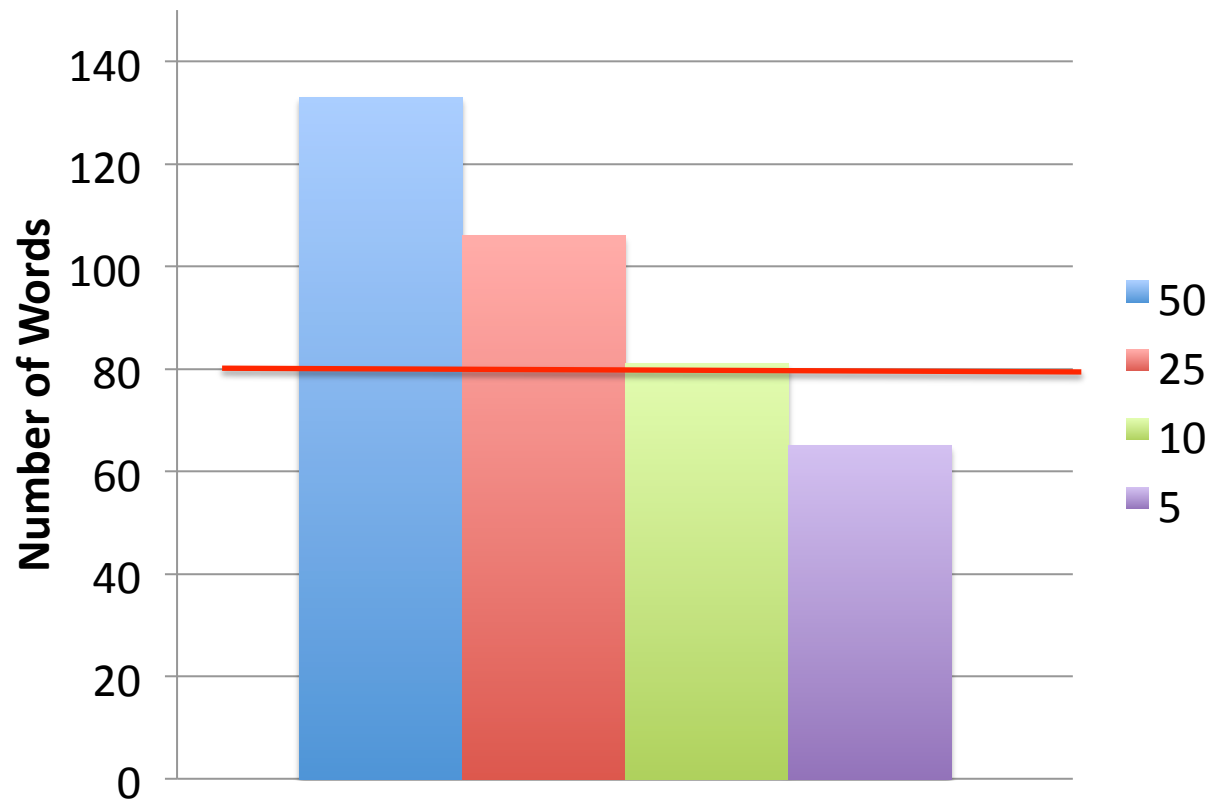
Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

End of Gr. 4: Words Correct in Oral Reading



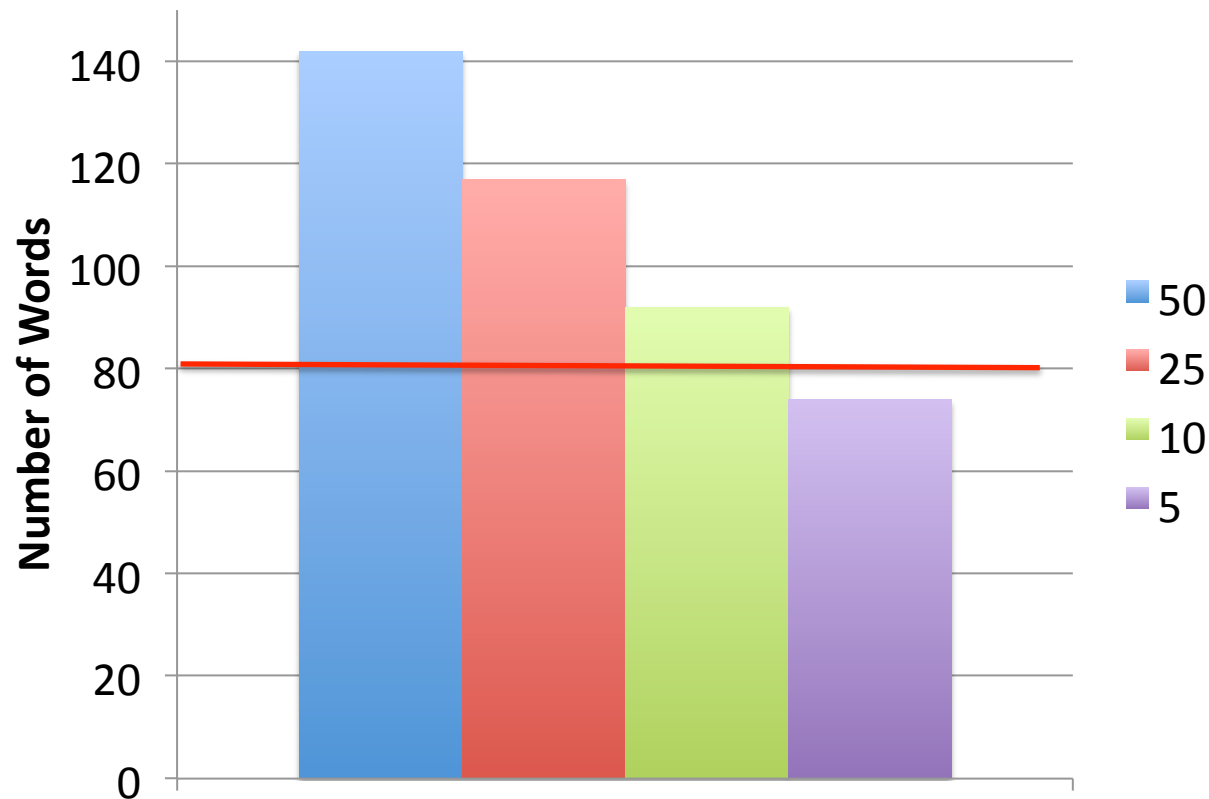
Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

End of Gr. 5: Words Correct in Oral Reading



Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

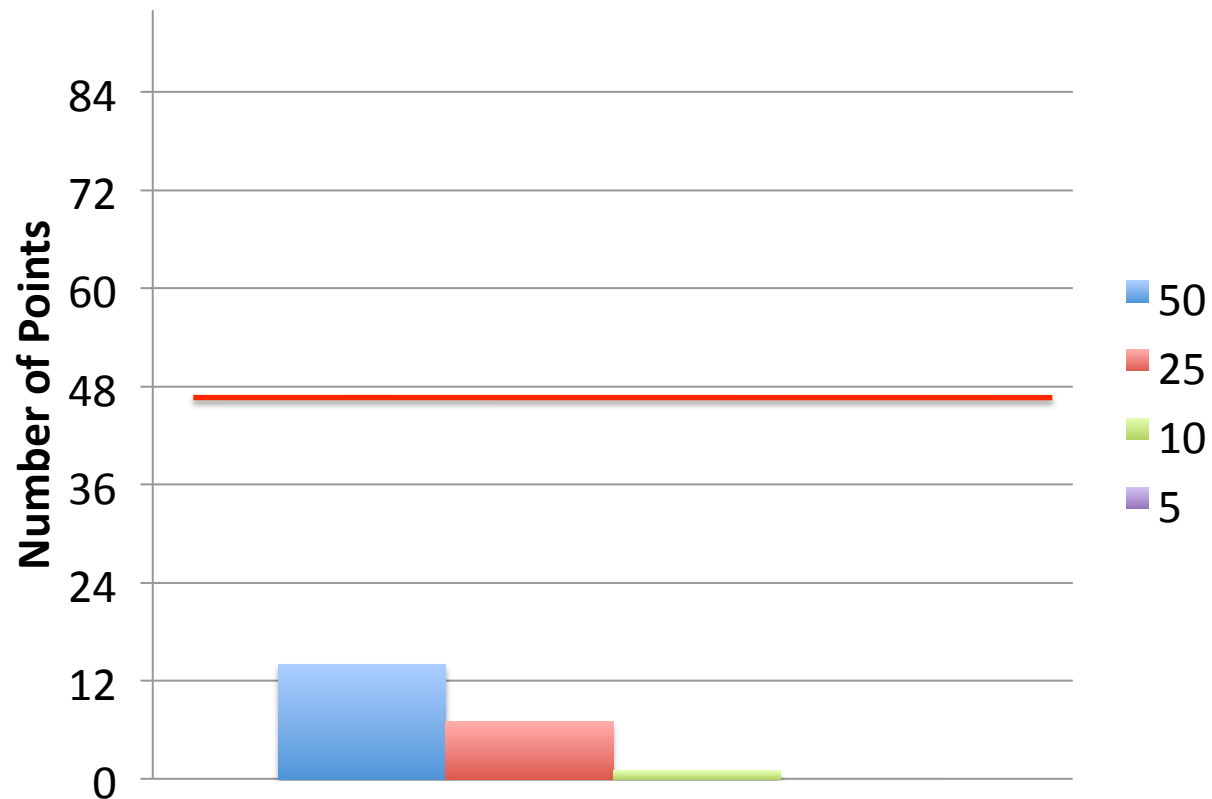
End of Gr. 6: Words Correct in Oral Reading



Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

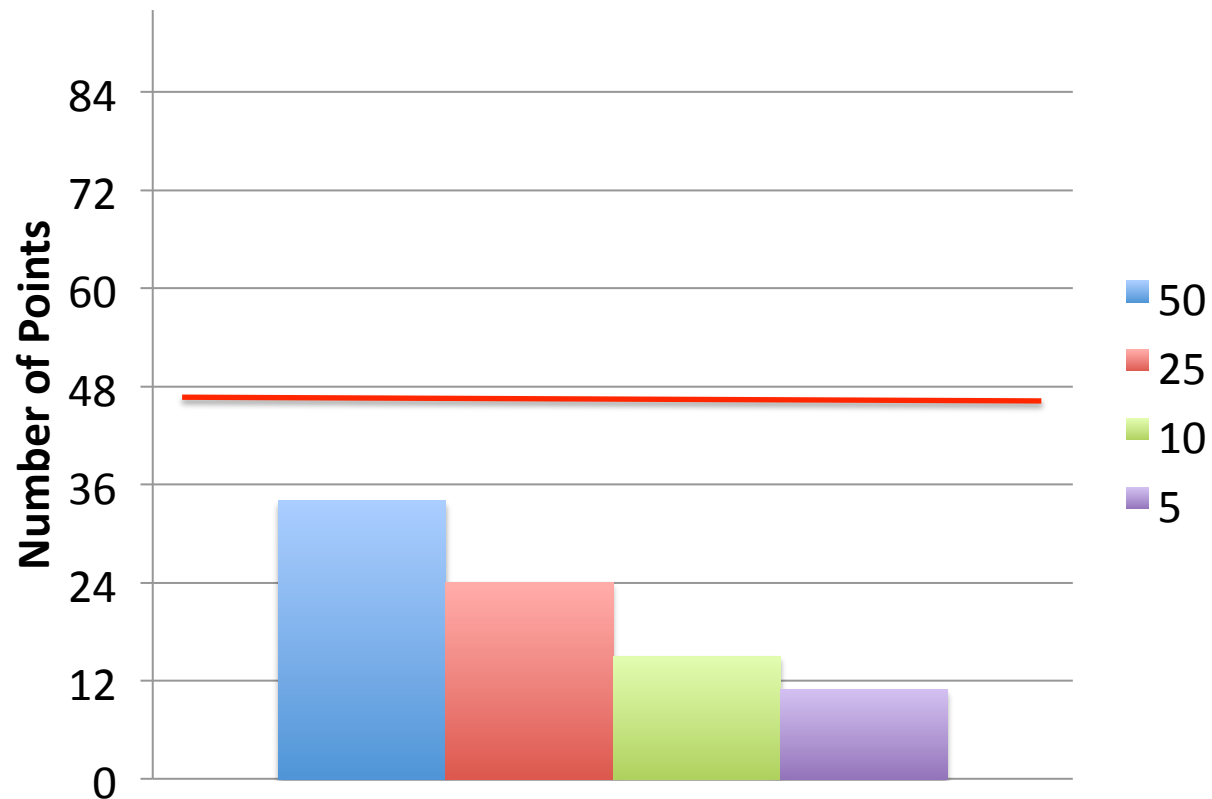
COMPREHENSION

End of Gr. 1: Retell



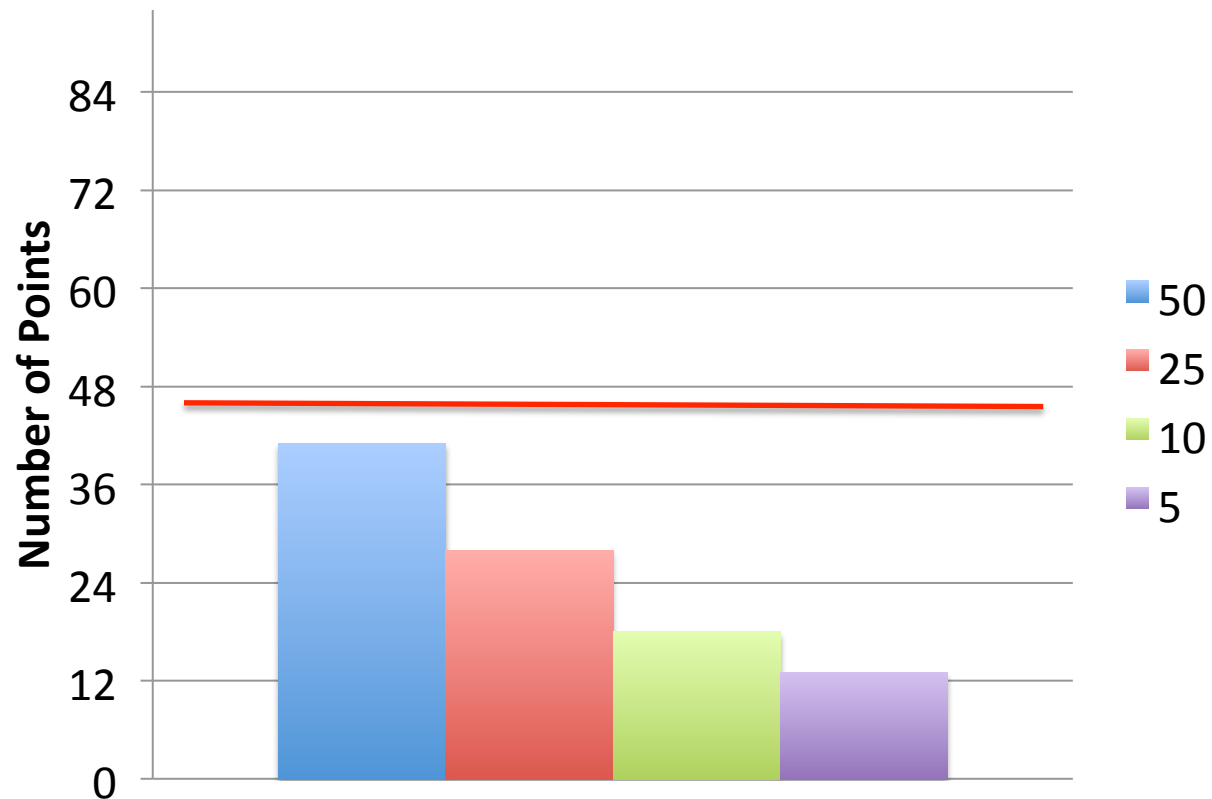
Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

End of Gr. 2: Retell



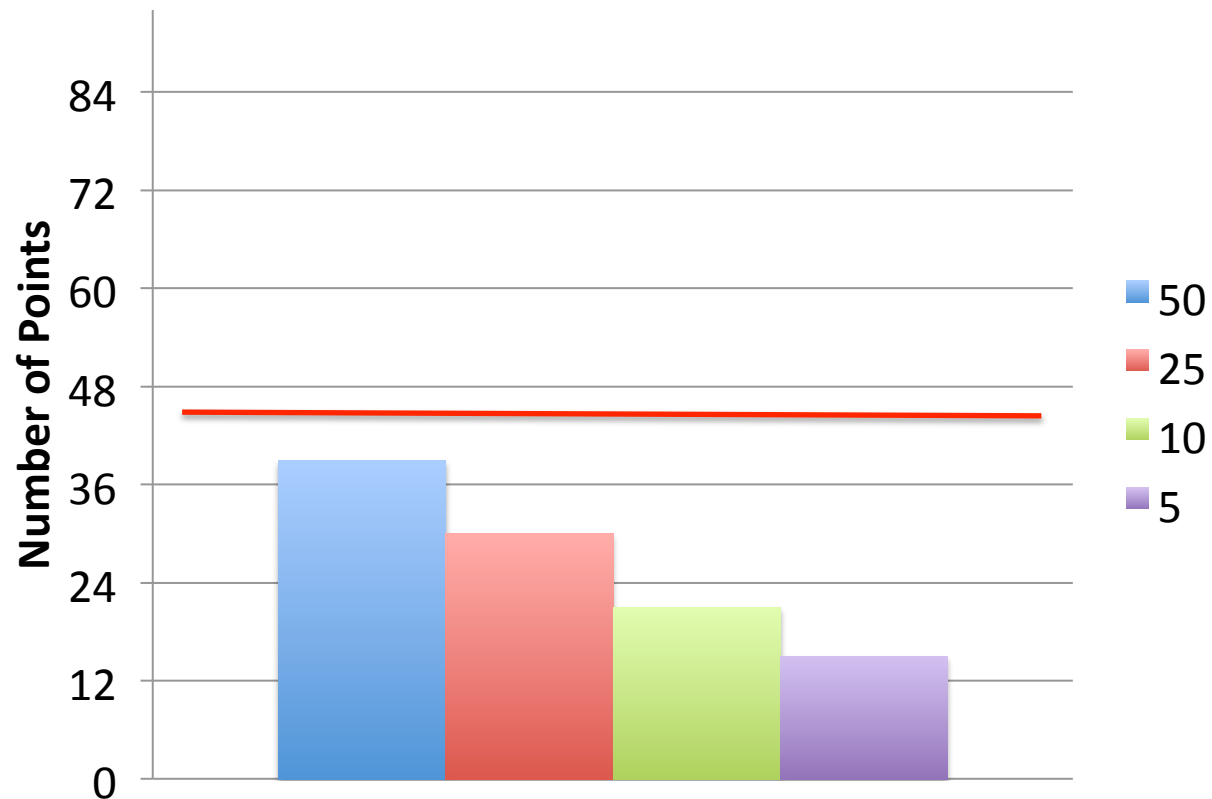
Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

End of Gr. 3: Retell



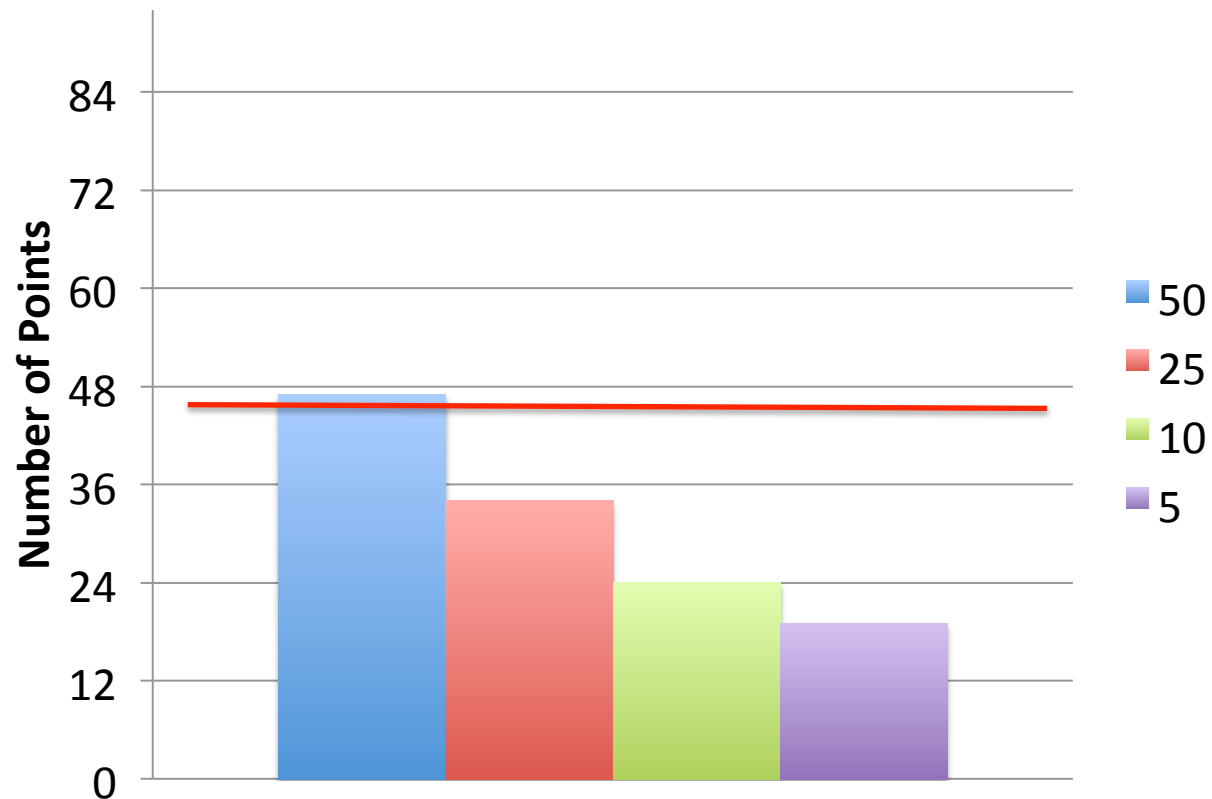
Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

End of Gr. 4: Retell



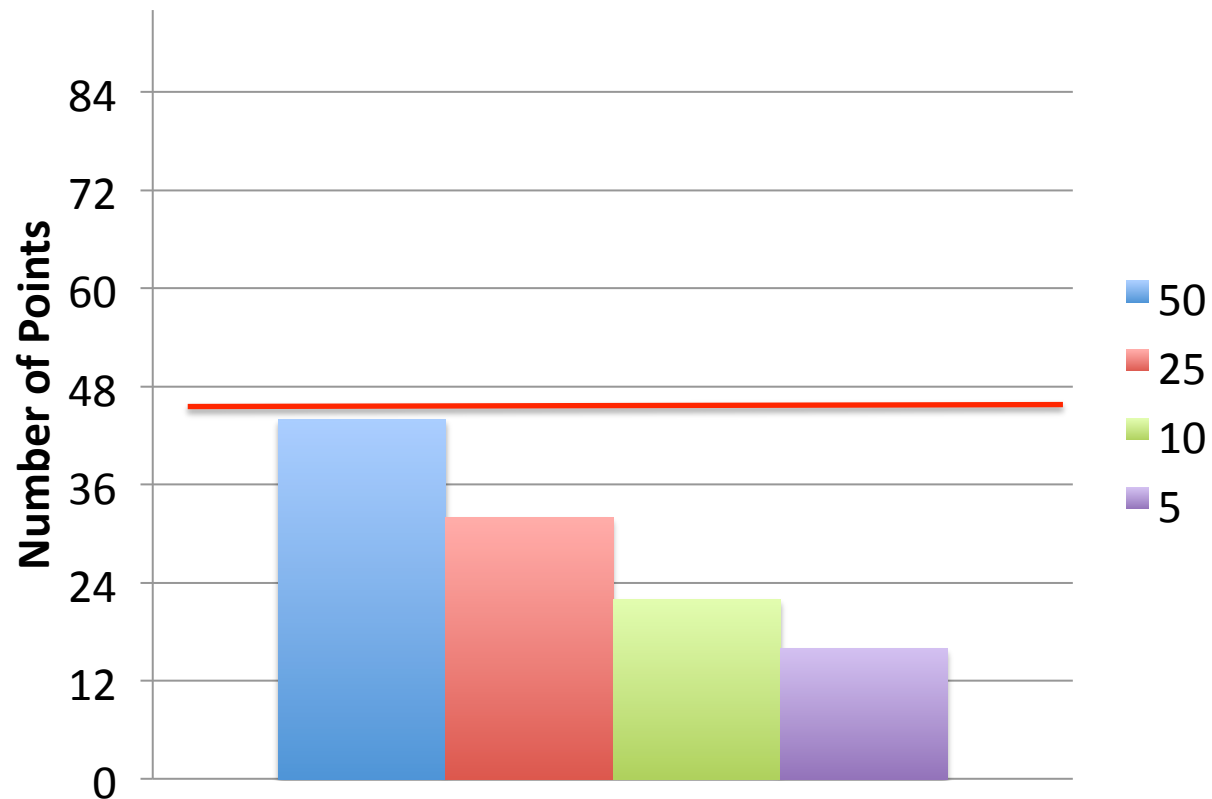
Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

End of Gr. 5: Retell



Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

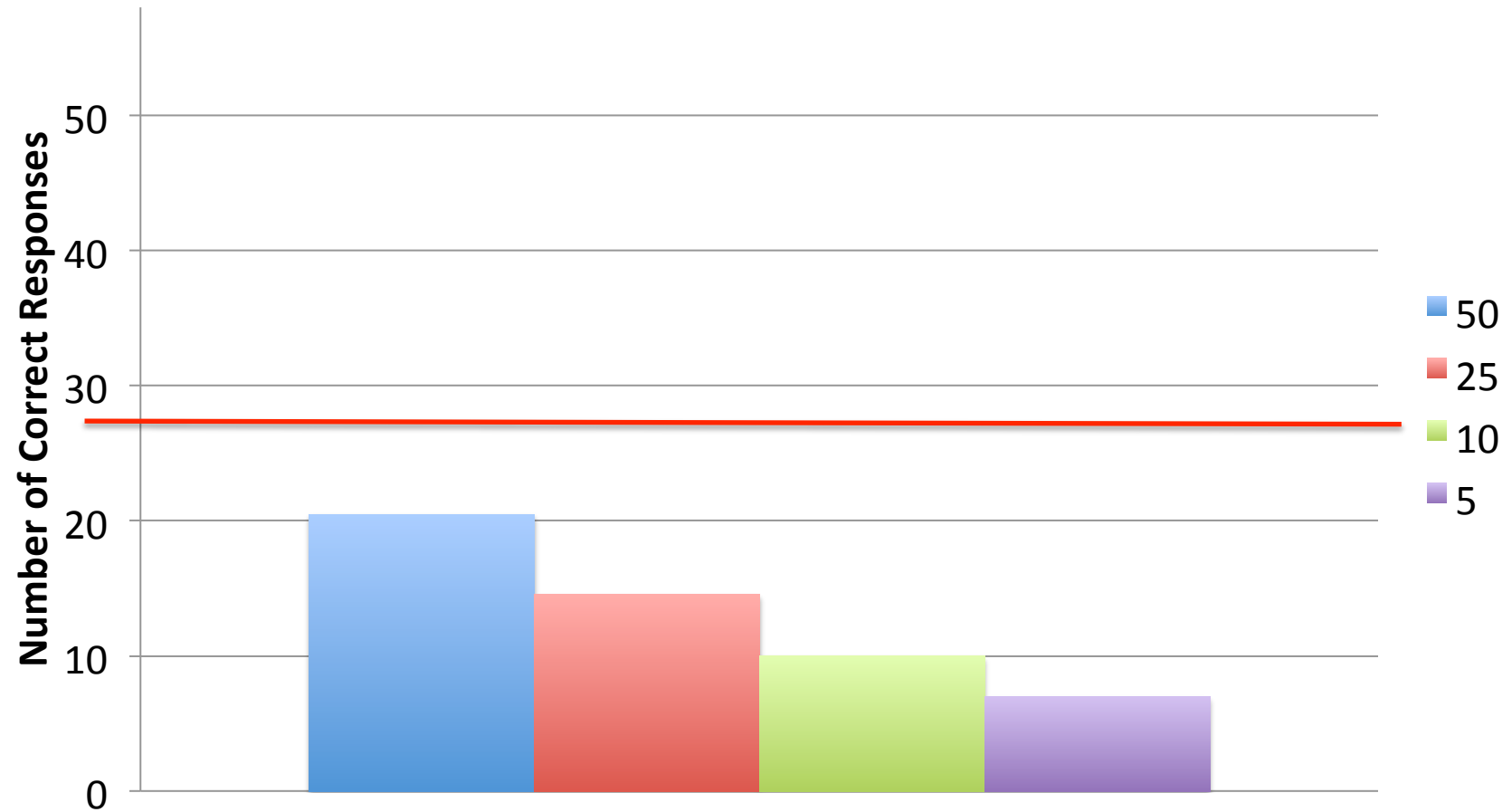
End of Gr. 6: Retell



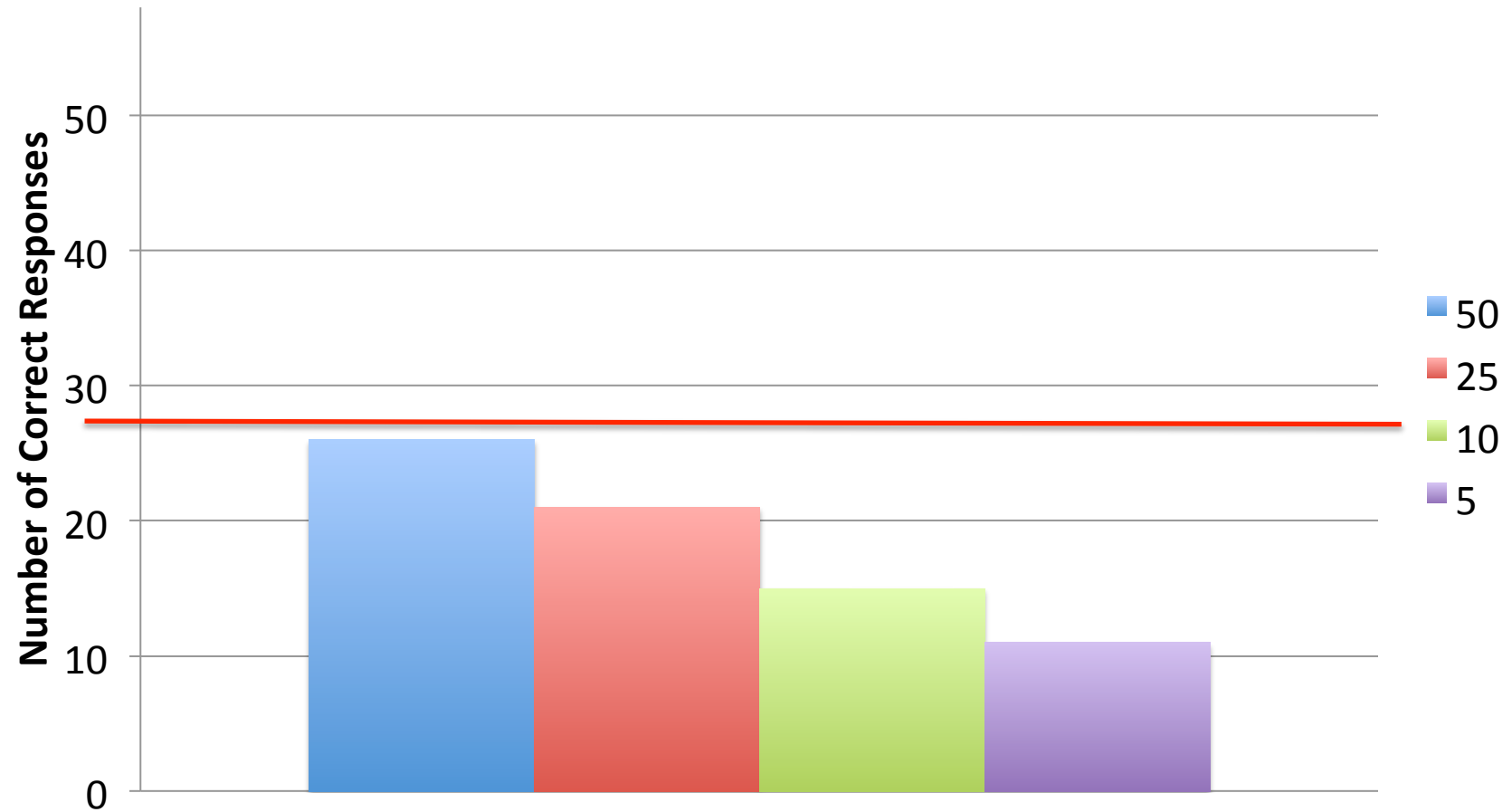
Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

SILENT READING FLUENCY WITH COMPREHENSION: DAZE

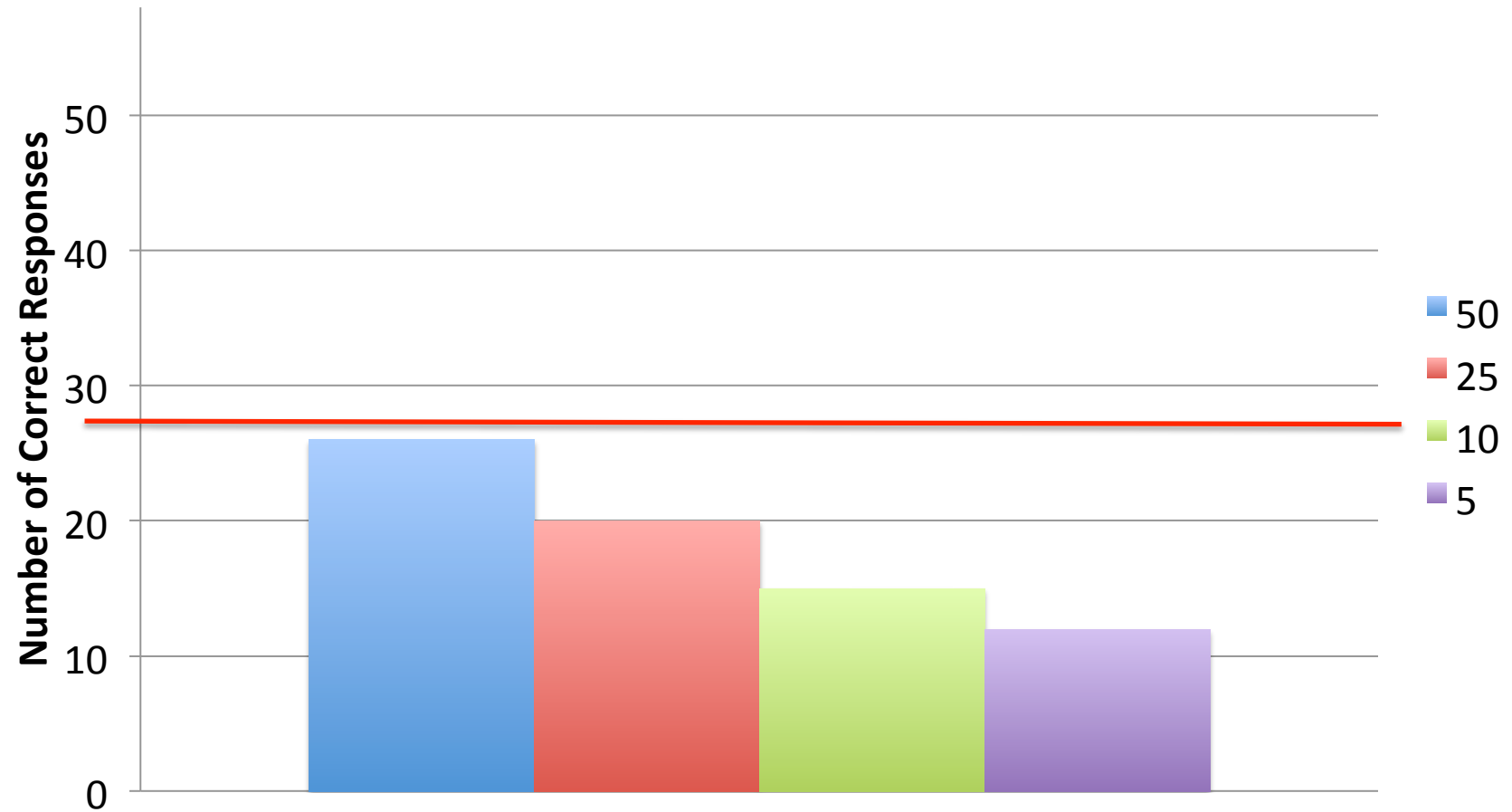
End of Gr. 3: Daze



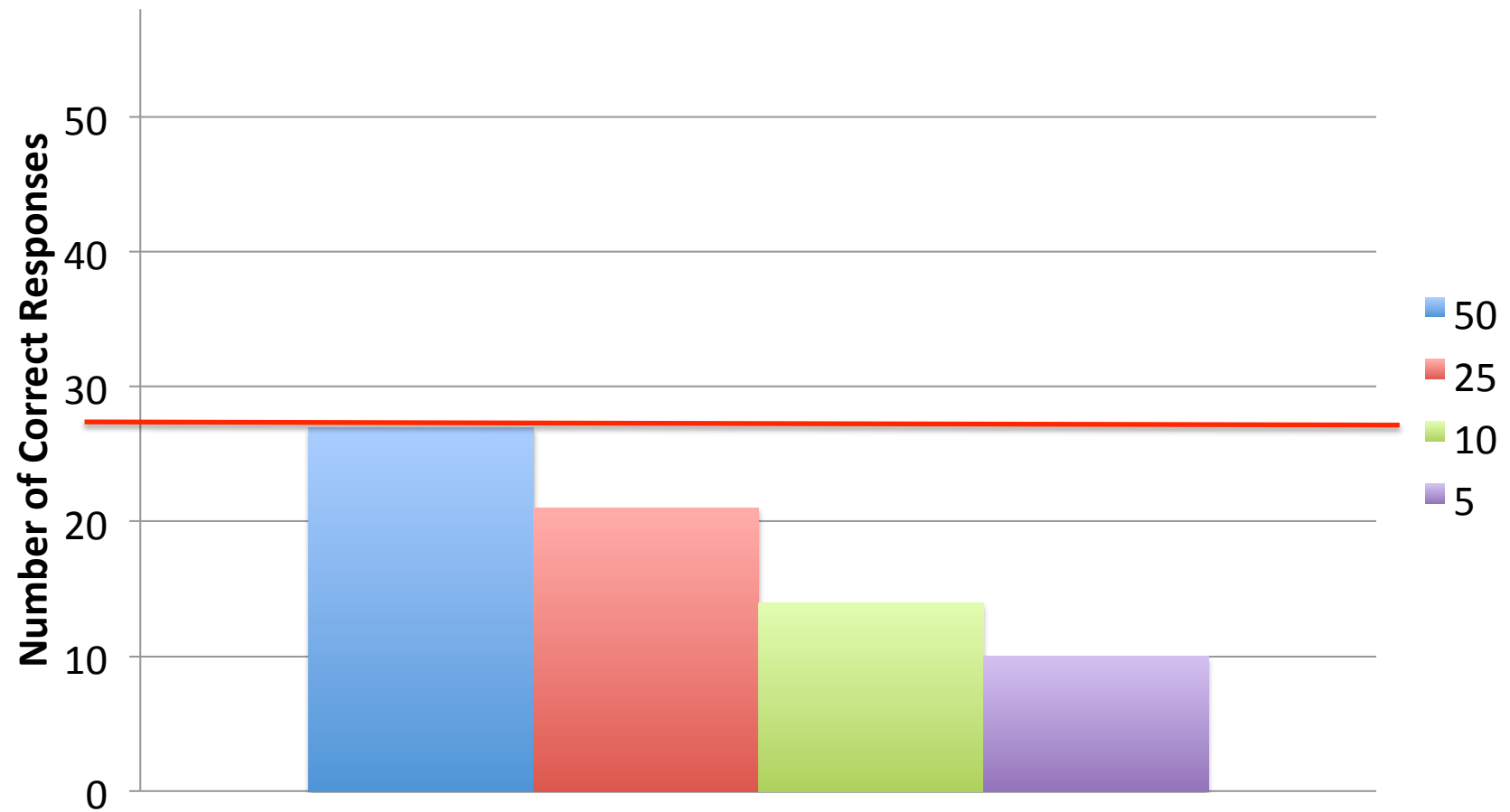
End of Gr. 4: Daze



End of Gr. 5: Daze



End of Gr. 6: Daze





Toolkit

Do Animals Talk?



Some birds communicate by moving their tails.

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 help prairie dogs stay safe.

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

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

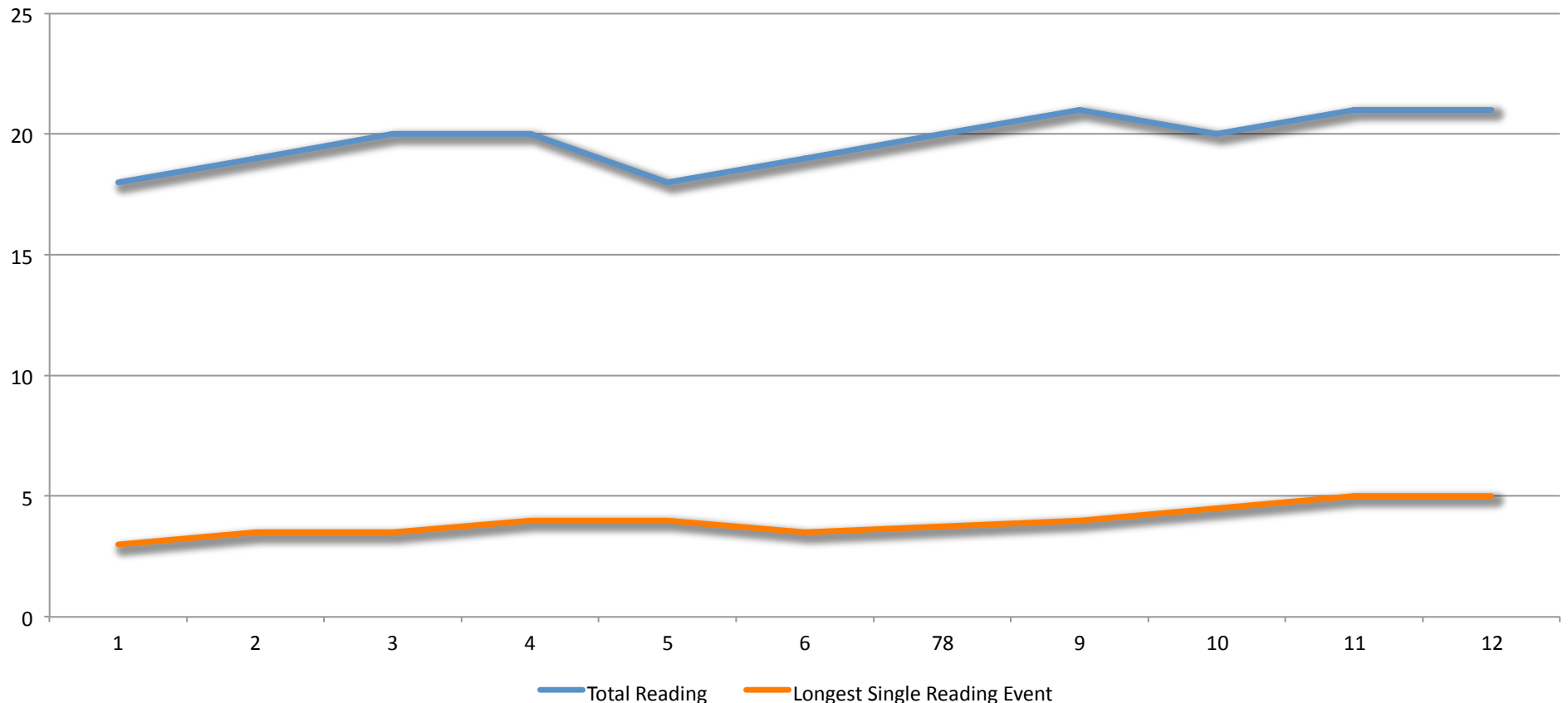
Step 2: Set the goal (students in charge in Grades 3+; students guided in Grades 2-)

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.



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).

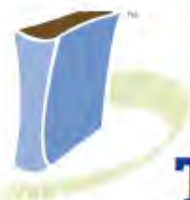
How?

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