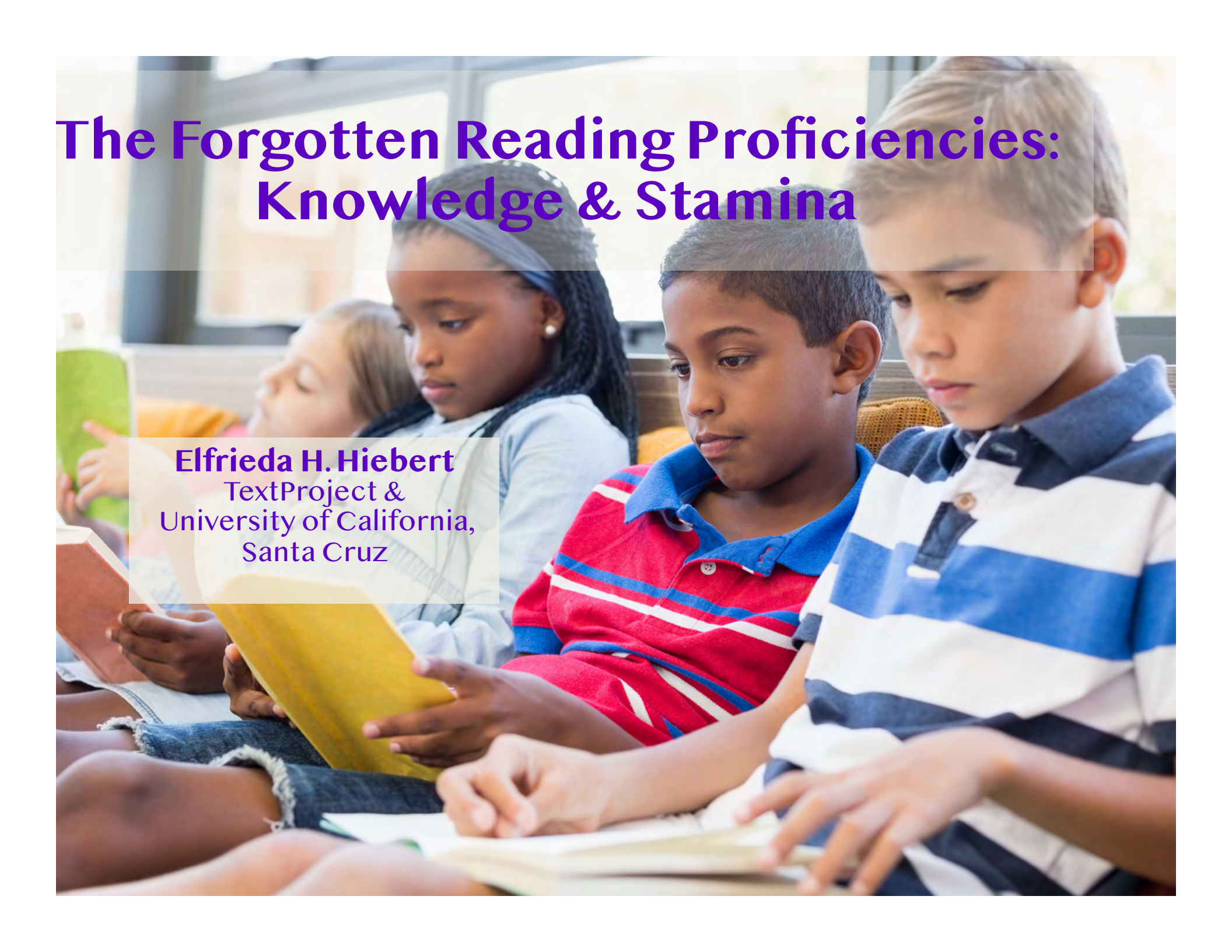


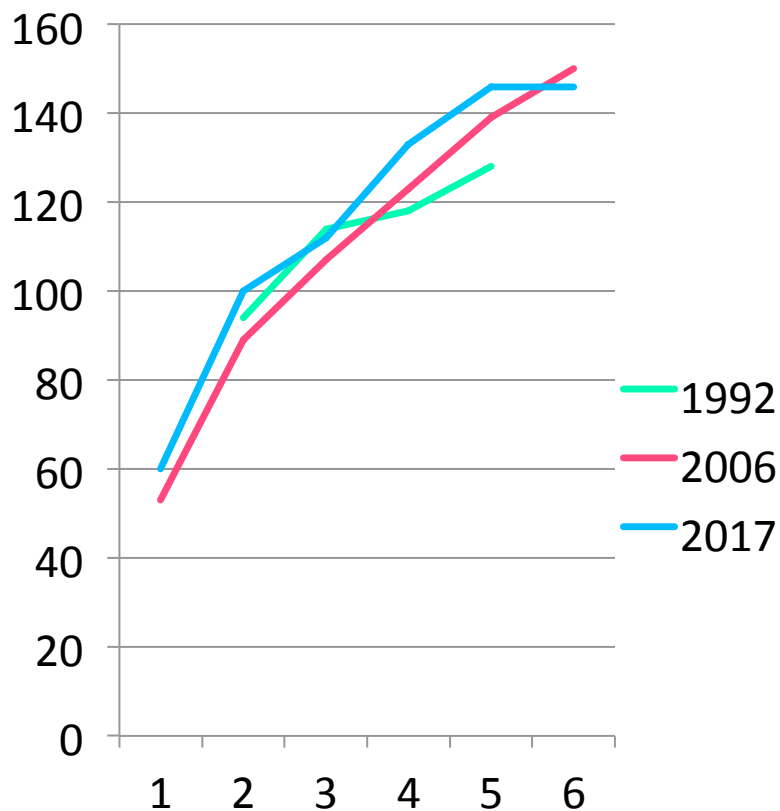
The Forgotten Reading Proficiencies: Knowledge & Stamina

A photograph of three young children sitting at a desk in a classroom, focused on reading their books. The child on the left is a girl with dark hair, wearing a light blue shirt. The child in the middle is a boy with dark hair, wearing a red and blue striped polo shirt. The child on the right is a boy with light hair, wearing a blue and white striped polo shirt. They are all looking down at their books, which are open on the desk. The background is slightly blurred, showing a classroom setting with windows.

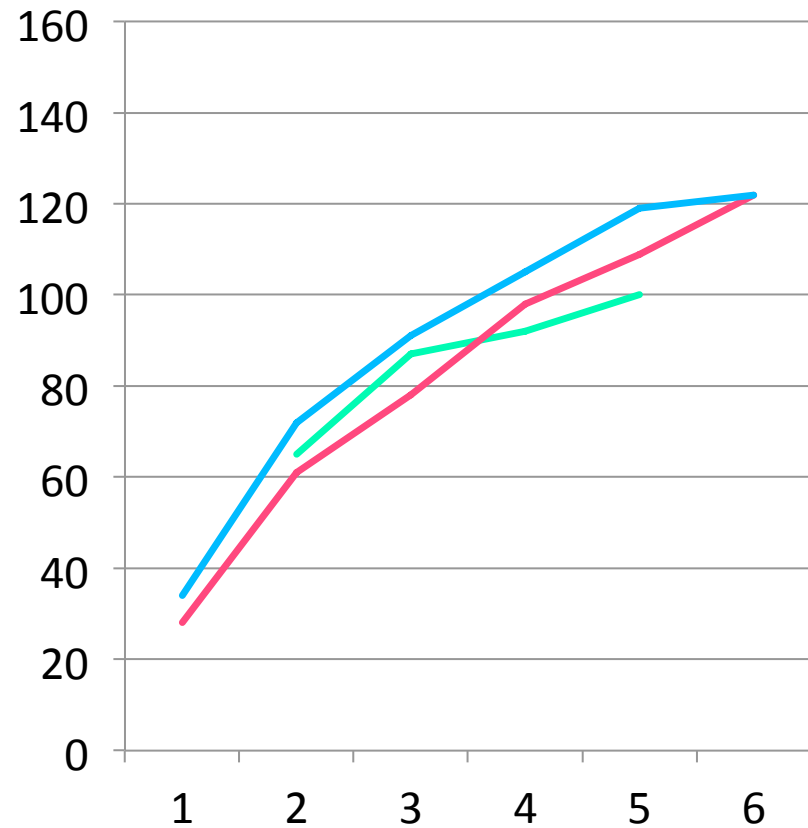
Elfrieda H. Hiebert
TextProject &
University of California,
Santa Cruz

Hasbrouck & Tindal Oral Reading Fluency Norms: Over 25 Years

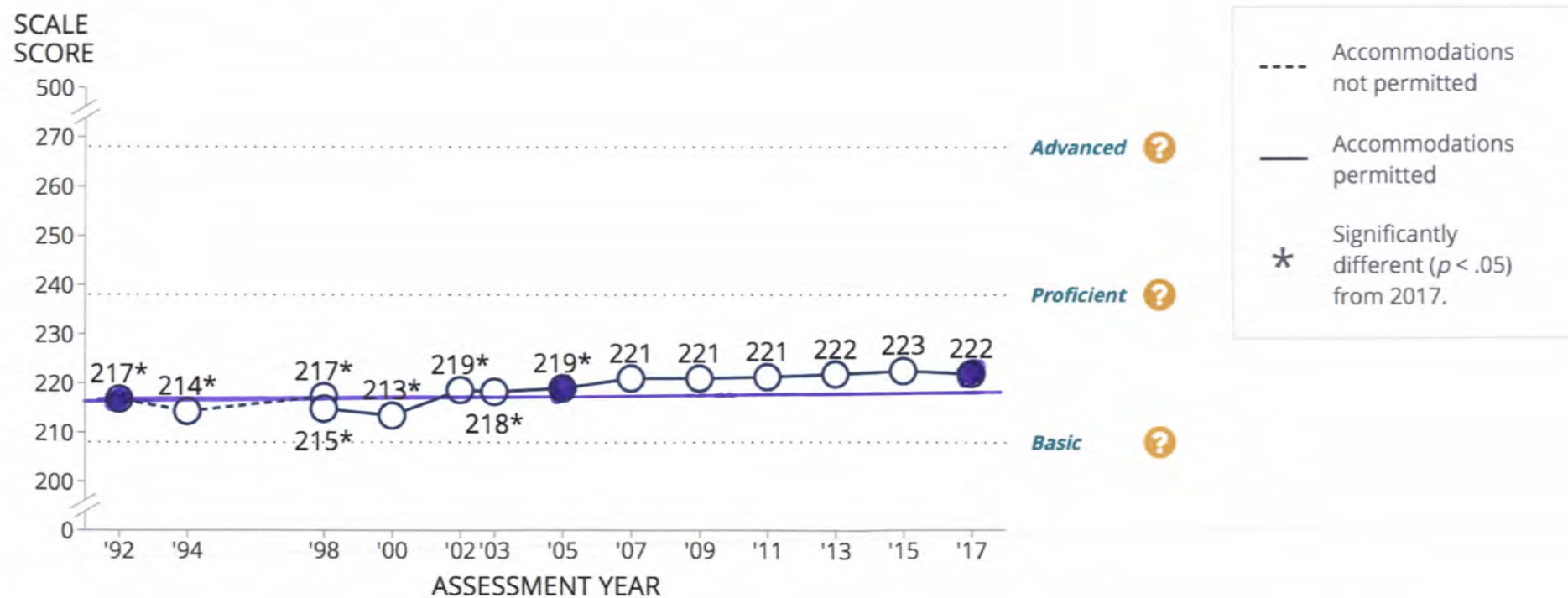
50th percentile

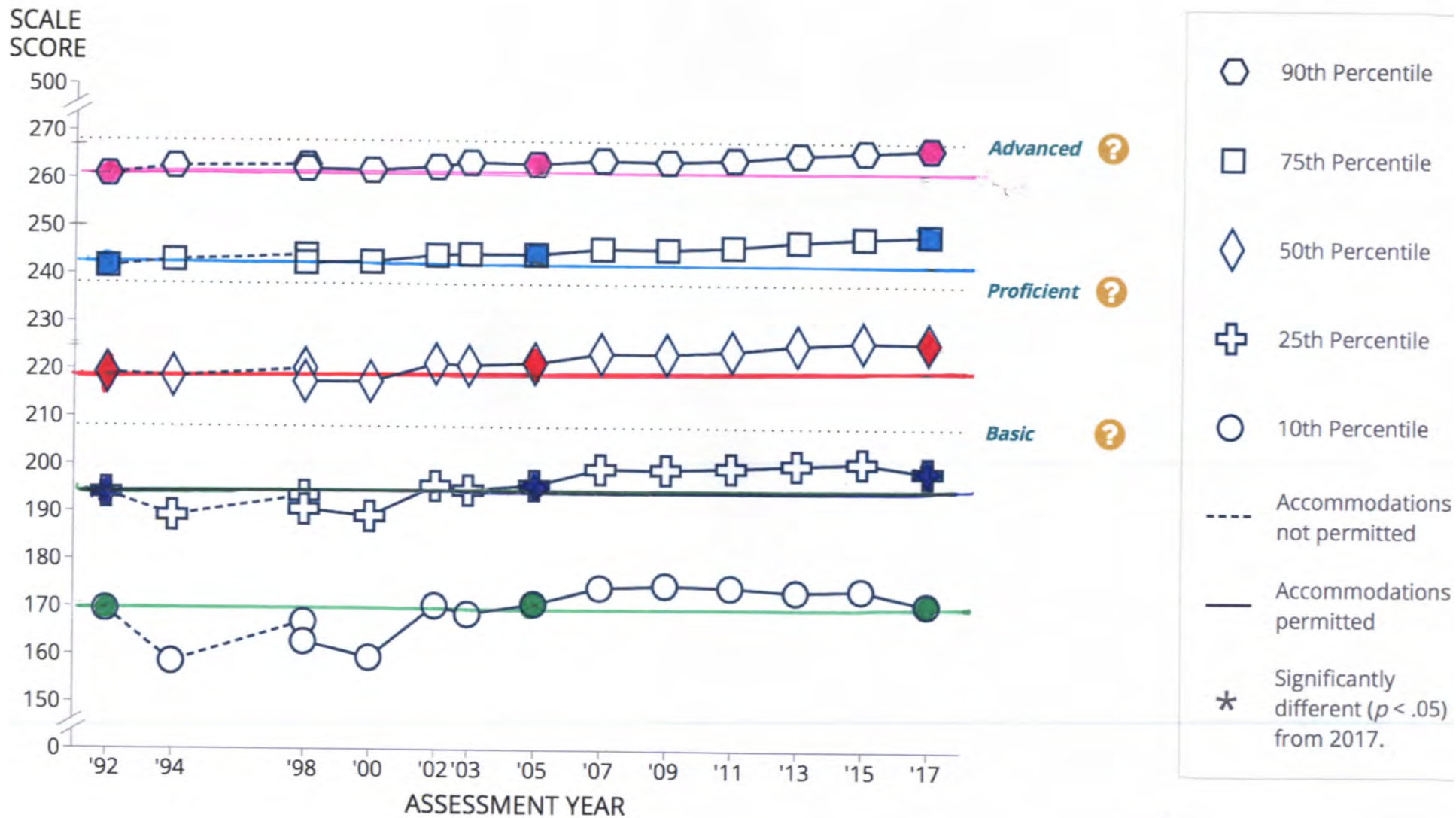


25th Percentile

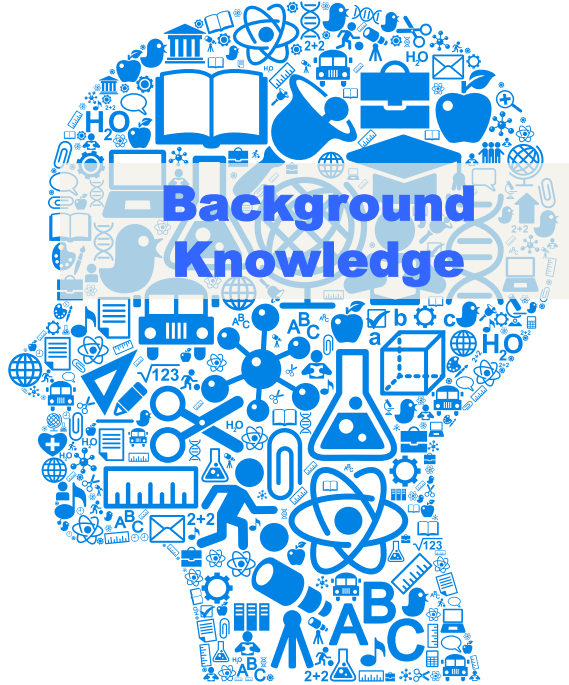


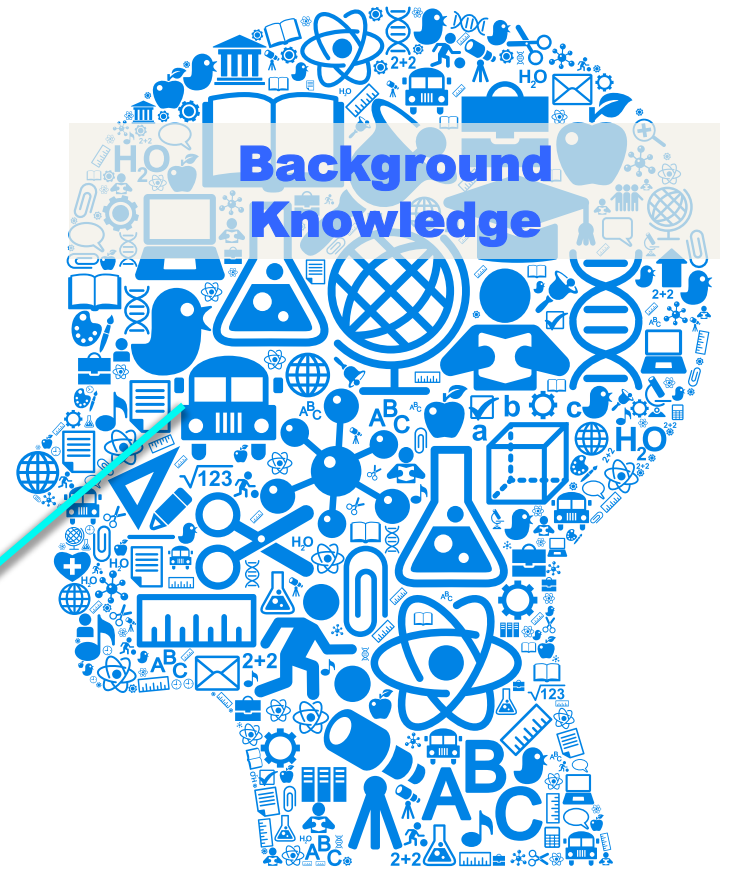
Trend in fourth-grade NAEP reading average scores

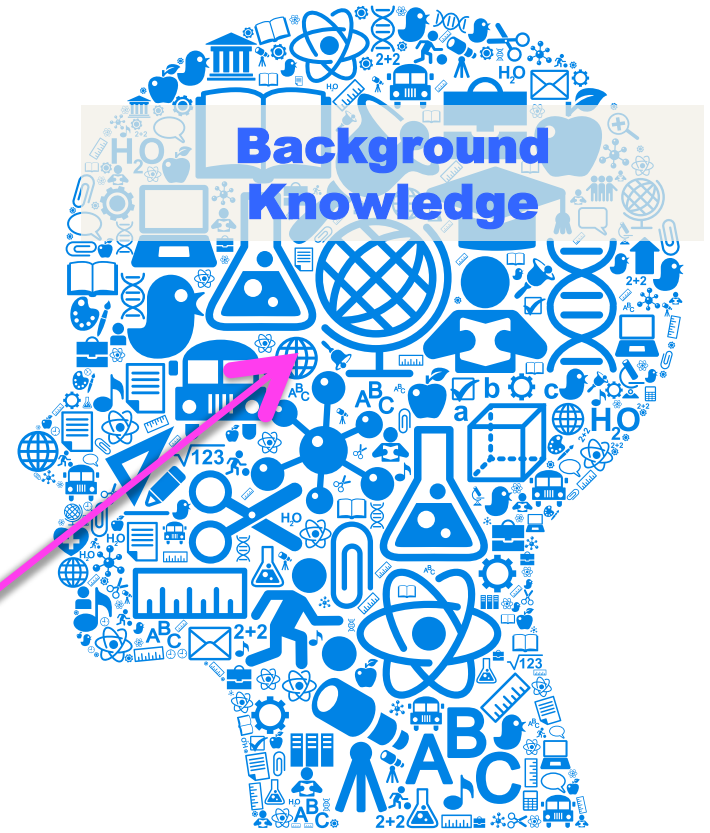


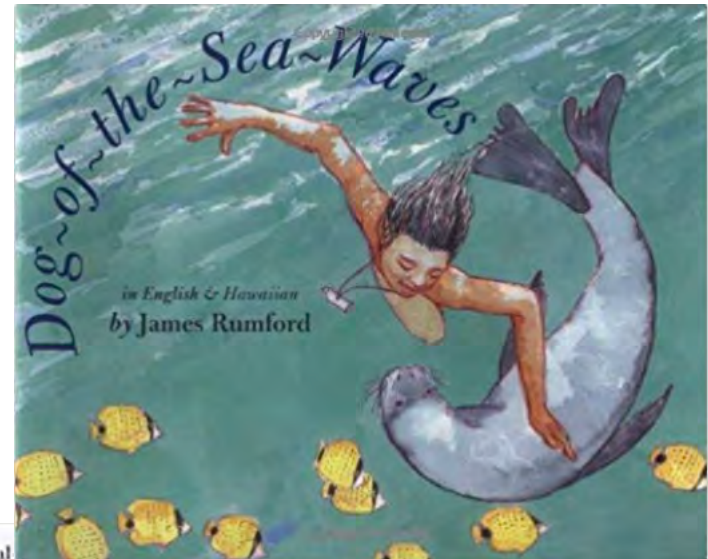
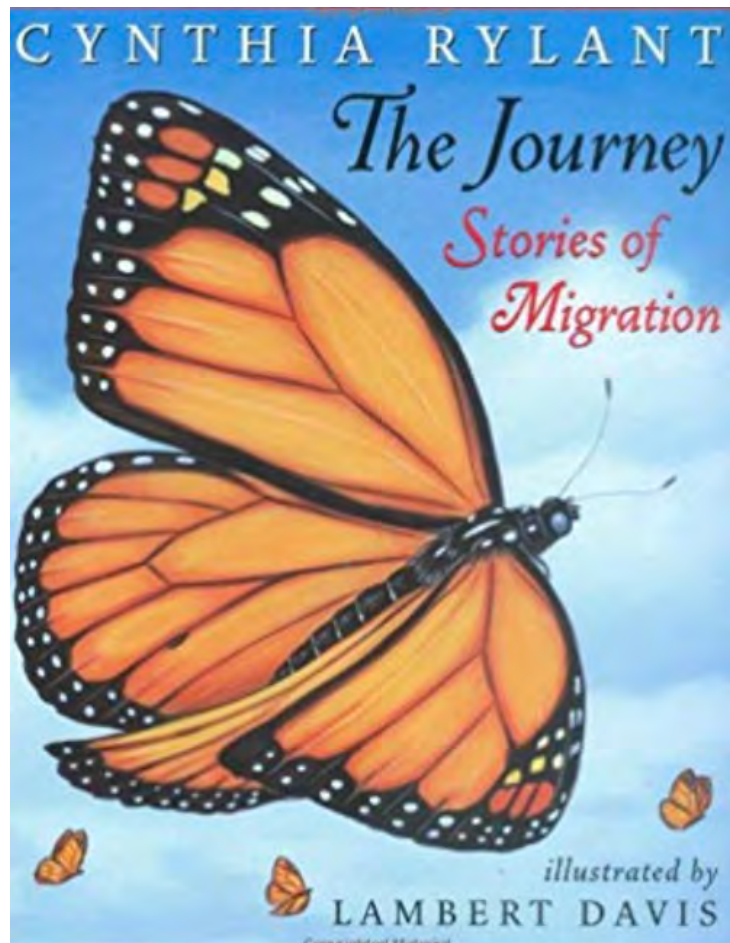


The Forgotten Proficiencies









[illegible]

Rare Words in 3 Trade books



Leveled text--intervention
program
(Gr. 3 Levels)

LEVEL N

NONFICTION:

- *All about volcanoes
- *Chester Greenwood's big idea
- *Sneezes & sniffles
- *Eugenie Clark, shark lady
- *All about astronauts
- *The Asian unicorn

LEVEL O

NONFICTION:

- Jump in: It's double Dutch
- *Lunch to go
- *Noses of the pros
- *Protecting the Kakapo
- *Scott Weaver, Toothpick sculptor
- *Six snakes that share our world

LEVEL P

NONFICTION:

- *Changing lives with music
- *Finding tasty foods in unlikely places
- *Frank Nasworthy's wonder wheels
- *How a comic book is made
- *One lake, one home

...

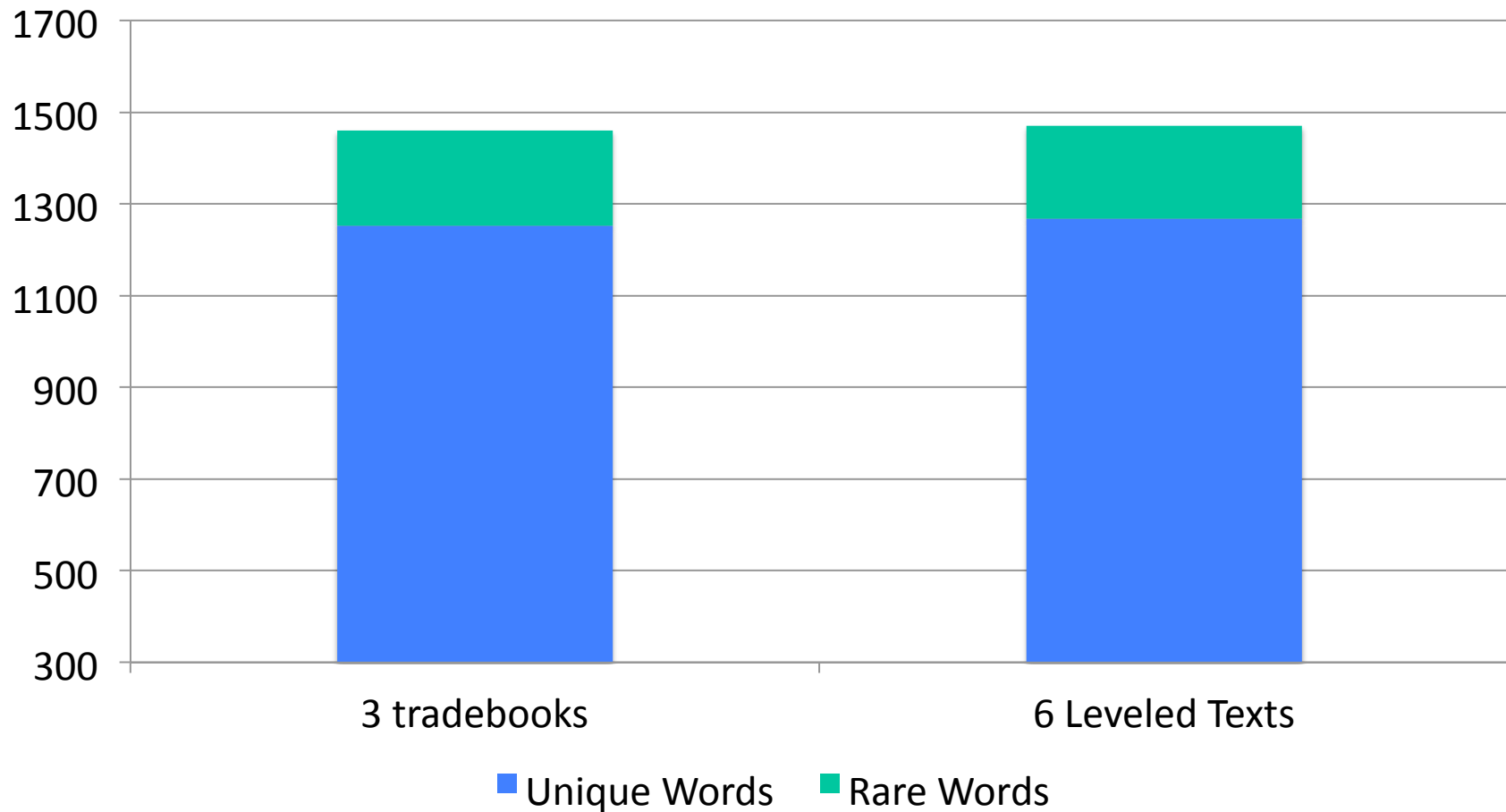
Unique Words in 6 texts (same level)



Rare Words in 6 texts (same level)



Sets of texts (n = 4350 words)



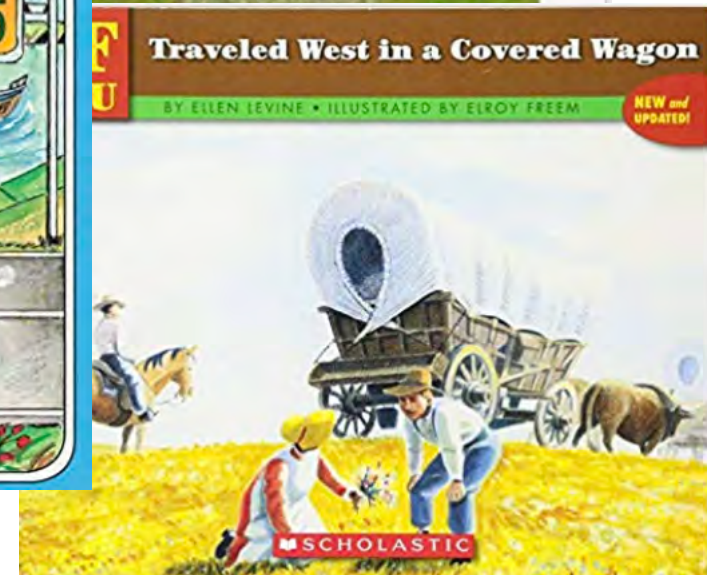
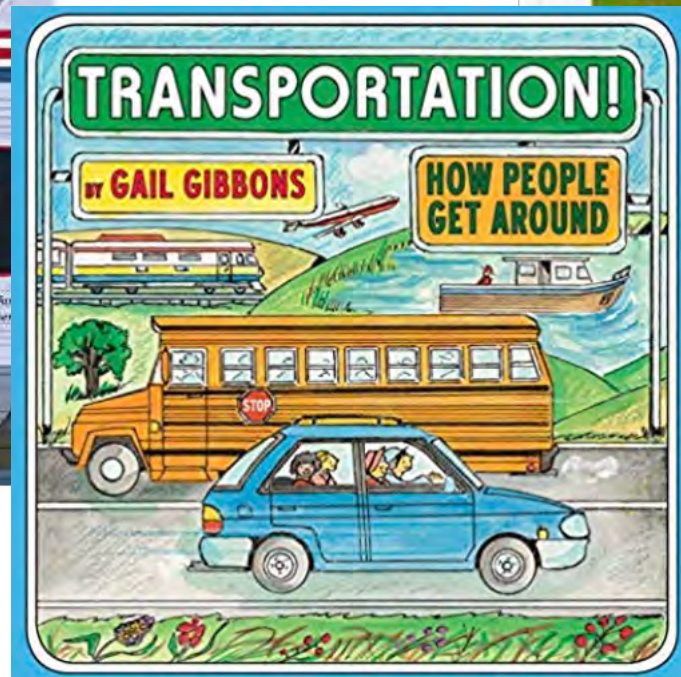


- **Knowledge resides in text. ELA periods need to give opportunities for students to develop bodies of background knowledge.**

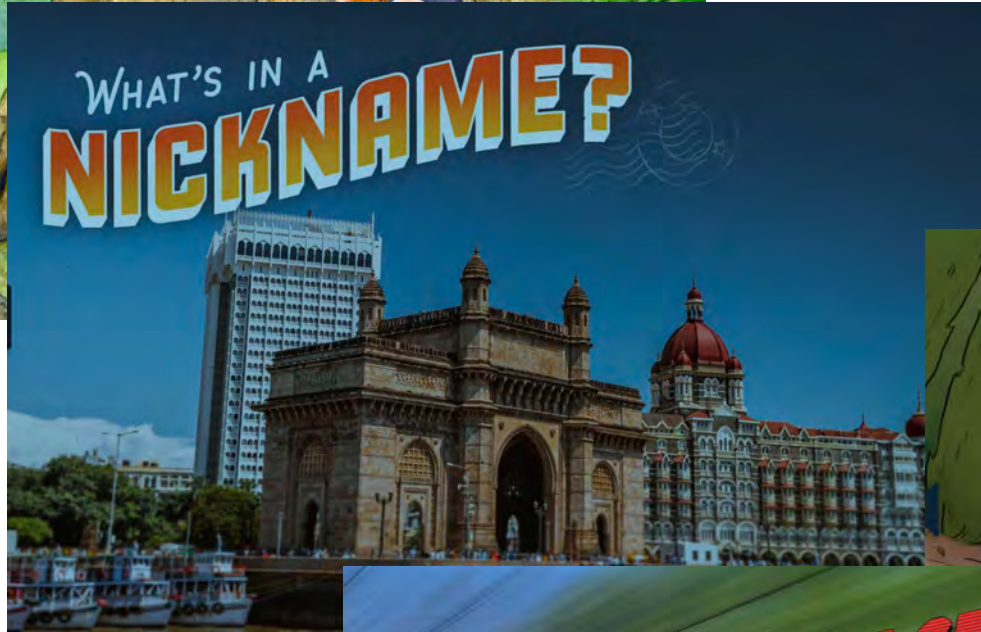
Small Changes for Background Knowledge



1. Support Students in Developing Areas of Expertise



Pairs of Topically Connected Texts



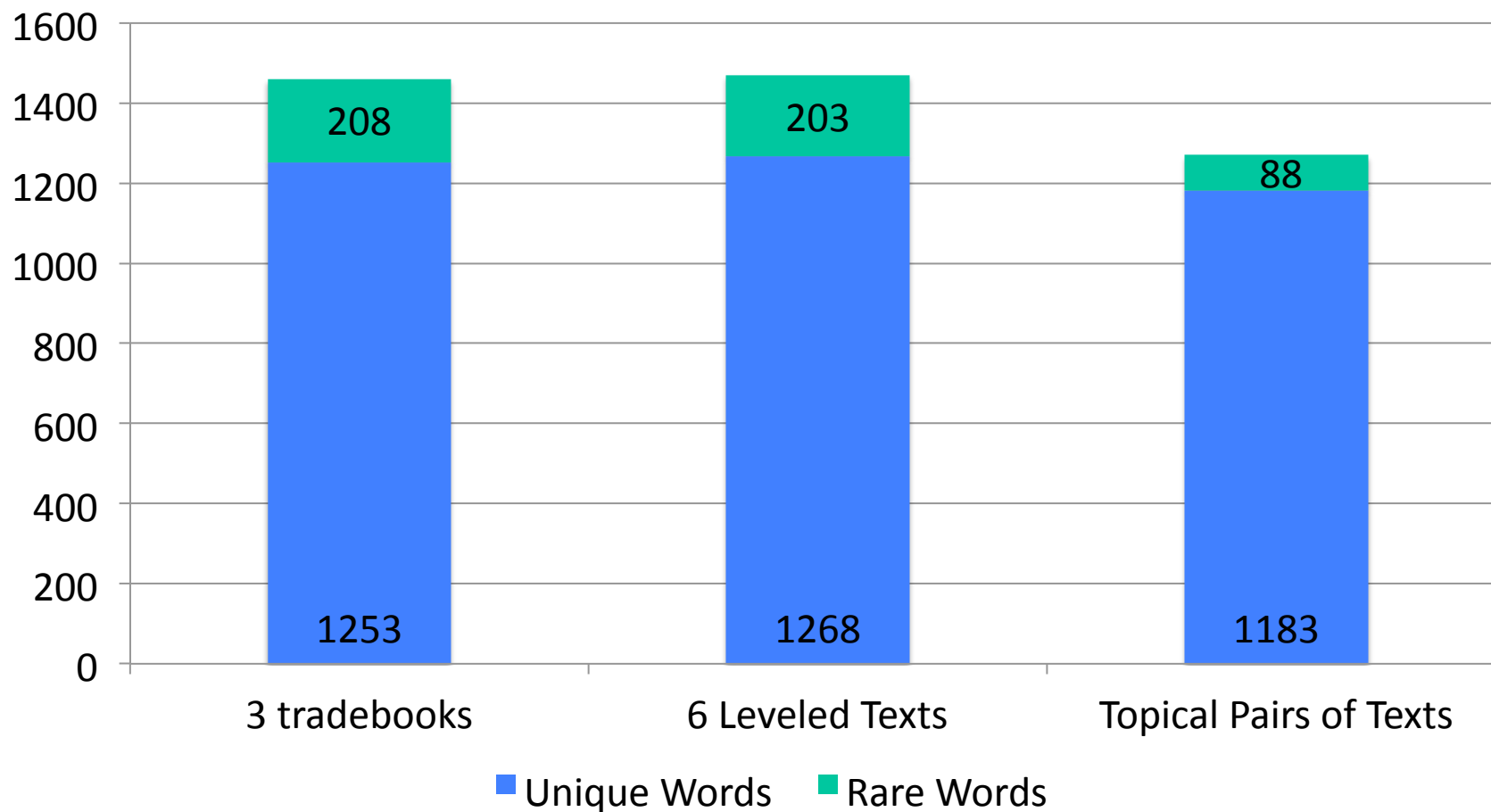
Rare Words in Leveled Texts

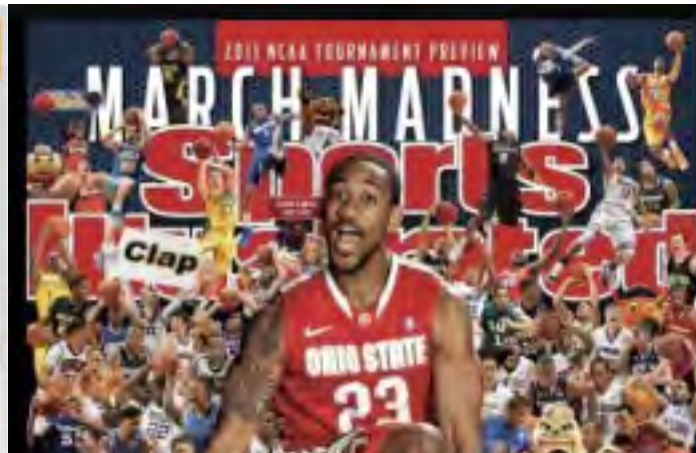


Rare Words in Pairs of Topical Texts



Sets of texts (n = 4350 words)





2. Provide daily silent reading, especially with topically related informational texts



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 Bears 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.

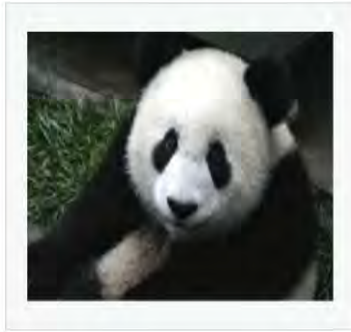
Hard shells protect turtles. A predator cannot bite the hard shell. Some turtles can pull their legs inside their shells. They can pull in their heads and tails too.

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.

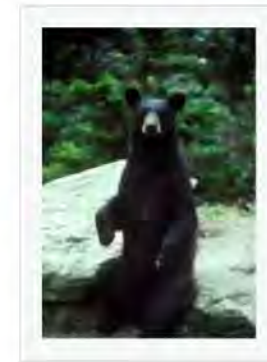
At first, a baby panda does not look like its mother. It does not have much hair at all. Its eyes are closed. The baby drinks its mother's milk. The mother holds the baby in her paws.

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)



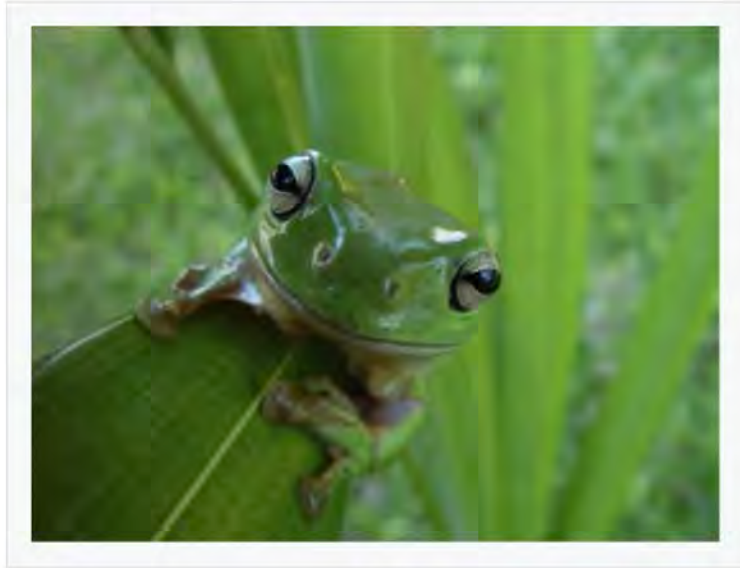
Wild bears live in many U.S. national parks. People visit the parks. People bring food when they camp out.

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

Readworks.org has approximately 4,100 free passages for Grs. 1 to HS, including 120 curated sets of articles in the Read-an-Article-a-Day initiative

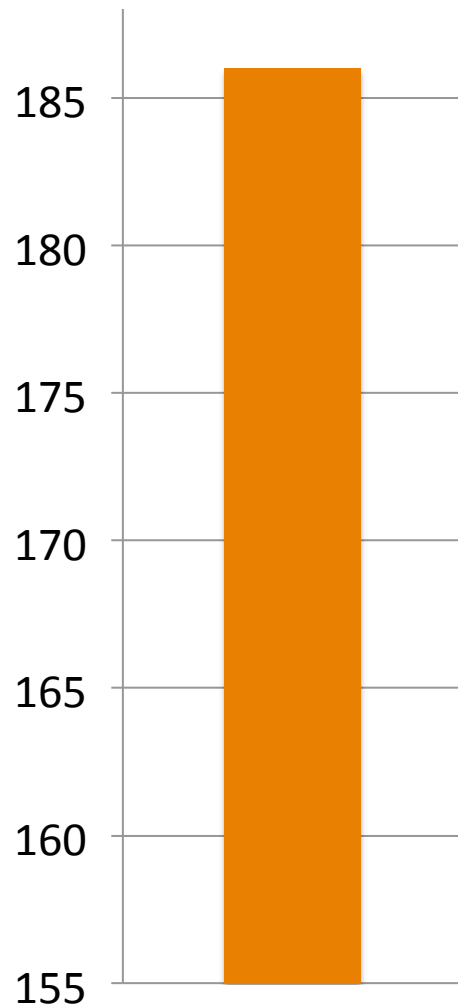


Stamina

Low/Moderate-Low Comprehenders: Silent Reading Tasks

Words Per Minute

Online



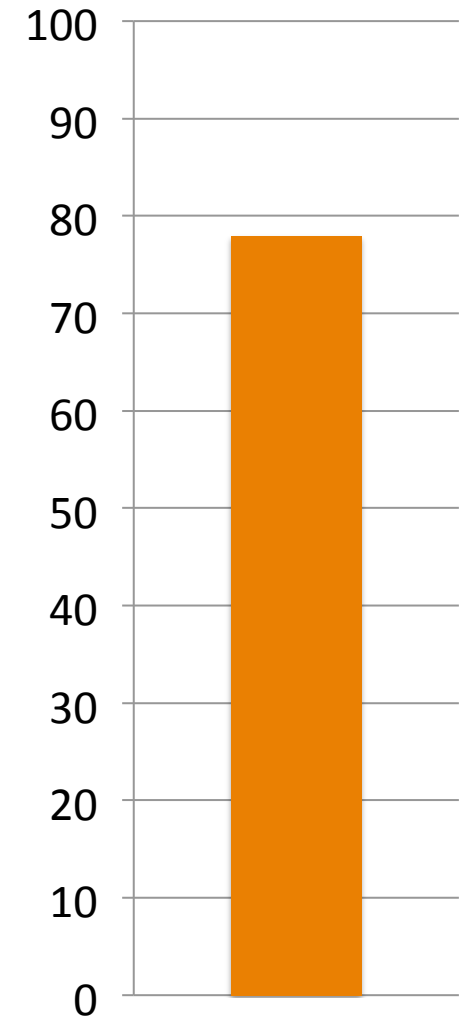
Online



Incl. reference

Comprehension

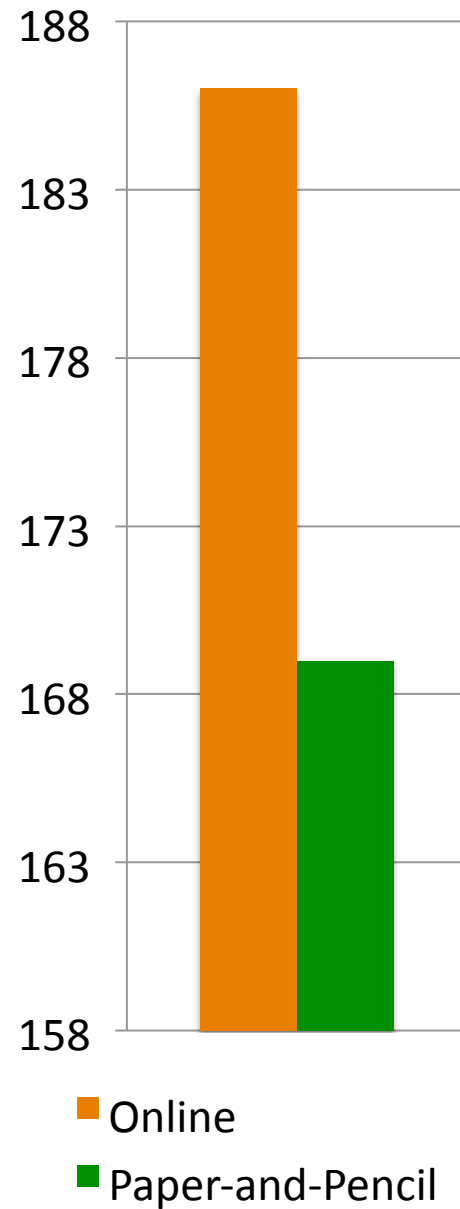
Online



Online

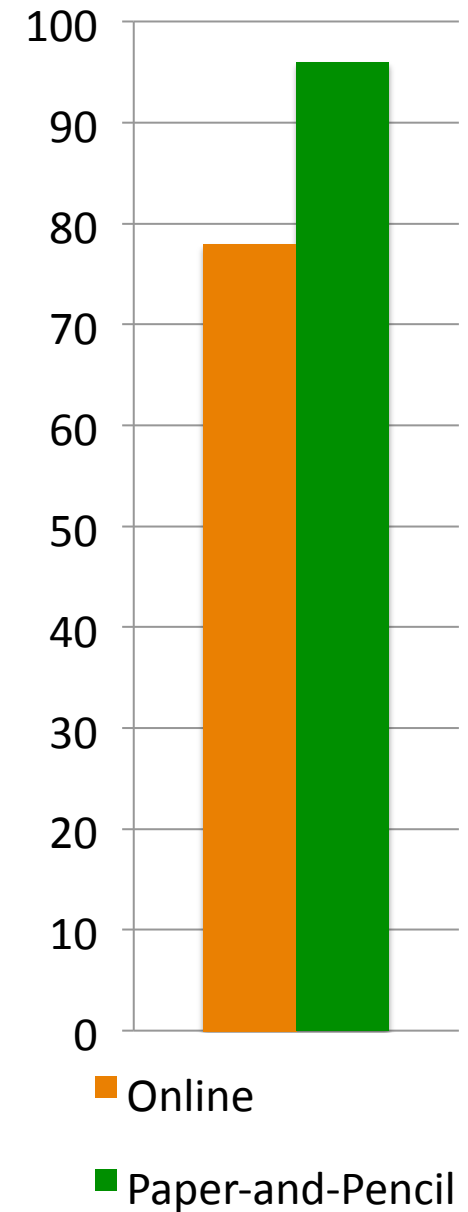
Low/Moderate-Low Comprehenders: Silent Reading Tasks

Words Per Minute



Incl. reference

Comprehension



NY State Test Gr. 3 (2018)—One passage

“Oh, no!” said Stella, as the string of her shark kite tangled with the string of a *biplane* kite. The biplane dove toward the ground, the grinning shark *spiraling* behind it. “I feel like a spider in a web,” she said, *frowning* as the tangled strings drifted down around her. “I think that shark kite has too many strings,” said the owner of the biplane kite, as he untangled his string from Stella’s.

“My kite doesn’t have too many strings,” said Stella. “It’s a *grownup’s* kite. That’s why it’s complicated to fly.”

“You should really try flying a paper plate,” said Stella’s friend Robby.

Stella looked at Robby's kite. He had decorated a plate with stickers and a long yellow streamer and attached a string to it. Right now, his paper plate was flying so high that Stella could hardly see it.

Your shark kite hasn't flown as high as my paper plate all day, said Robby, wiping his nose on his sleeve.

Paper plates are for babies, said Stella. She felt like being mean, because her shark kite could hardly fly. Just then Stella noticed a fluffy pink jellyfish kite sailing overhead, bobbing a little as it passed Robby's paper plate.

Stella wished she could trade her shark for that jellyfish. Stella wound the string of her fallen kite around its **spool**. Then holding the string near the shark's **belly**, she started running. If she could catch a tiny breeze, her kite would fly.

“Stella, it’s almost time to go!” called Stella’s mother from a park bench in the shade. “We have to pick up your sister at the pool.”

“Come on, shark, fly!” Stella said as she tossed the kite into a little **puff** of wind. For a moment, the shark looked as if it was swimming up into the sky.

Then, it dove back toward the grass, teeth and all.

“Maybe it’s too heavy,” said Robby. He tugged lightly on the string of his paper plate, which dipped gently in the air.

“It’s not heavier than that one,” said Stella. She pointed at an enormous monster truck kite gliding past Robby’s paper plate. The monster truck had big black wings. “I bet that kite weighs more than you do, Robby,” said Stella.

Robby squinted at the sky. “No, it doesn’t. I weigh forty pounds,” he said.

“Stella, your sister is waiting,” her mother called again.

“One more try, Mom,” yelled Stella, running with the shark.

This time, the shark kept its nose pointed downward the whole time, refusing to fly at all. Stella tripped over the shark's fin and fell into the dirt.

“Come on, brush yourself off, Stella,” said her mother. “We’re leaving.”

“You can take my paper plate if you want,” said Robby. “At least you’ll get to fly something today.” He looked at Stella hopefully.

Stella sighed. Robby’s paper plate was nothing like the fancy shark she had imagined flying. But it did fly pretty high.

“O.K.,” Stella agreed with a shrug. She took Robby’s string and felt the strong, steady pull of the kite dancing at its end.

She gave a slight tug. The paper plate swirled and floated even higher on the breeze. Stella smiled at Robby. “You’re right,” she said. “Paper plates do make good kites.”

“You can keep it,” said Robby. “I’ll make another one next weekend.”

“Want to borrow the shark, then?” asked Stella, handing the tangle of strings and the grinning shark to Robby. “Maybe you can make it fly.”

“Hey, thanks,” he said. “See you next weekend, Stella.”

Stella and her mother walked toward the car. Stella held the string of her new kite, and the paper plate sailed along above them, its yellow streamer wriggling through the air.

“What happened to your shark kite?” asked Stella’s mother.

“Robby and I swapped for a while,” Stella replied.

As Stella rode in the car, she held on to the paper plate’s string and watched it bob next to her window.

“I bet that big old shark couldn’t do this!” she laughed.



Stamina

- Most students don't read enough silently to monitor their reading or to sustain attention over extended texts.
- Students need to be prepared to encounter 5 or 6 "unknown" words in every 100 words of text—including proper names.

Small Changes for Stamina



1. Conversations About the Core Vocabulary



NY—Grade 3

“Come on, shark, fly!” Stella said as she tossed the kite into a little puff of wind. For a moment, the shark looked as if it was swimming up into the sky. Then, it dove back toward the grass, teeth and all. Maybe it’s too heavy,” said Robby. He tugged lightly on the string of his paper plate, which dipped gently in the air.

It’s not heavier than that one, said Stella. She pointed at an enormous monster truck kite gliding past Robby’s paper plate. The monster truck had big black wings. “I bet that kite weighs more than you do, Robby,” said Stella.

NY—Grade 5

Finally, they tired of it and ran off past Mrs. Majeska. She looked down at the sorry thing they had been kicking. It was another black glove, of the same size and shape as the one she had rescued. She examined it, yes, it was the mate to the other! Mrs. Majeska hesitated, then continued walking. It was only a glove, after all, not a child or a kitten or a wallet. Suddenly she stopped, turned around, and walked back to the crumpled bit of cloth. She picked it up, shook it out, brushed off the dirt. It looked almost as good as new.

NY—Grade 7

We are waiting for a larger apartment upstairs which will become available at the end of February. Then Moy will finally have his own room.

After our brief trip outside, we spent the afternoon cooking and talking. Papa wanted to hear about everything that's happened in Beau Jour since he's been gone. He had so many questions that even before we finished answering one question, he already had another. It seemed like he asked about everyone and everything he's ever known.

Moy appeared to enjoy answering the questions the most because he was finally getting to speak to Papa, face -to-face, man to man.

2. Student setting & tracking of 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

2. Student setting & tracking of goals

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

Step 1: Get baseline data:

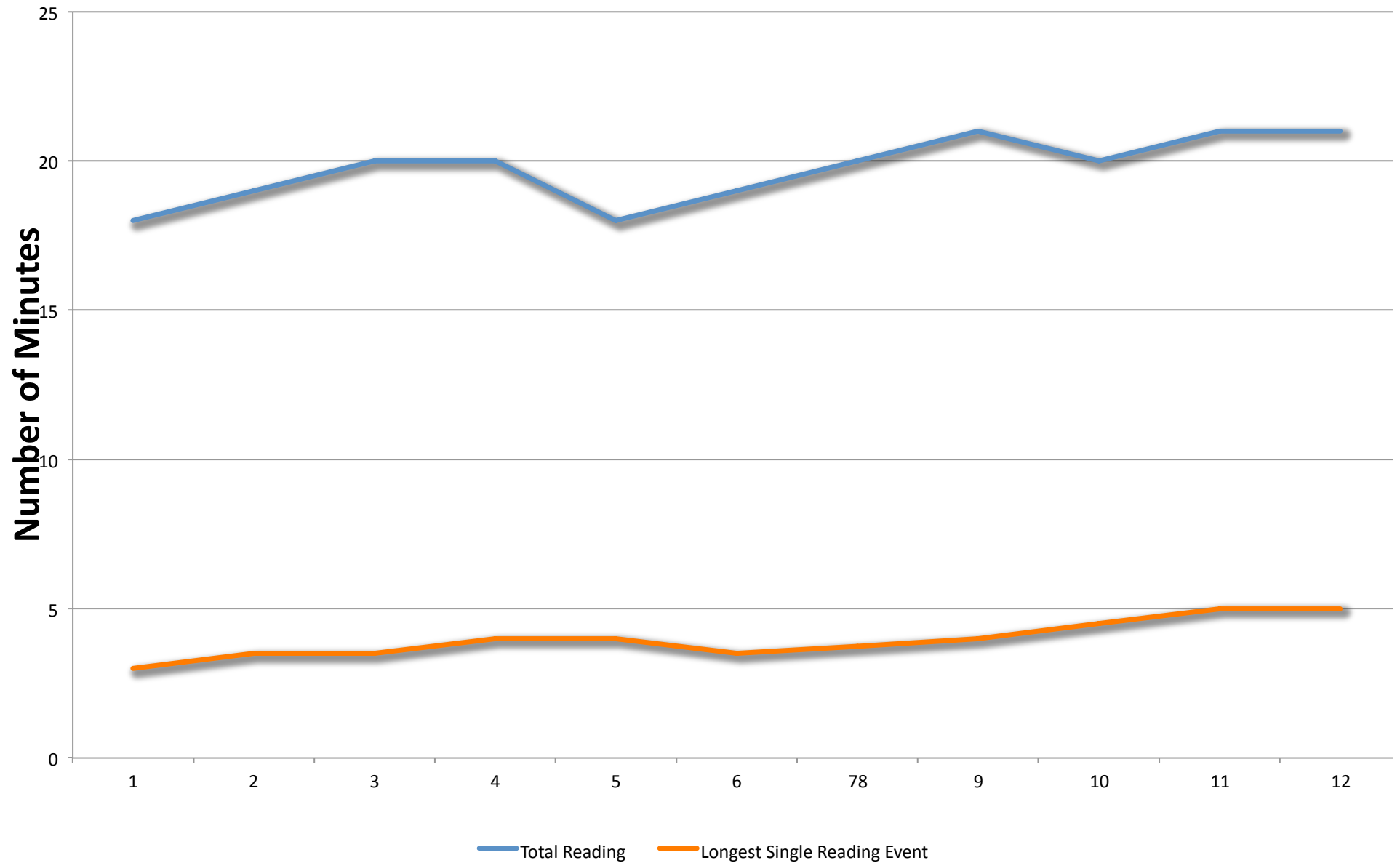
- Establish length of time spent reading
- Establish length of typical reading event

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.

Illustration of Student Goal Setting



2. Student setting & tracking of 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-)

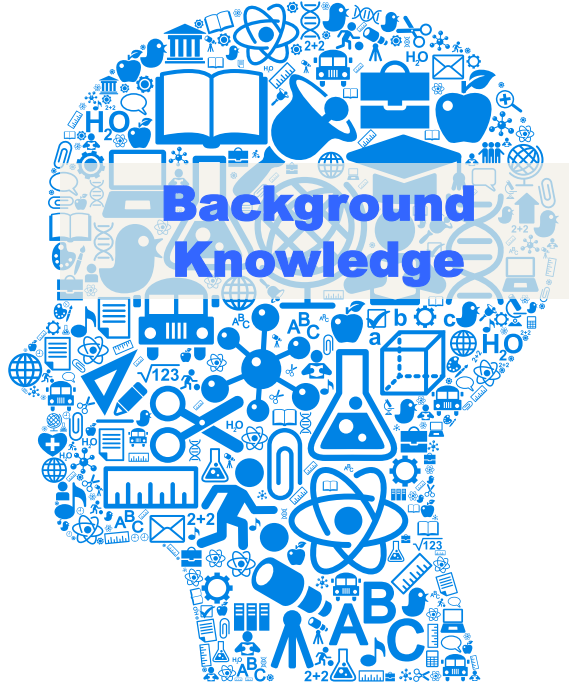
Example: Goal for trimester: 22 min.

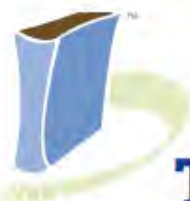
daily, with at least one event for 5 min.

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

What I read	What I want to remember	New words I learned
<i>The Journey: Stories of Migration</i>	Some animals, like the gray whale, travel thousands of miles each year—looking for food at different seasons.	migrate baleen lagoons
<i>The Journey of Oliver K. Woodman</i>	The idea of sending a puppet or doll on a trip is fascinating. I wonder if someone could really do this—great idea but really?	entertaining inspired gratitude mementos

The Forgotten Proficiencies





TextProject



Strategies, tools, and texts to bring beginning readers and struggling readers to high levels of literacy

[HOME](#)[CLASSROOM MATERIALS](#)[PARENTS & TUTORS](#)[LITERACY TOPICS](#)[TEXTPROJECT LIBRARY](#)[ABOUT](#)

Welcome to TextProject

TextProject is the only website with high-quality student texts and teacher guides that are all available for free download. Texts for students, vocabulary lessons and lists, professional development modules and videos—TextProject provides a world of open-access resources for teachers, teacher educators, parents, tutors, and students.

Download Classroom Materials for Teaching Reading



Classroom-proven resources including, favorite books, reading passages, vocabulary lessons, word pictures, literacy lists & forms

[Read More](#)

Keep Current on Literacy Topics

Latest news and research on crucial literacy topics:

- Common Core State Standards
- Beginning Reading, Reading Automaticity and Fluency, and Core Vocabulary
- Comprehension, Close Reading, and Assessment
- English Learners and Literacy
- Knowledge and Informational Texts

Browse the TextProject Literacy Education Library



Curated, quality resources for literacy education: books, guides, research papers, webinars, presentations, full TextProject archives.