

The Texts of Reading Instruction: Past, Present, & Future

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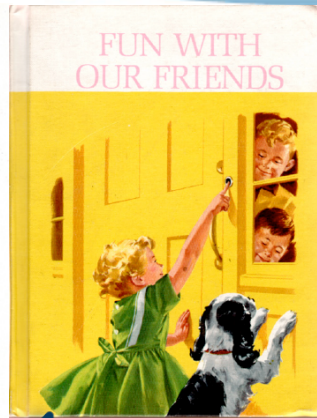
Pre-2000



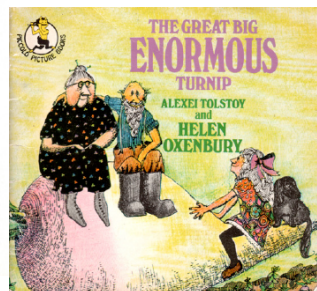
Tim Takes a Ride

Dick said, "Look there, Pete.
There is Tim in Sally's car.
Let's do something funny with the car."
Pete said, "We will have to work fast.
We don't want Sally to see us."

57



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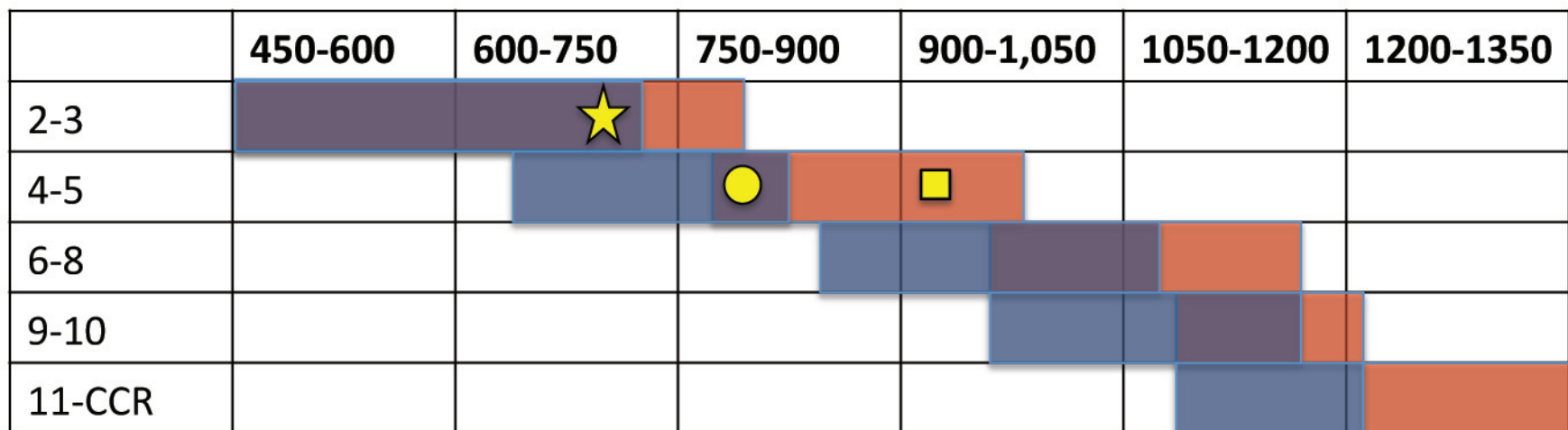


Present: 2000-2011

2000	2002	2006	2010
National Reading Panel's report	Reading First (2002) support core programs: at U.S. Department of Education's 1 st Annual National Reading 1 st fidelity of program implementation is "accurately teaching the reading program by the way it was designed." (Gunn 2004, slide 4). "When quality [of implementation of reading programs] varied-student outcomes will be affected" (Slide 5)	CA Board of Education's mandates <i>assume</i> that formal reading instruction begins in kindergarten.	Common Core State Standards: Text difficulty has been ramped up; kindergarten / grade 1 expectations are substantial. End of Grade 1 "standard" is 450 Lexile text.

Text Difficulty Range

New (Common Core State Standards) & Old (Metametrics)



	Average level of Gr. 2-3 exemplars provided by CCS
	Average level of Gr. 4-5 exemplars provided by CCS
	Average Level: National Assessment of Educational Progress (Gr. 4)

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.

What It Means to Read at 450 Lexile

When Allie's father came home from work Friday evening, he brought her a gift. Because I love you, he said, and kissed Allie on her nose. The gift was something that Allie really wanted - a basketball.

The next day, Allie and her father walked to the playground.

27 words that fall outside a curriculum of 1,000 most frequent words & words with 4 or fewer letters.

Future: 2014-2020

2014-2015	2018
1 st Assessment using recalibrated text difficulty	Administration launches massive education reform effort

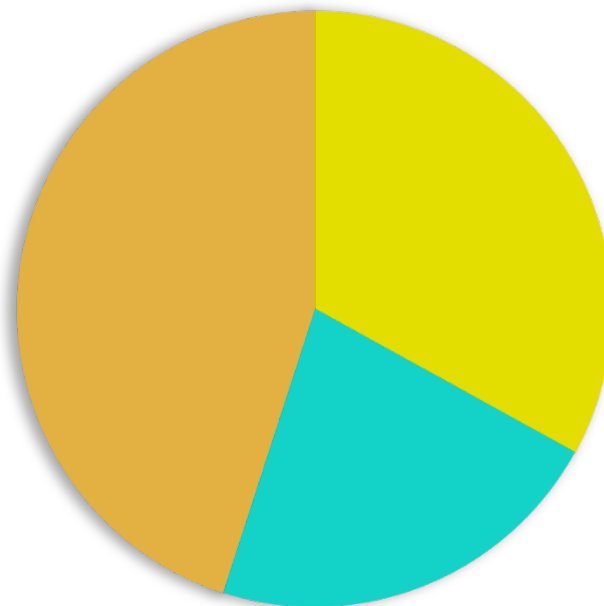
Predictions for 2014-2015 National Assessment of Educational Progress...*if based on recalibrated Lexiles*

2009



■ Proficient & Above
■ Basic
■ Below Basic

2015



■ Proficient & Above
■ Basic
■ Below basic

2018 US Educational Initiative

- Higher standards with the major prongs:
 - Reading instruction for 4-year-olds
 - Saturday School and mandatory summer school in “low-performing” districts

Reading Instruction for Four-Year-Olds

Zip the bag

Todd will go on a jet. Yip can not go.
Todd has a big bag. His bat will fit in it.
His mitt will fit in it. Todd will zip up the bag.
Todd can not zip it. Todd will yell for Mom.
Can they zip it? They can not do it.
Todd will look in the bag. It is Yip!
Mom can get Yip out. Todd can zip the bag.

Yum, yum, yum

Gus and Bud are up. A big nut is down there.
Gus and Bud want the nut. Who will get it?
Will Gus get the nut? Will Bud get the nut?
Gus will not get it.
Bud will not get it.
Gus and Bud fuss. Gus and Bud tug on it.
Let Mom cut the nut.
Mom will cut it for us.
Gus and Bud will get the nut.
Yum, yum, yum!

Content of the Saturday/Summer interventions (Grades 4-6)

The Tramp Gets in Shape

The tramp worked and worked at the ranch. Every day, he got up when the sun was peeking over the hill in the east. The tramp did not eat a big meal. He went to the sheep shed and sheared sheep. Then he picked corn. Then he ate a little meal.

What can we do in 2011

- Benchmarking books and qualitative systems need to be a focus.
- At school and district level: Ensure that students have the opportunity to increase capacity; Talk with colleagues, school board members
- At state levels: This is where the action is; State departments of education own the assessment process. Professional organizations and individuals need to communicate within their states.
- In universities: There are critical aspects of beginning reading that requires work; but even more so, there is research that is being grossly misinterpreted—especially having to do with early childhood education.
 - Evidence that reading hard text engages students