

CHALLENGING TEXTS & STRUGGLING READERS

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Standard #10 of the Common Core State Standards: English/Language Arts

- By the time they complete high school, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers.

Publications on CCSS's construct of Text Complexity & Struggling Readers

- ❖ Published articles in journals and books
- ❖ Articles/chapters in press/review
- ❖ Research Reports
- ❖ Blogs
- ❖ PowerPoint slides and presentation handouts

Today's Focus: A Funds of Information Initiative (Fii)

Three Pieces of Evidence on Supporting American Students with Complex Text

- ❖ **Evidence 1: Reading is where sophisticated vocabularies developed & extended**
- ❖ Evidence 2: Knowledge is acquired, retained, and extended when learners are supported in connecting the new to existing knowledge
- ❖ Evidence 3: American students, as a whole, are not engaged with complex text; Engagement is essential for high levels of proficiency with complex texts.

Evidence 1:

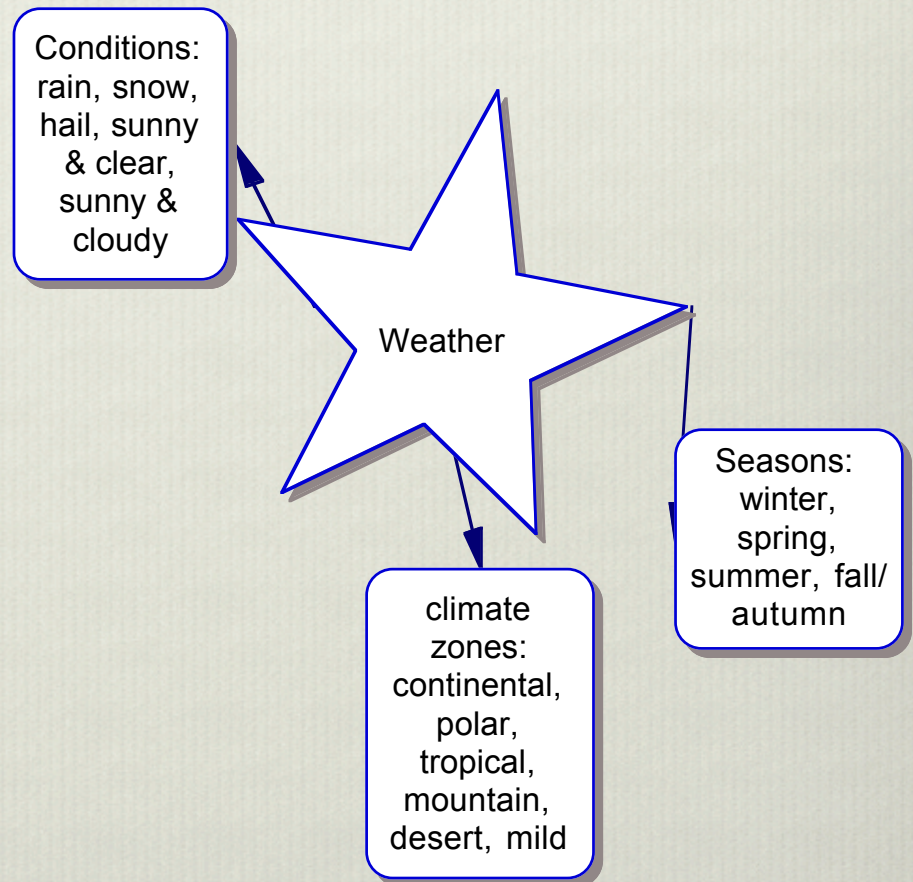
Reading is where sophisticated vocabularies are developed & extended

Popular Magazines	<i>Rare Words per 1,000</i> 65.7
Children's Books	30.9
Popular adult shows	22.7
College graduates to friends	17.3

(from Hayes & Ahrens, 1988)

Particular funds of information are acquired solely through academic presentations (texts, lessons, selected media)

- Representational forms of government
- Photosynthesis
- Atom-splitting



Evidence 2:

Knowledge is acquired, retained, and extended when learners are supported in connecting the new to existing knowledge

1. To overall purposes
2. To knowledge networks (i.e., across texts & learning experiences)

*Existing Knowledge & Purposes

Focus Text: Gettysburg Address

Memorials: Ground Zero:

- * “We have some planes” (Ch. 1) *The 9/11 Commission Report*.
- * President Obama’s speech at the Concert of Hope, 9/11/11.
- * President Bush’s speech at dedication of Fight 93 memorial, 9/11/11.
- * September 11th Personal Stories of Transformation:
www.tributewtc.org/programs/toolkit.html

Speeches:

- * JK Rowlings’ Commencement address at Harvard University, 2008.
- * Cesar Chavez’s speech at the Commonwealth Club, 1984.
- * Steve Jobs’ Commencement address at Stanford University, 2005.

Gettysburg: Battle & Dedication

- * Journals of Minnesota (Company K):
www.winonahistory.org/companyK/
- * Diary of a Tar Heel Confederate Soldier:
<http://docsouth.unc.edu/fpn/leon/summary.html>
- * Edward Everett’s speech:
www.civilwarhome.com/everettgettysburg.htm

Background on Memorials

Unit 1: Rebuilding a School Community

ADA DOLCH

Rebuilding from tragic loss through civic engagement



A principal of a high school facing the World Trade Center led her students out of danger and encouraged them to give back to the neighborhood when they returned downtown months later. One year later, she helped build a school in Afghanistan in honor of her sister who was one of those killed on 9/11.

Unit 2: A Survivor Helps Others Heal

MARY LEE HANNELL

Healing through honest discussion of 9/11 trauma



An employee of The Port Authority of New York and New Jersey describes her escape from the 67th floor of the WTC. She describes the impact of 9/11 on her three young children who didn't know if she had survived, and healing through honest discussion.

Unit 3: Creating a 9/11 Learning Center

LEE IELPI

Honoring the memory by creating a center for learning about September 11th



A retired firefighter worked on the recovery at the World Trade Center site for 9 months searching for his firefighter son and other victims. Motivated by the need to let people around the world know what happened on 9/11, he created a learning center.

Unit 4: Uniformed Services: Loss and Recovery

NORMA HARDY

The dedication of police officers and firefighters who suffered great losses



A Port Authority police officer arrived at the WTC site just after the towers collapsed. After the recovery period, she was assigned to the site to boost the morale of the people working in the emotionally draining environment and she continues to support others.

Unit 5: Empowering Women Globally

SUSAN RETIK

Promoting cross-cultural understanding



A widow from Boston lost her husband on American Airlines Flight 11. She and another September 11th widow started an organization to aid widows in Afghanistan.

Unit 6: Being Muslim in New York after 9/11

MOHAMMAD RAZVI

Helping a community to advocate for itself



After September 11th, many Arab, South Asian and Muslim communities in America felt under attack. This community organizer worked to help them.

Unit 7: Globalizing Peace

TSUGIO ITO & MASAHIRO SASAKI

Victims of violence often advocate for peace



Tsugio Ito lost his brother in the bombing of Hiroshima and his son on 9/11 at the World Trade Center. Masahiro Sasaki donated one of the origami cranes folded in 1955 by his sister, Elfrieda H. Hiebert, to the Tribute WTC Visitor Center as a wish for global peace.

Unit 8: Building National Memorials

JIM LAYCHAK & GORDON FELT

Building a memorial that acknowledges the attacks on the nation and commemorates individual victims



Jim and Gordon lost their brothers, one in the attack on the Pentagon and one on Flight 93. Each took leadership roles in building memorials that pay tribute to the attacks on the nation and the lives lost.

UNIT 7: GLOBALIZING PEACE

SEPTEMBER 11th

personal stories

of transformation

MR. TSUGIO ITO grew up in Hiroshima, Japan. His older brother was killed when the United States dropped an atomic bomb on August 6, 1945 in an effort to end World War II. Fifty-six years later, Mr. Ito's son, Kazushige, died when the South Tower of the World Trade Center collapsed on September 11, 2001. Mr. Ito believes that the events of September 11th reconfirm his belief that we should all work towards global peace.

MR. MASAHIRO SASAKI is the older brother of Sadako Sasaki. Both were children when an atomic bomb hit their city of Hiroshima, Japan during World War II. Sadako developed leukemia as a result of the exposure to radiation. As a wish for good health, she folded more than a thousand origami cranes. After her death, Sadako's classmates advocated for peace by helping to raise funds for a memorial to the children who died from the atomic bomb.

1. TRADITIONAL JAPANESE STORYTELLING – KAMISHIBAI CARDS:

Below is a sample of the kamishibai cards developed by the Stanford Program on International and Cross-Cultural Education (SPICE). Kamishibai is a traditional method of Japanese storytelling in which a storyteller uses sturdy story cards that feature an image on one side and the story text on the reverse. SPICE has developed full color, illustrated 11"x17" kamishibai cards with English and Japanese text that tell the story of Sadako Sasaki and her origami cranes.

Contact SPICE at <http://spice.stanford.edu> to order a set of kamishibai cards for classroom use.



Sadako began folding 1000 paper cranes using the wrapping paper from gifts she received from friends. She would put the paper underneath her mattress to flatten out the wrinkles. When she ran out of paper, she also used the wrappers from medicine bottles. Some of the special red cranes she folded were made from the wrappers of a new medicine that was donated from the United States.

さだこ とも だち おく おく もの がみ つか せん ぼ づる お
禎子は友達から送られた贈り物のつつみ紙などを使って千羽鶴を折りはじめました。

Background on Speeches

JK Rowlings, Harvard Commencement, 2008: The Fringe Benefits of Failure, and the Importance of Imagination

- ❖ You might never fail on the scale I did, but some failure in life is inevitable. It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all – in which case, you fail by default.



Cesar Chavez's speech to the Commonwealth Club



[http://esl-bits.net/listening/
Media/CesarChavez/default.html](http://esl-bits.net/listening/Media/CesarChavez/default.html)

Twenty-one years ago last September, on a lonely stretch of railroad track paralleling U.S. Highway 101 near Salinas, 32 Bracero farm workers lost their lives in a tragic accident.

The Braceros had been imported from Mexico to work on California farms. They died when their bus, which was converted from a flatbed truck, drove in front of a freight train.

Conversion of the bus had not been approved by any government agency. The driver had "tunnel" vision.

Most of the bodies lay unidentified for days. No one, including the grower who employed the workers, even knew their names.

Steve Jobs



Commencement address to
Stanford class of 2005:

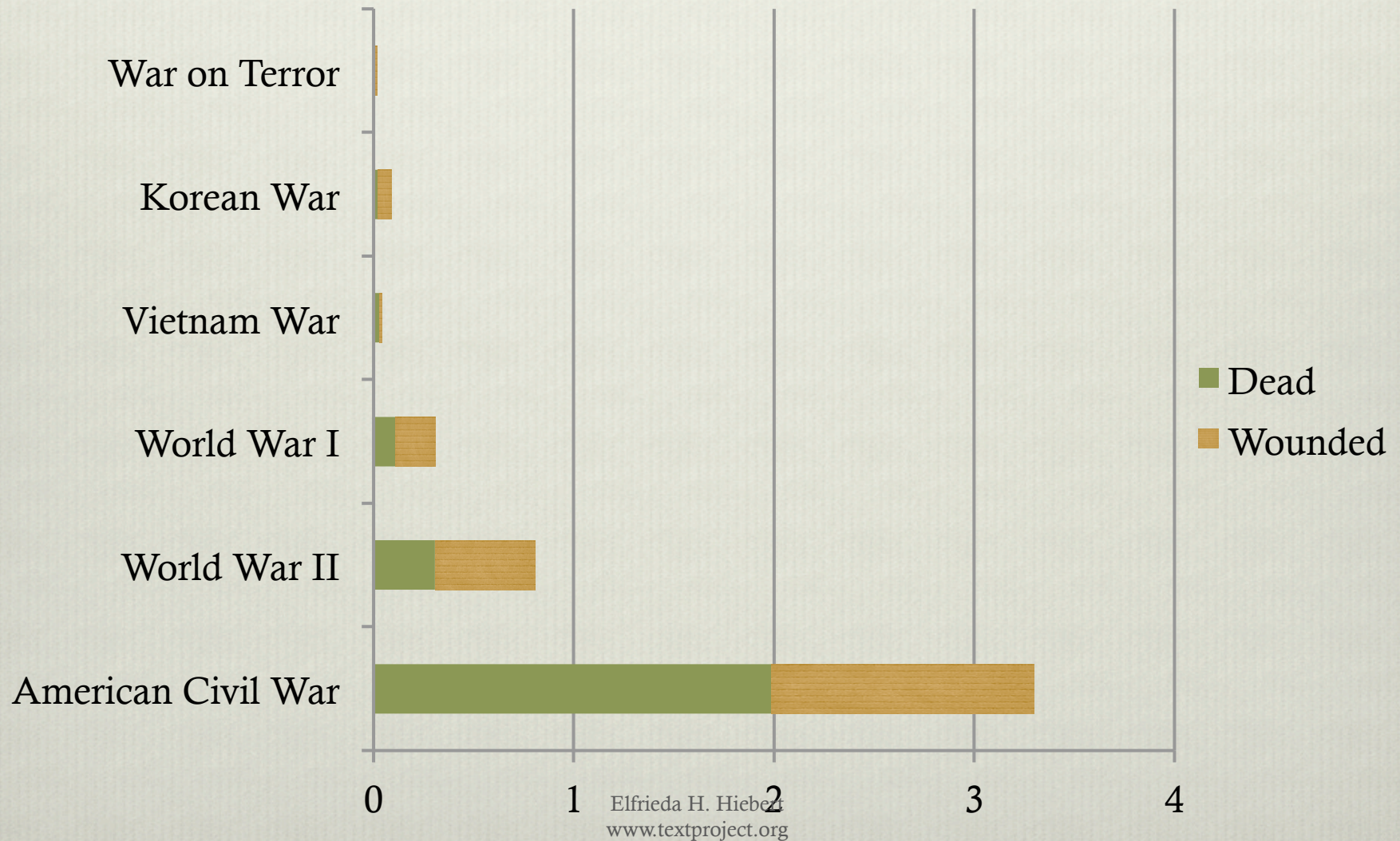
[http://www.youtube.com/
watch?v=D1R-jKKp3NA](http://www.youtube.com/watch?v=D1R-jKKp3NA)

“Beneath it were the words:
"Stay Hungry. Stay Foolish." It
was their farewell message as
they signed off. Stay Hungry.
Stay Foolish. And I have
always wished that for myself.
And now, as you graduate to
begin anew, I wish that for
you.”

Background on Gettysburg:

- ❖ The Civil War remains the deadliest war in American history, resulting in the deaths of 620,000 soldiers, an undetermined number of civilian deaths, and at least 415,000 soldiers wounded.
- ❖ Historian John Huddleston estimates the death toll at 10% of all Northern males (20-45 years) and 30% of all Southern (white) males (18-40 years)

Perspective of the Civil War: Dead & Wounded as Proportion of Population

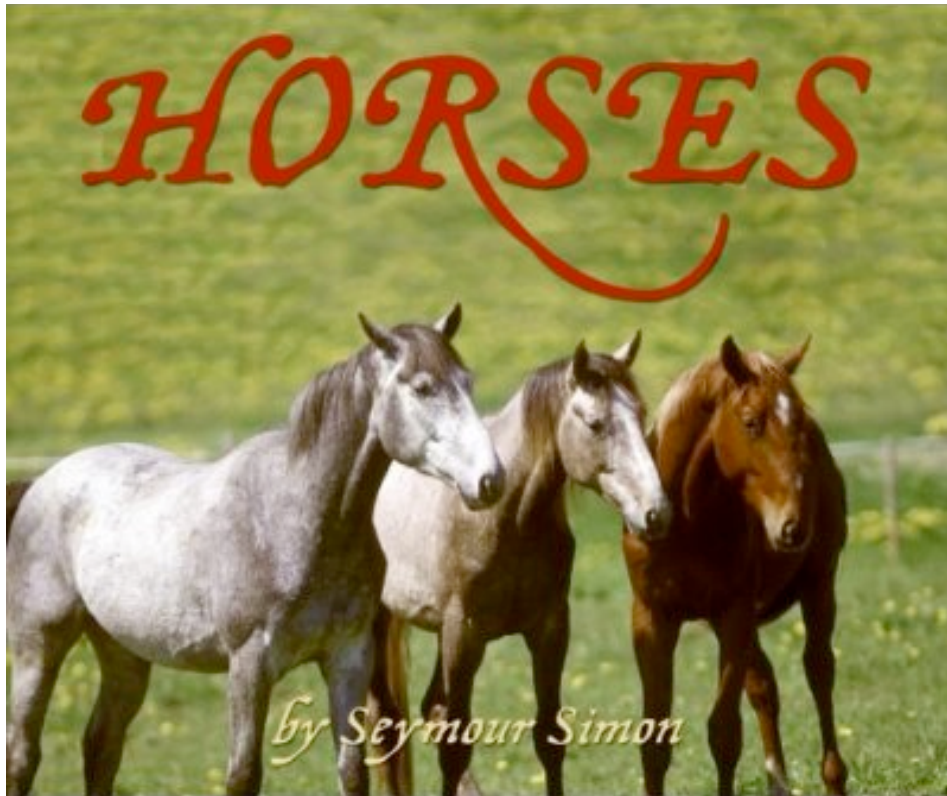


Battle of Gettysburg in Relation to Entire Civil War

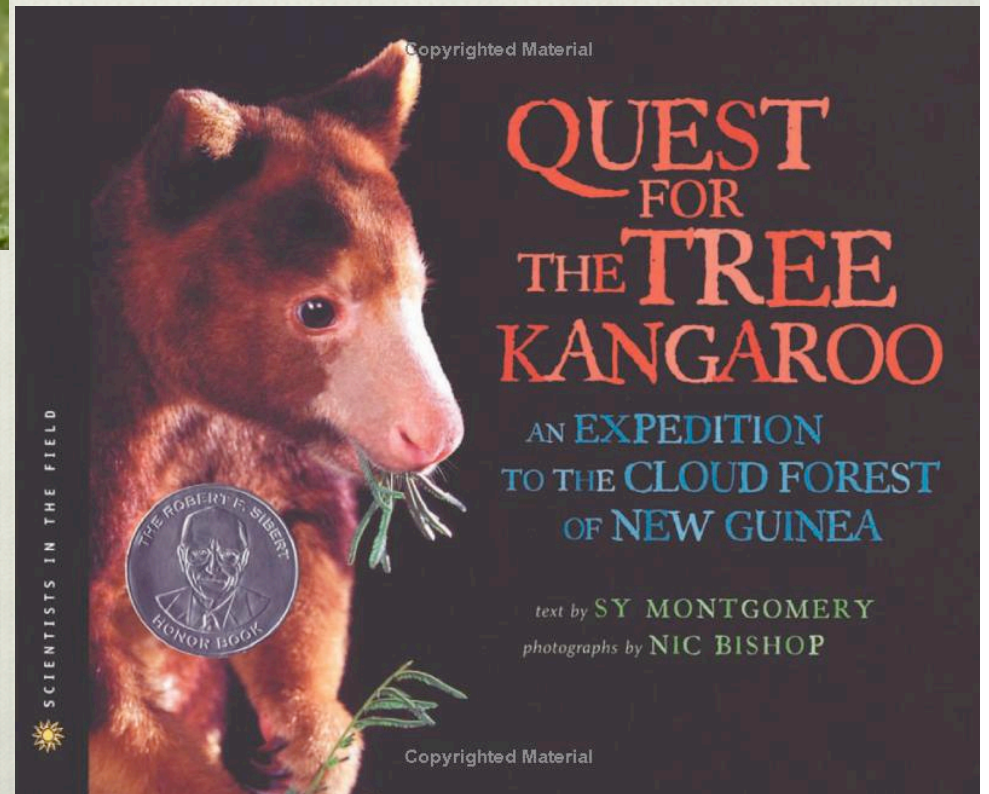
- ❖ The deadliest battle of the deadliest war in American history: 7,863 dead; 27,224 wounded in 3 days of the four years of the Civil War: 4% of all of the casualties in .2% of the entire war
- ❖ “On July 4, Lee began withdrawing his army toward Williamsport on the Potomac River, thus concluding the Battle of Gettysburg. His train of wounded stretched more than fourteen miles.”

Additional Reading

- ❖ Turning point at Gettysburg from *Voices from the Civil War*, M. Meltzer.
- ❖ What a foolish boy from *The Boys' War* (J. Murphy, New York: Scholastic, 1990).
- ❖ Edward Everett's speech: Edward Everett was the main speaker at the dedication of the Gettysburg National Cemetery; he spoke for 2 hours
- ❖ Abraham Lincoln followed Everett with a 265-word speech (about two minutes) that is recognized as one of the strongest declarations for human equality and national unity.



Knowledge Networks



The Living Environment

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graph LR; A((The Living Environment)) --- B(1. Living things are both similar to and different from each other and from nonliving things.); A --- C(2. Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.); A --- D(3. Individual organisms and species change over time.); A --- E(4. The continuity of life is sustained through reproduction and development.); A --- F(5. Organisms maintain a dynamic equilibrium that sustains life.); A --- G(6. Plants and animals depend on each other and their physical environment.); A --- H(7. Human decisions and activities have had a profound impact on the physical and living environment.);
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1. Living things are both similar to and different from each other and from nonliving things.

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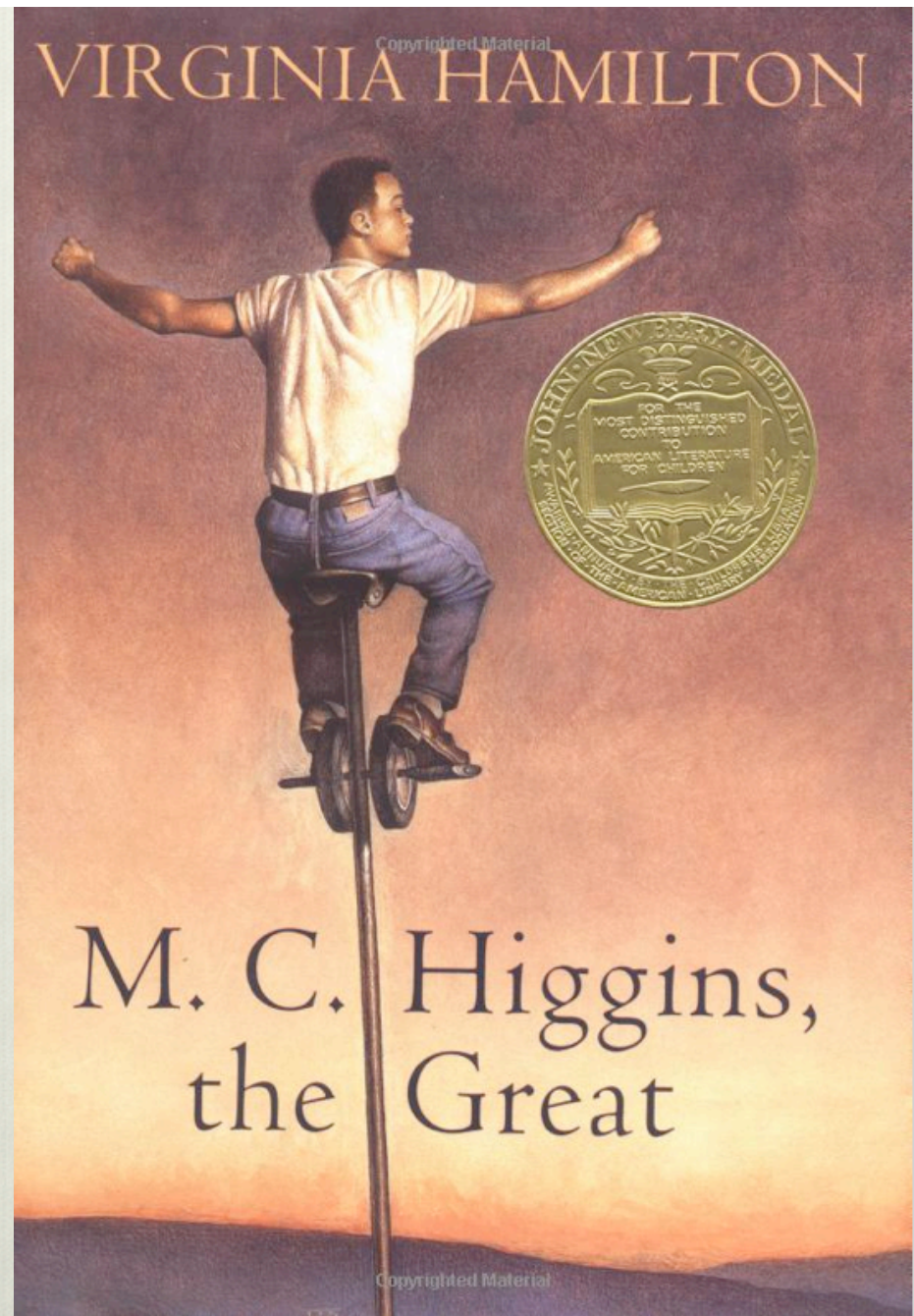
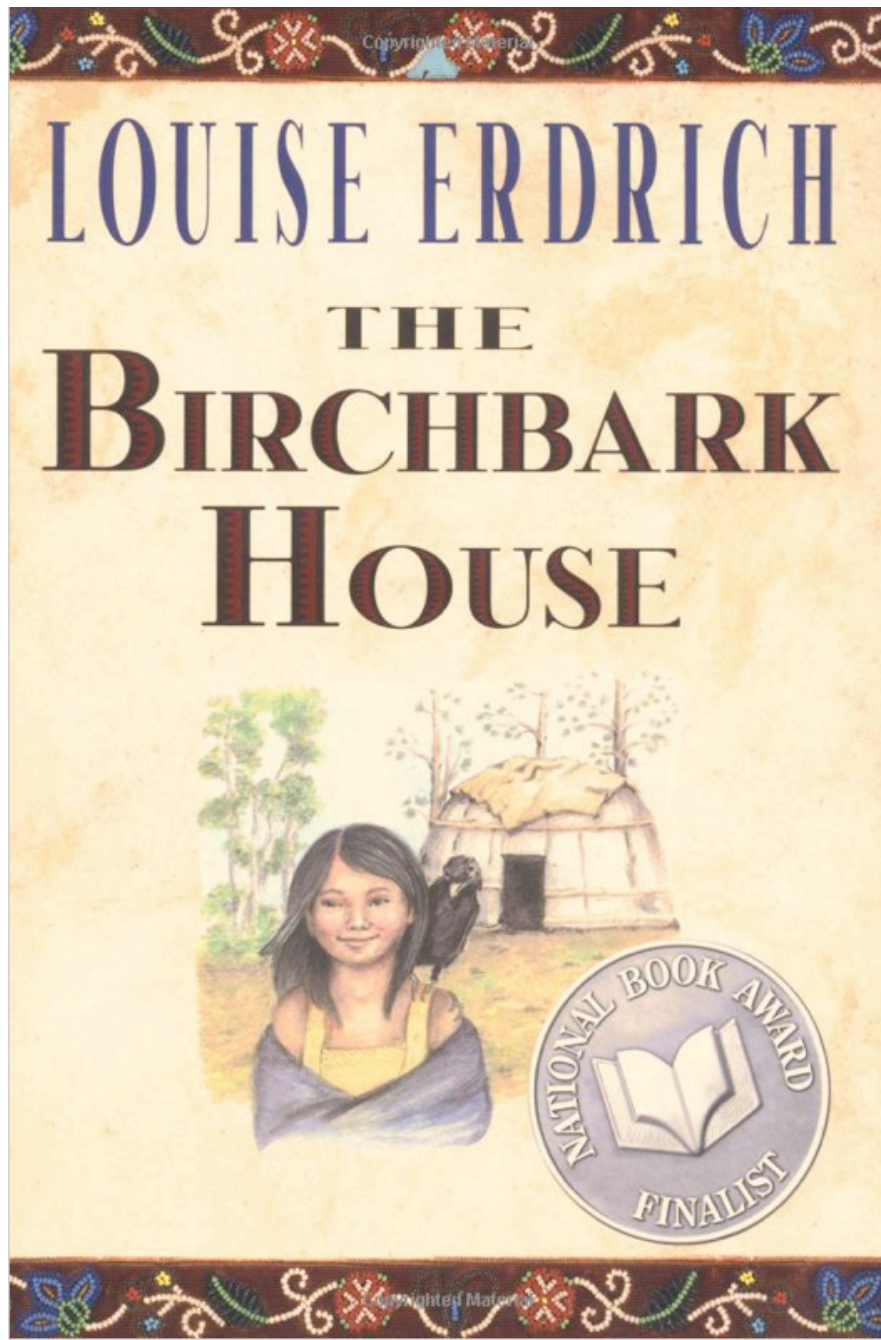
3. Individual organisms and species change over time.

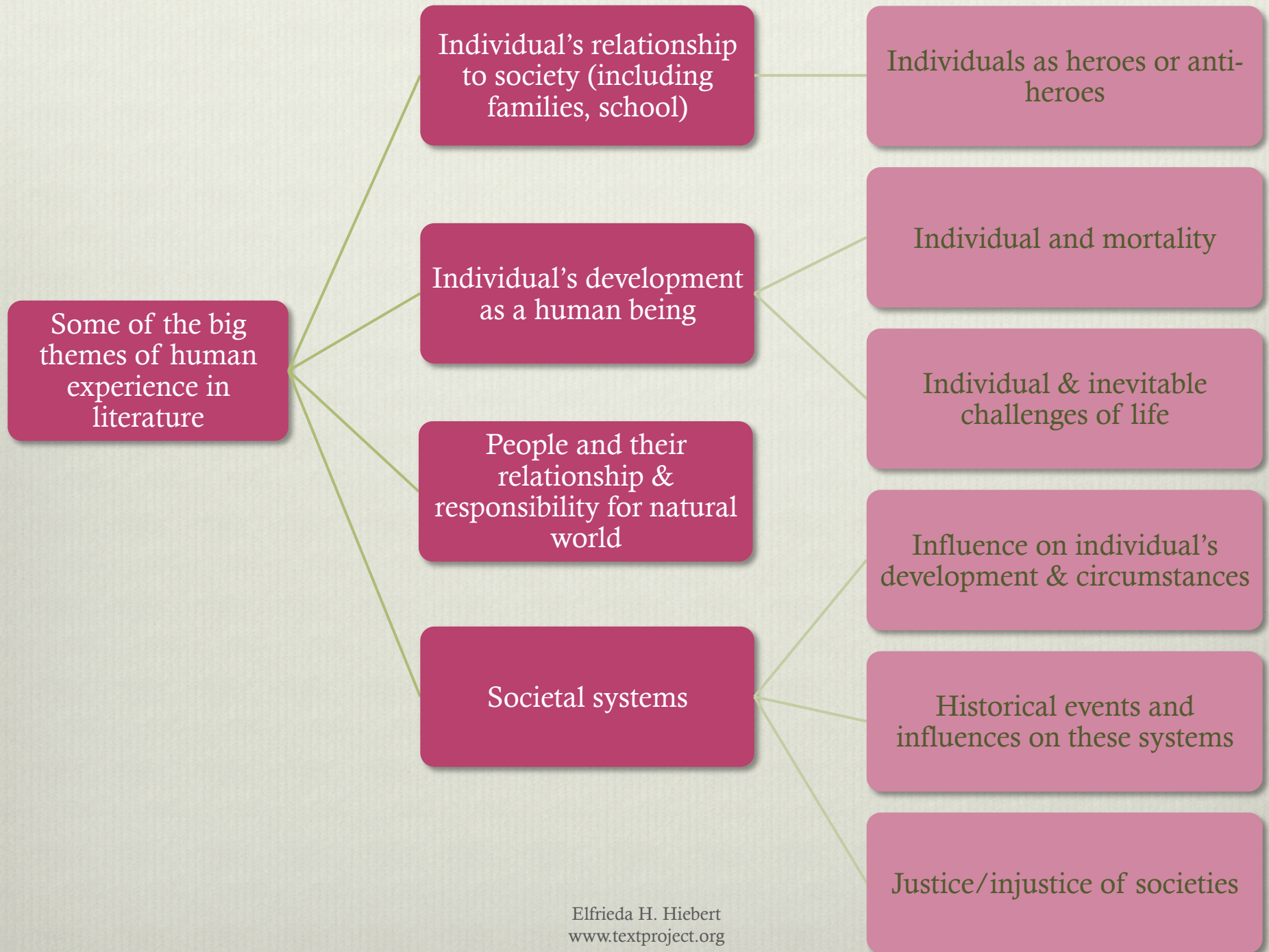
4. The continuity of life is sustained through reproduction and development.

5. Organisms maintain a dynamic equilibrium that sustains life.

6. Plants and animals depend on each other and their physical environment.

7. Human decisions and activities have had a profound impact on the physical and living environment.

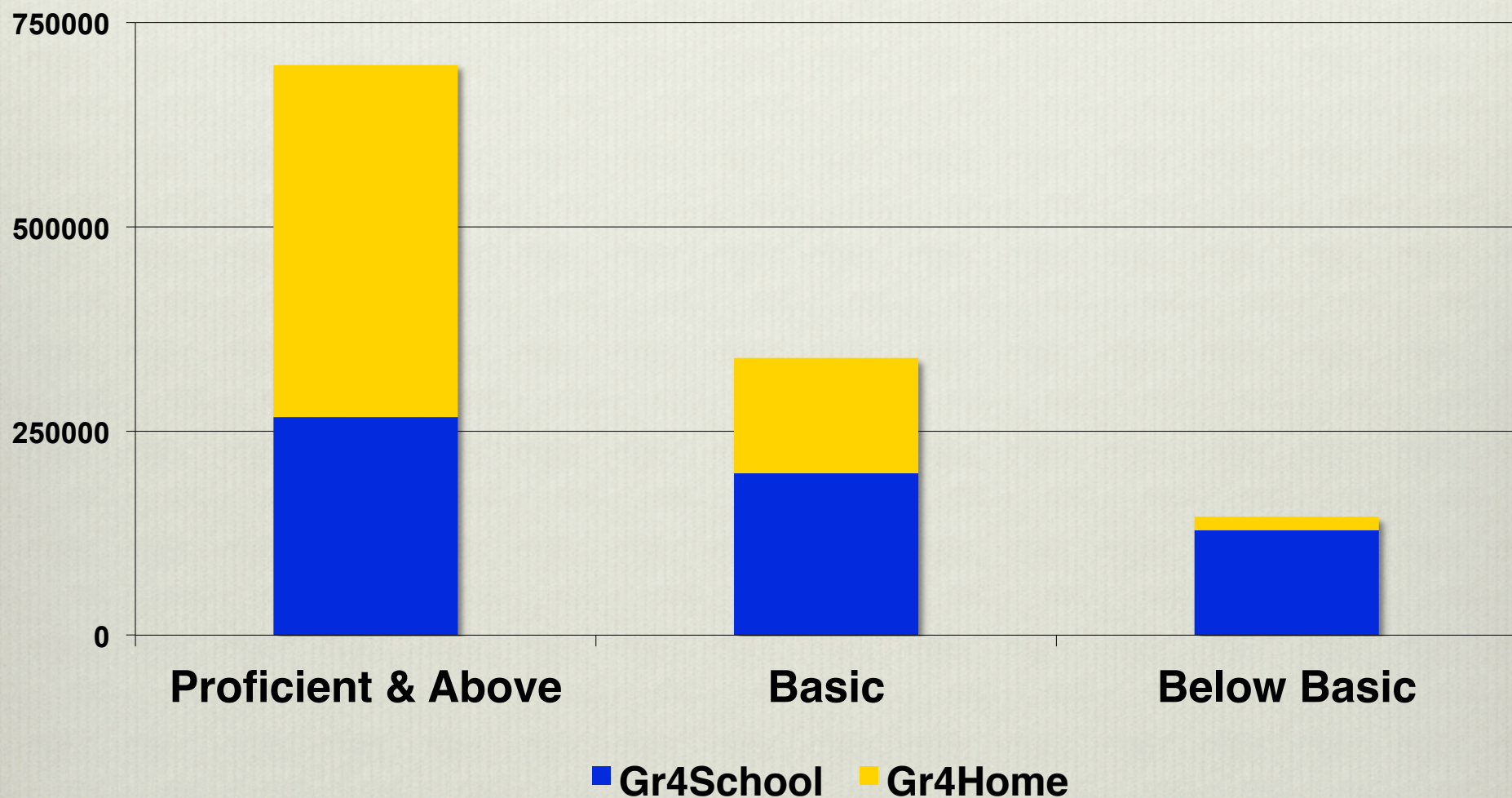




Evidence 3: American students, as a whole, are not engaged with complex text; Engagement is essential for high levels of proficiency with complex texts

- ❖ The engagement of reading among American students is low, as indicated by a 2001 nationally representative sample of fourth graders from 35 countries which ranked the United States 33rd in an index of students' motivation for reading (Mullis, Martin, Gonzalez, & Kennedy, 2003) and 35th out of 35 countries in the revised index of attitudes toward reading (Twist, Gnaldi, Schagen, & Morrison, 2004)

Students aren't reading a great deal



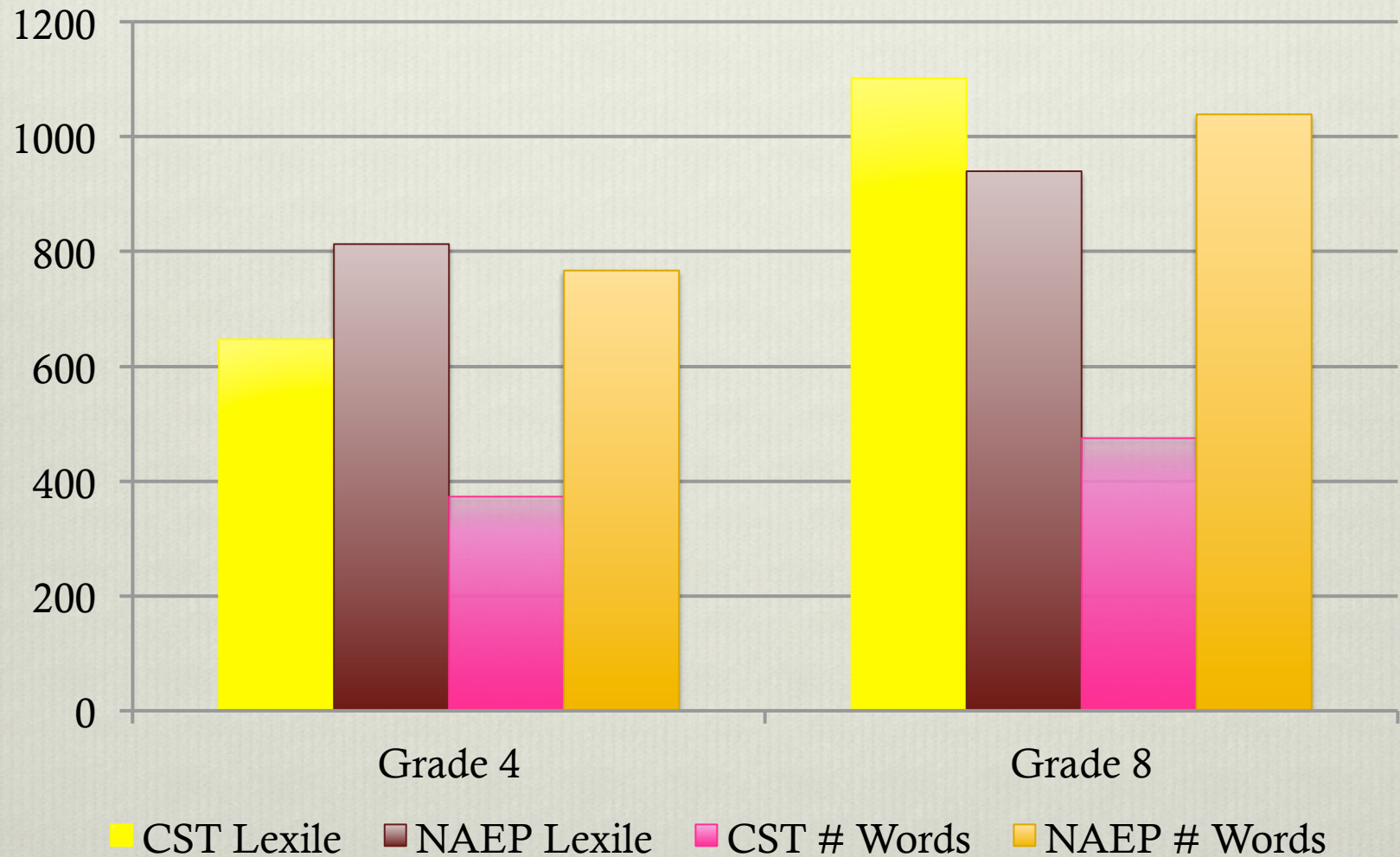
Anderson, R.C., P.T. Wilson, and L.G. Fielding. 1988. Growth in reading and how children spend their time outside of school. *Reading Research Quarterly* 23(3):285-303.

What 7 Minutes of Extra Reading Mean

- ❖ Kuhn & Schwanenflugel (2009): Data from the seven classes most successful in increasing reading rate were compared to 7 least successful classes: students in former read 7 minutes more daily than students in latter.
- ❖ Average 3rd grader:
 - ❖ 127 words per minute x 7 minutes x 180 school days: **160,020 additional words**
 - ❖ Using Hayes & Ahren's (1988) data (31 rare/new words per 1,000): **5,000 additional words**

Students aren't reading extended texts at any one time

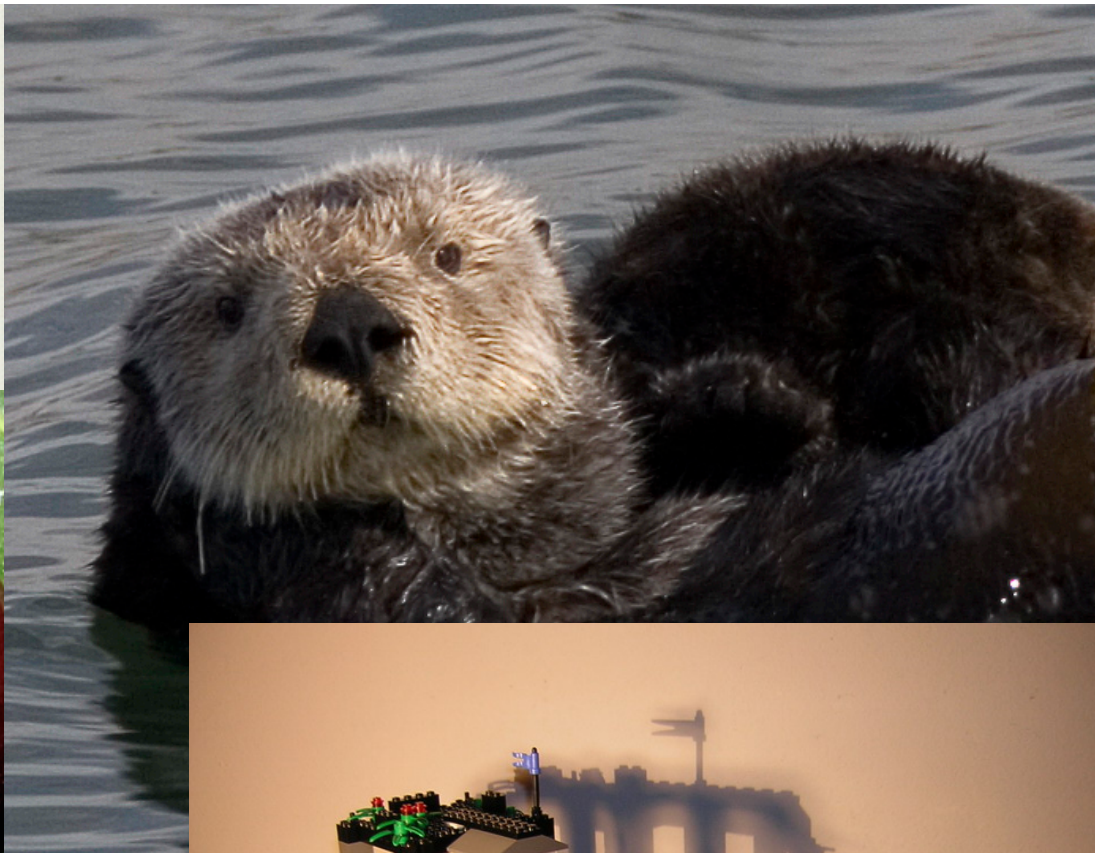
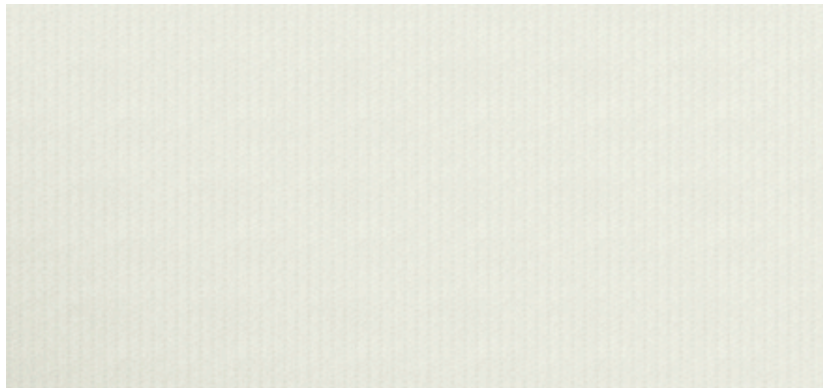
Comparison of CST & NAEP



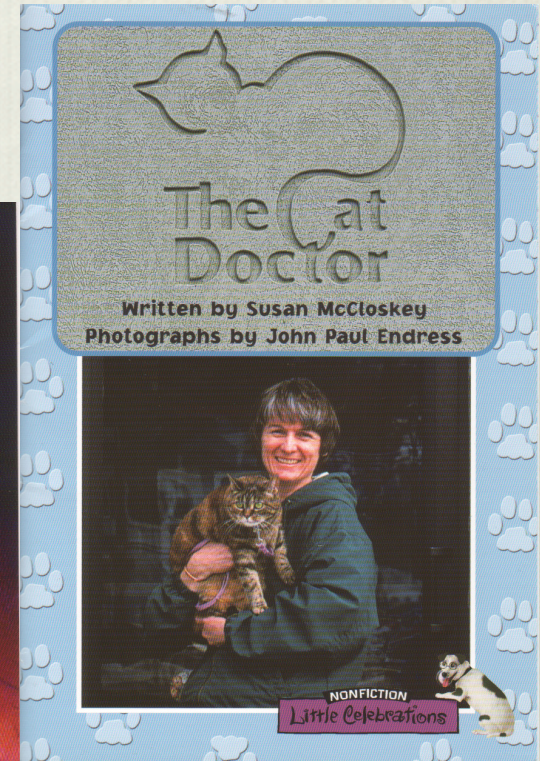
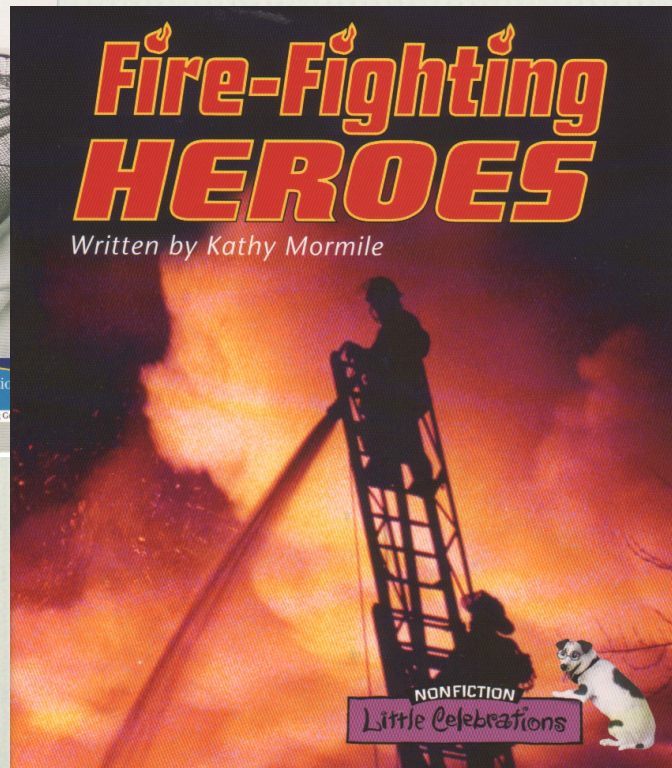
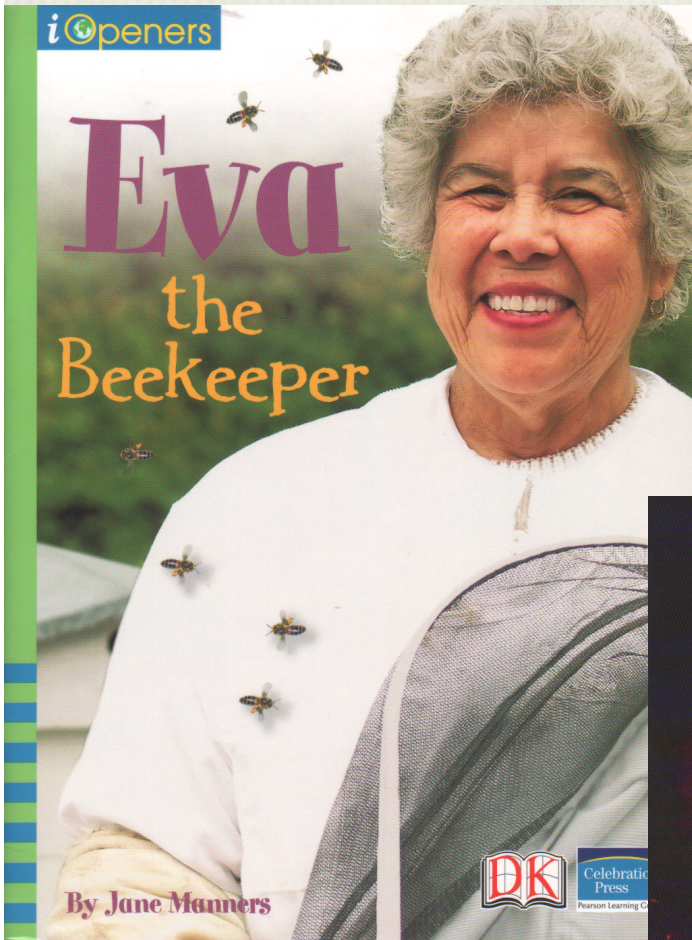
When students read, they read fairly vacuous texts

--and little that extends information about new topics

- ❖ 28% of America's 3rd through 5th graders are represented in *What Kids are Reading?* (Renaissance Learning, 2012):
 - ❖ One book in the top 20 books for these grade levels is informational (& it is a simple descriptive book on an animal)
 - ❖ 53% of the books come from series; *Diary of a Wimpy Kid* series alone counts for 25% of the top 20 choices in all three grades
 - ❖ 23% of the top 20 choices appear on lists of prize-winning children's literature

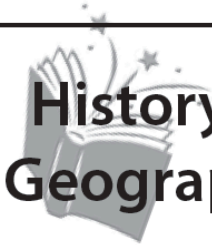


How does this happen in classrooms?



Stories about heroes		• <i>Joan of Arc</i> (Diane Stanley) • <i>Martin Luther King, Jr.</i> (Rosemary L. Bray) • <i>Seven Brave Women</i> (Betsy Hearne) • <i>She's wearing a dead bird on her head!</i> (Kathryn Lasky)
Music		• <i>I like music</i> (Leah Komaiko) • <i>The Philharmonic gets dressed</i> (Karla Kuskin) • <i>Moses goes to a concert</i> (Isaac Millman)
Tales: New & Old		• <i>The Huckabuck Family & and how they raised popcorn in Nebraska and quit and came back</i> (Carl Sandburg) • <i>The people could fly: American black folktales</i> (Virginia Hamilton) • <i>Rapunzel</i> (Paul O. Zelinsky)
Math		• <i>Math Curse</i> (Jon Scieszka) • <i>Grandfather Tang's Story</i> (Ann Tompert) • <i>A very improbable story: A math adventure</i> (Edward Einhorn)
Animals in the Wild		• <i>Starlight Animal Rescue: Wild Cat</i> (Dandi Daley Mackall) • <i>Animals and the Seasons</i> (Susanne Riha) • <i>Amazing X-Rays: Wild Animals</i> (Jacquelin A. Ball)
History & Geography		• <i>Sadako and the Thousand Paper Cranes</i> (Eleanor Coerr) • <i>The Scrambled States of America</i> (Laurie Keller) • <i>Shaka: King of the Zulus</i> (Diane Stanley)
How People Live	Fashion	• <i>I want to be a fashion designer</i> (Stephan Maze) • <i>My wonderful world of Fashion: A book for drawing, creating, and dreaming</i> (Nina Chakarabarti) • <i>Frankly, Frannie: Fashion Frenzy</i> (AJ Stine)
	Sports	• <i>The World's greatest soccer players</i> (Matt Doeden) • <i>The Wild Soccer Bunch: Kevin the Star Striker</i> (Joachim Masannek) • <i>A Beautiful Game: The World's Greatest Players and How Soccer Changed Their Lives</i> (Tom Watt)

The Funds of Information Initiative

 Stories about Heroes	Music
 Tales: Old & New	Math
Animals in the Wild	 History & Geography
How People Live	Your Choice!



www.textproject.org



TextProject

TextProject aims to bring beginning and struggling readers to high levels of literacy through a variety of strategies and tools, particularly the texts used for reading instruction.

TextProject Topics

- Common Core State Standards
- Beginning Reading
- Morphological Awareness
- Content & Story Words
- Silent Reading & Reading Stamina
- Reading Automaticity & Fluency
- Summer Reading

Upcoming Events

Apr 29, 2012
Institute 18: Reading Research Institute 2012: Research that Makes a Difference in the Age of Common Core Standards

Apr 29, 2012
Institute 03: Promoting Vocabulary Development from Pre-K to Grade 12:

7 Actions that Teachers Can Take Right Now: Text Complexity

A separate standard for text complexity in The Common Core State Standards' (CCSS) means that this feature of reading development is at the center of many conversations among educators. How this standard translates into classroom instruction is less clear. Even with current texts, teachers can take some important actions to support their students on the staircase of text complexity—right now!

 Also available as a printable PDF

TEt Products

TextProject creates reading programs based on our TExT model of text complexity.



Among the leading classroom reading programs based on TExT are **QuickReads** and **ZipZoom**.



SummerReads is TextProject's free summer reading program, based on the TExT model, that helps at-risk readers avoid the summer slump.

Beginning Reads For Fall 2011, TextProject launches our new **BeginningReads** program to support bringing children into reading by connecting their oral language knowledge with written words.

Talking Points for Kids is a prototype program that aims to increase meaningful discussion with students.

Teacher Support

TextProject helps teachers who want to improve their students' reading achievement.



Reading activities promote fluency and

vocabulary, including **E4: Exceptional Expressions for Everyday Events** (still free but newly revised, updated and polished) and **QuickReads Word Pictures**.

Professional development, including a series of upcoming **webinars**, provides teachers background on the elements of reading success.

Benchmark Texts: Stepping Up Complexity is a set of contemporary benchmark books that complements those already identified by Jeanne Chall and the CCSS.

Word lists, such as the popular **WordZones™** for 5,586 Most Frequent Words, focus on the

Research

TextProject's new Reading Research Report series documents innovations in reading education.



The latest report looks at the

measurement of text complexity under the guidelines of the CCSS.

The **TextProject Library** contains a decade's worth of research articles, presentation slides and more from founder Elfrida H. Hiebert and her colleagues. Including the most recent addition, presentation slides on **7 Actions Teachers Can Take to Increase Students' Capacity with Complex Text**.

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