

Taking 7 Actions to Build Student Capacity With Complex Text

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

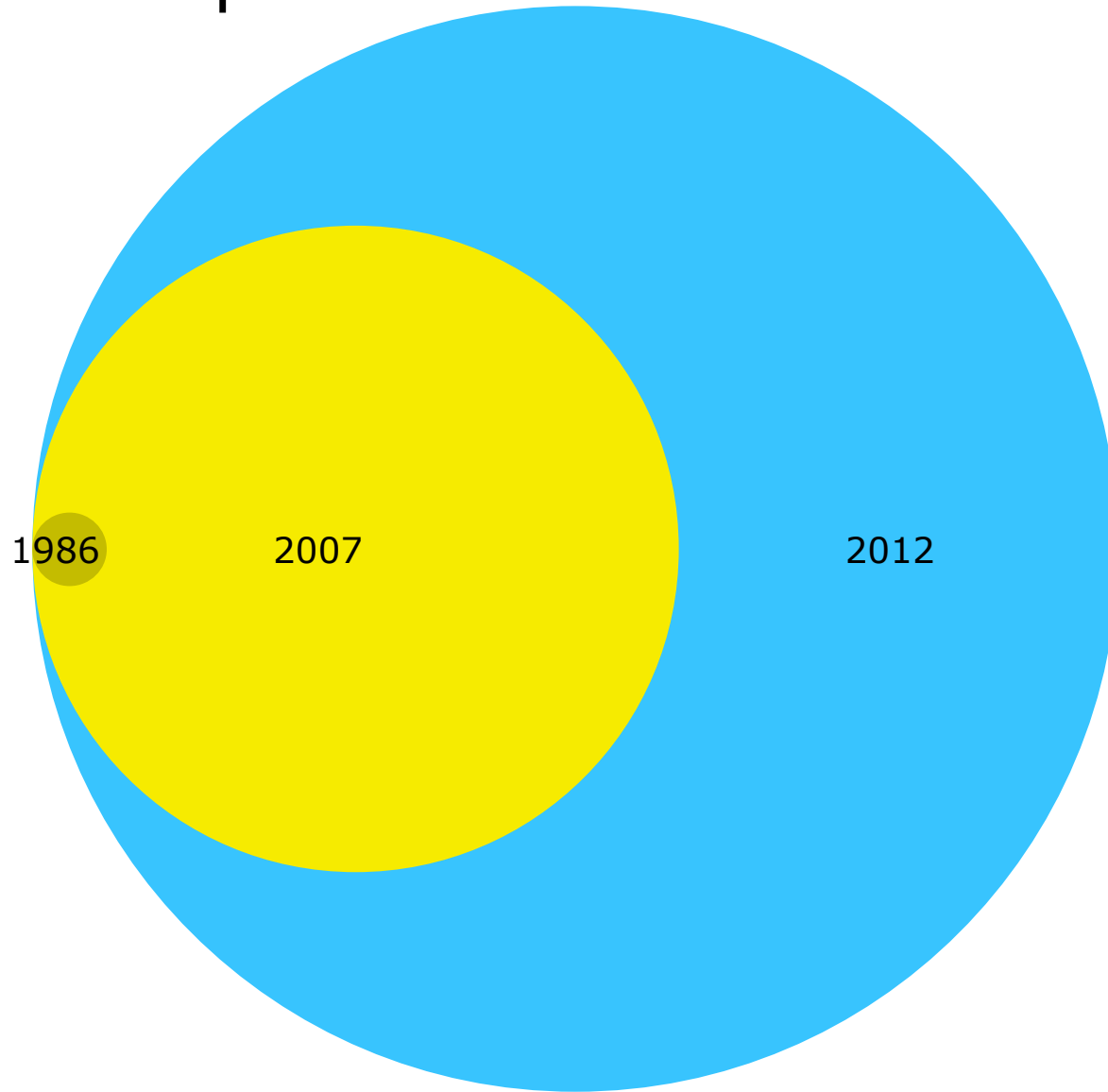
- By the time they complete high school, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers.

- 
- 1. Knowledge**
 - 2. Connections**
 - 3. Passion**
 - 4. Vocabulary**
 - 5. Volume**
 - 6. Stamina**
 - 7. Benchmarks**

The 7 Actions

- 1. Knowledge**
- 2. Connections**
- 3. Passion**
- 4. Vocabulary**
- 5. Volume**
- 6. Stamina**
- 7. Benchmarks**

Information explosion

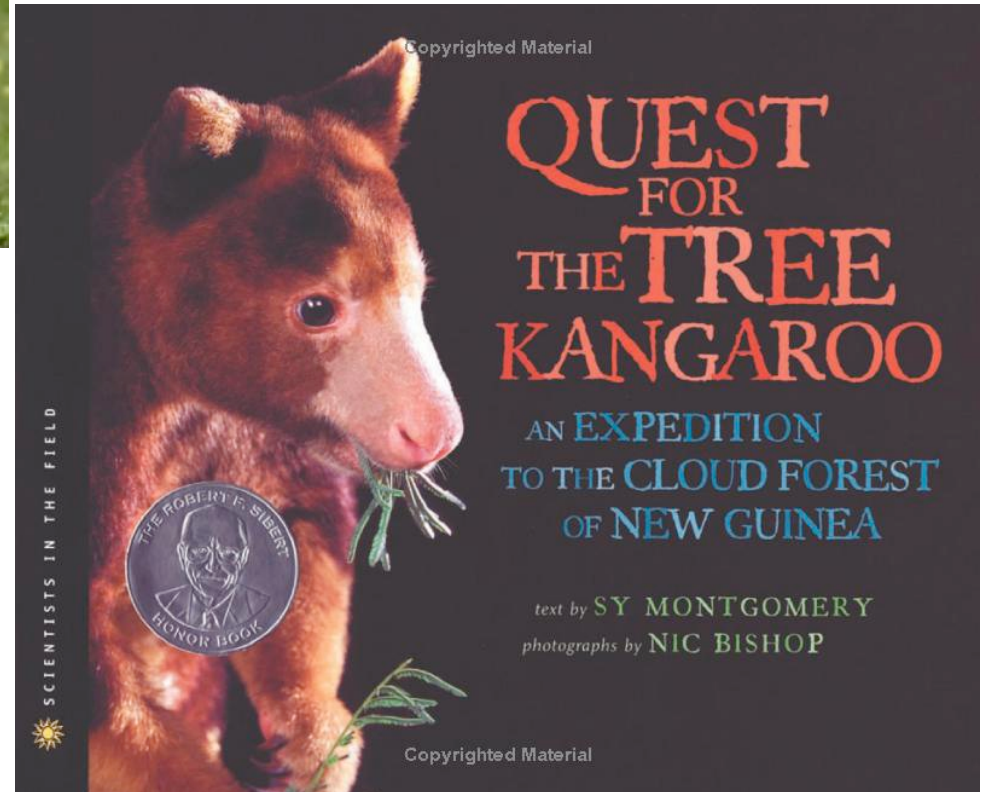
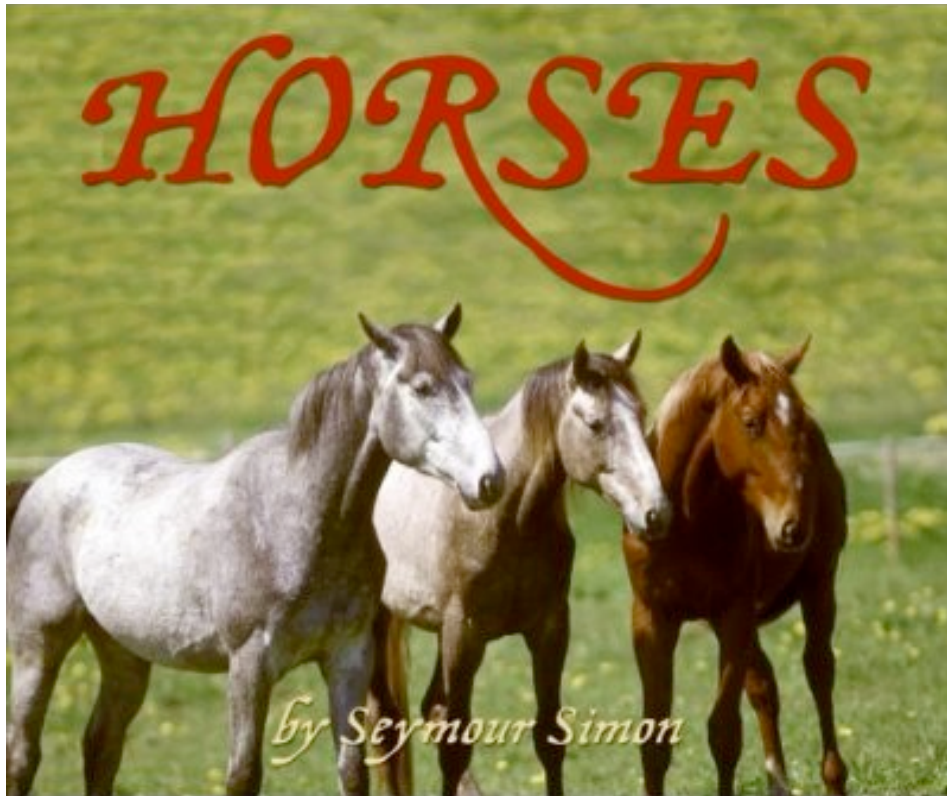


Particular funds of knowledge are acquired solely through academic presentations (texts, lessons, selected media)

- Representational forms of government
- Photosynthesis
- Atom-splitting

A Knowledge Map for Narrative Texts





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.

2. Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.

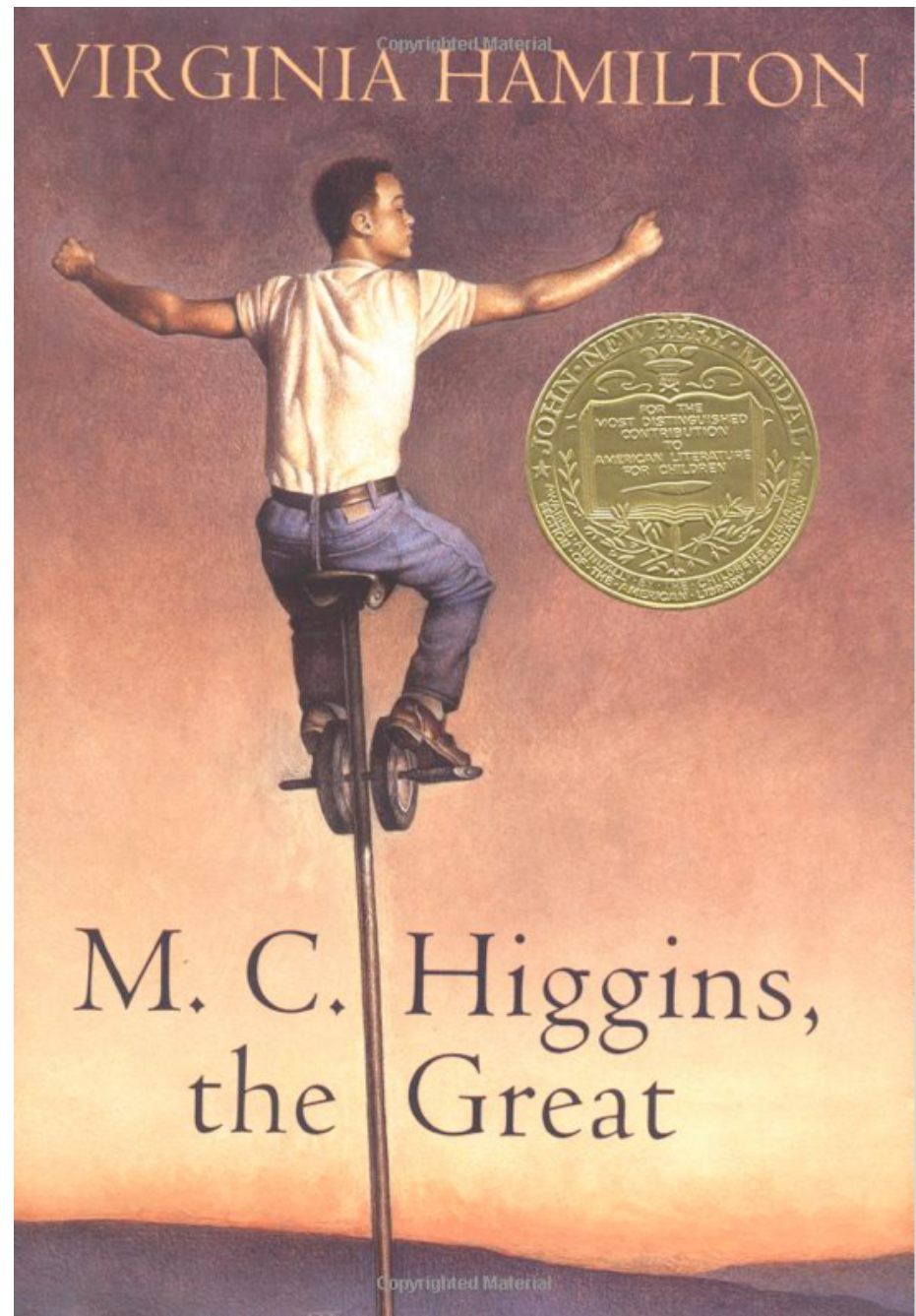
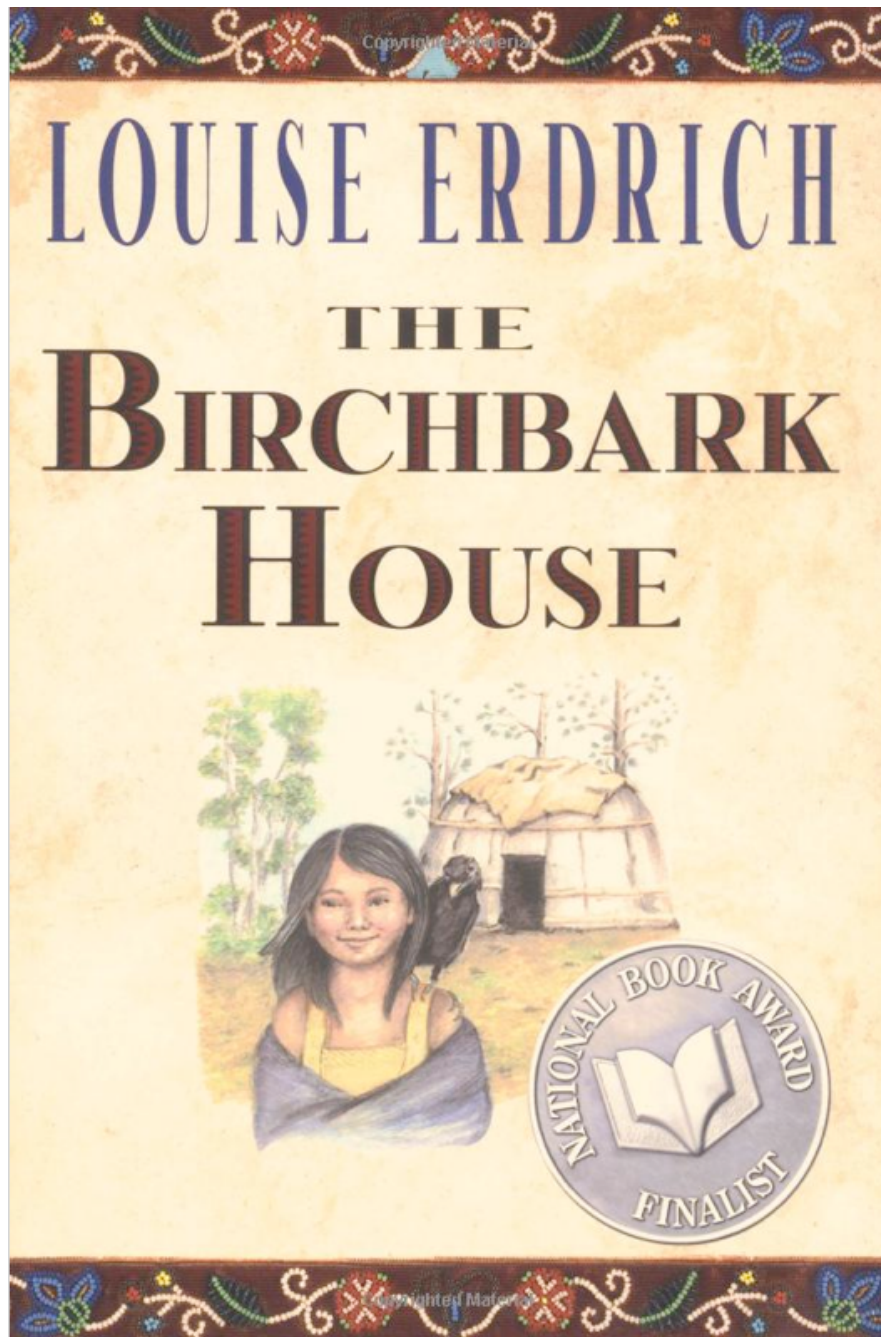
3. Individual organisms and species change over time.

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

5. Organisms maintain a dynamic equilibrium that sustains life.

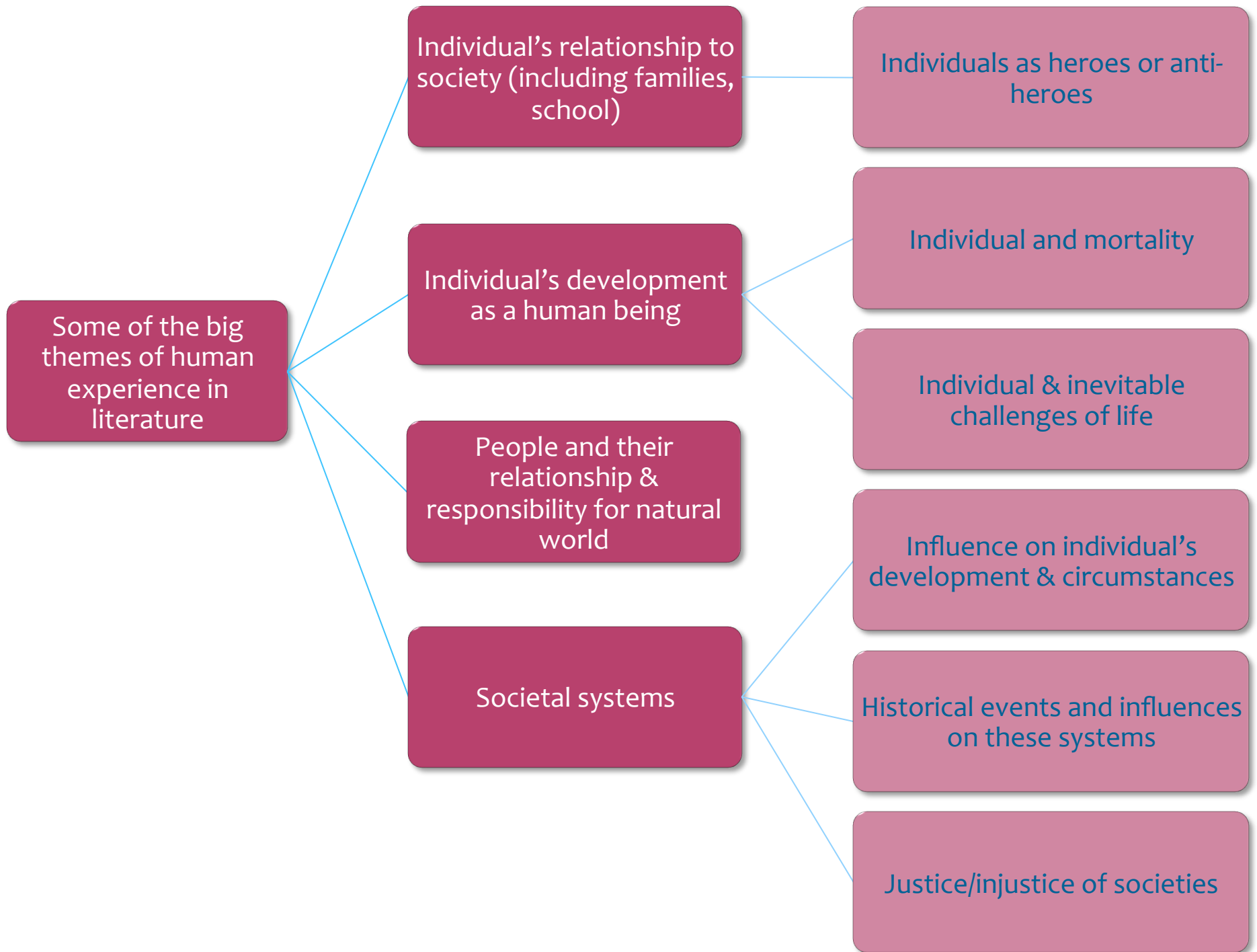
6. Plants and animals depend on each other and their physical environment.

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



ELA Critical Vocabulary

Content Area	Sample Words
Civics	abuse of power, campaign, elected representative, geographical representation, individual liberty, Labor Day, national origin, patriotism, school board, Uncle Sam, welfare
English Language Arts	abbreviation, capitalization, e-mail, genre, illustration, learning log, paragraph, reading strategy, table, verb
Geography	billboards, discovery, fall line, harbor, Japan, land clearing, national capital, Pacific rim, rain forest, technology, vegetation region
Mathematics	addend, capacity, equation, gram, improbability, mass, obtuse angle, quotient, sample, unit conversion
Science	bedrock, Earth's axis, gases, inherited characteristic, magnetic attraction, ocean currents, recycle, technology, water capacity





A Symphony of Whales



by STEVE SCHUCH

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illustrated by PETER SYLVADA

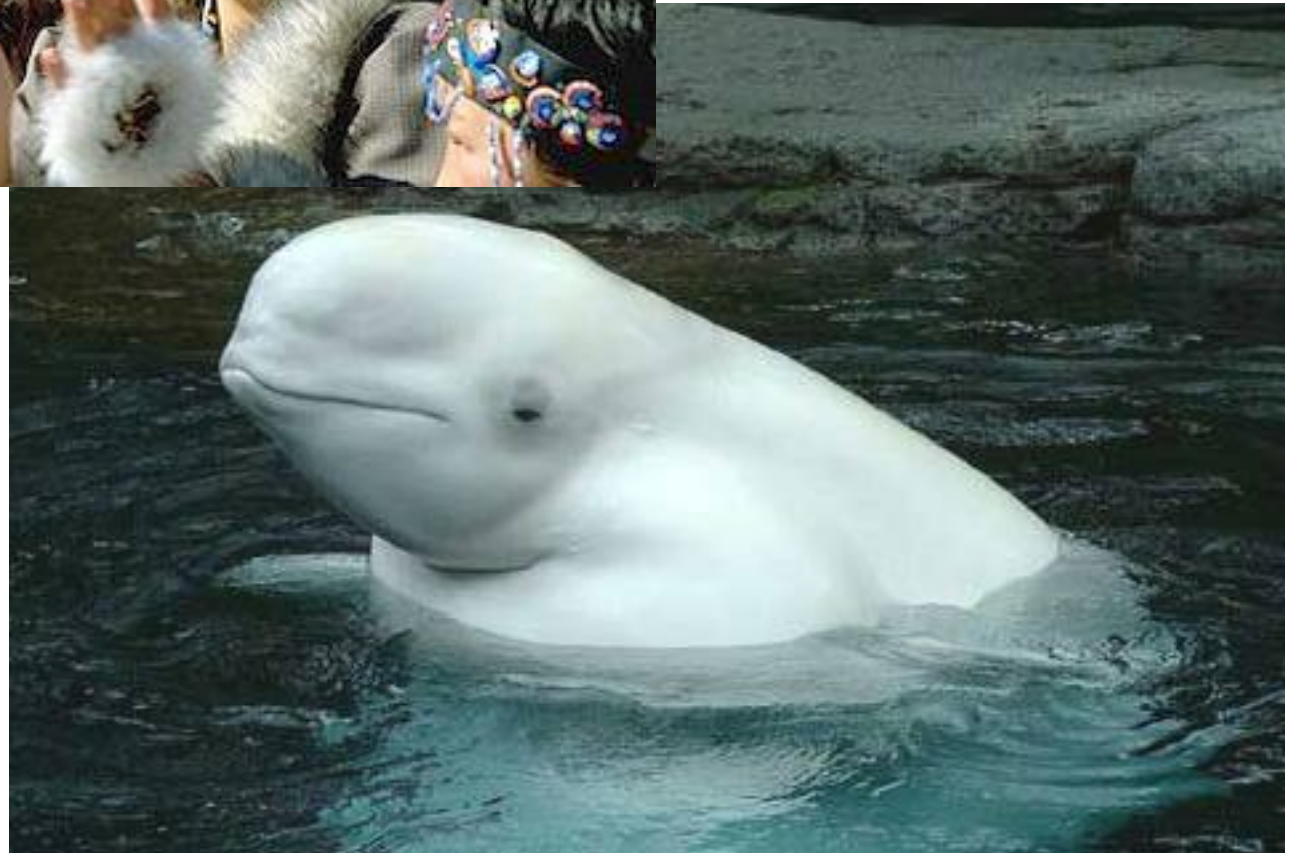
Levels of Meaning: 1

- * How was Glashka helpful? Have you ever been helpful?
- * How did Glashka's gift help to save the whales? Have you ever been in a situation like Glashka?

Levels of Meaning: 2



[http://
www.youtube.com/
watch?v=MxU8yqZhbh0](http://www.youtube.com/watch?v=MxU8yqZhbh0)

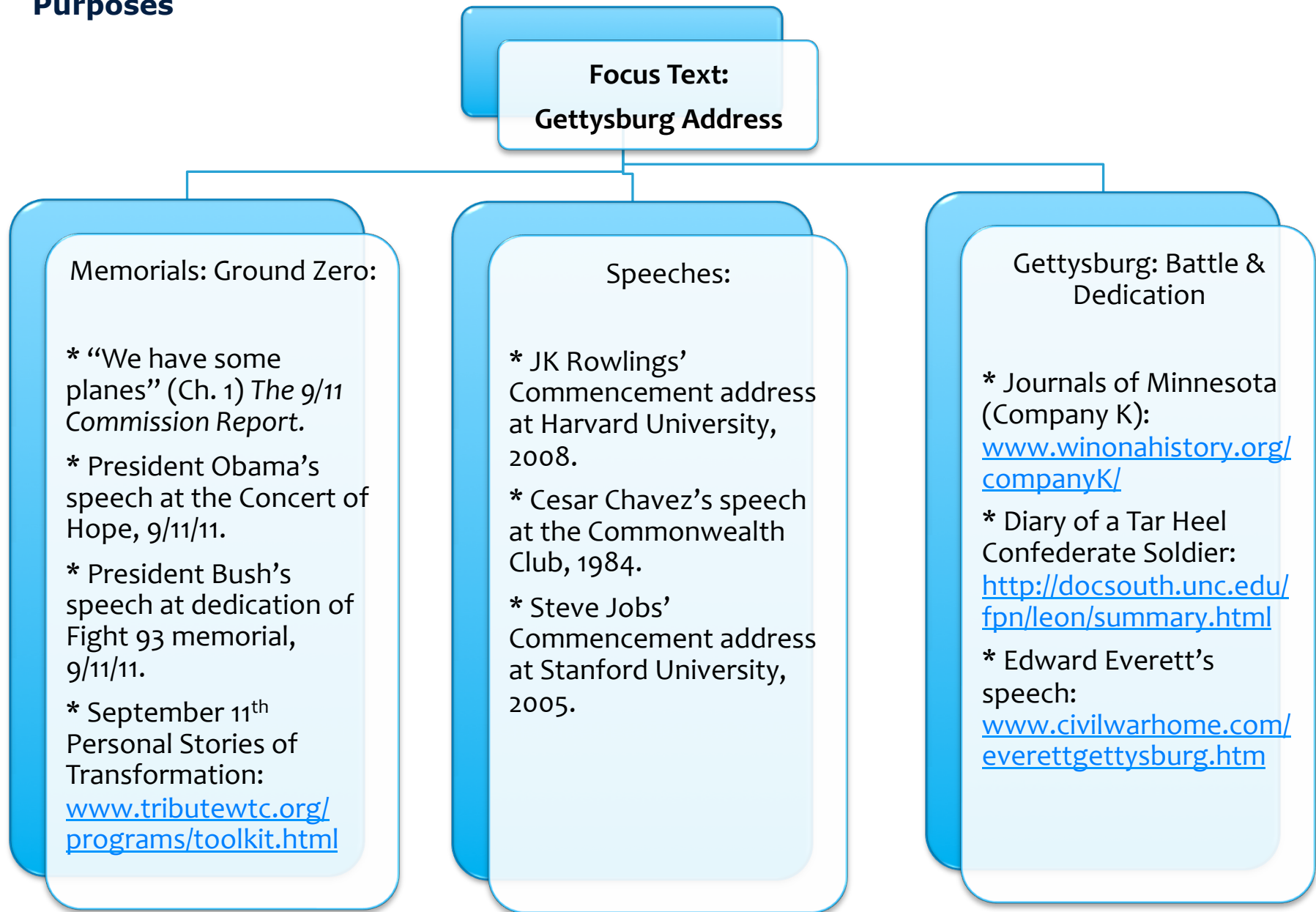


2. Connections

Connections

1. To students' existing knowledge
2. To overall purposes
3. Across texts and experiences

*Existing Knowledge & Purposes



Memorials: 9/11

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, the legendary Sadako, 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



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.



5

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 ともし 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。

Examples of 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>

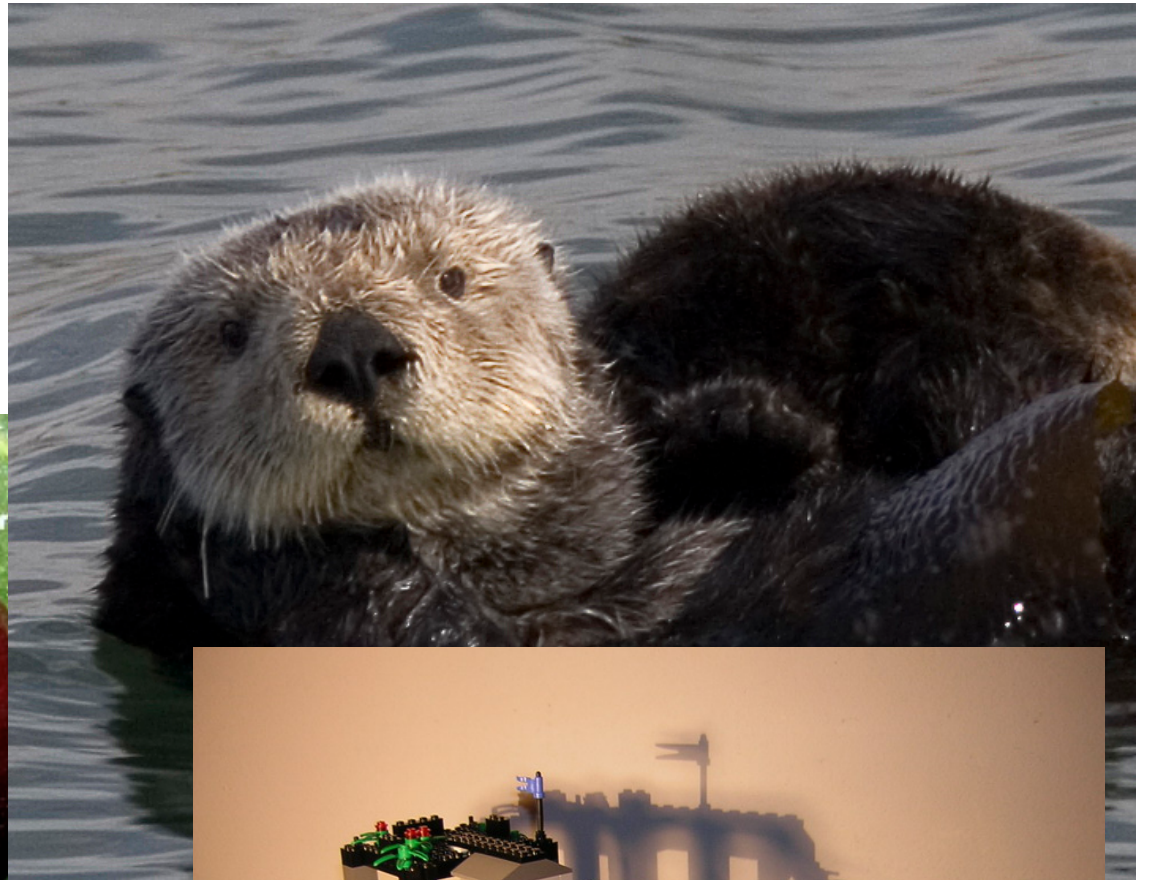
Twenty-one years ago last September, on a lonely stretch of railroad track paralleling U.S. Highway 101 near Salinas, 32 Bracero farm workers lost their lives in a tragic accident.

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.

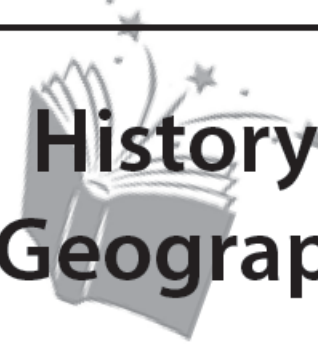
Most of the bodies lay unidentified for days. No one, including the grower who employed the workers, even knew their names.

3. Passion



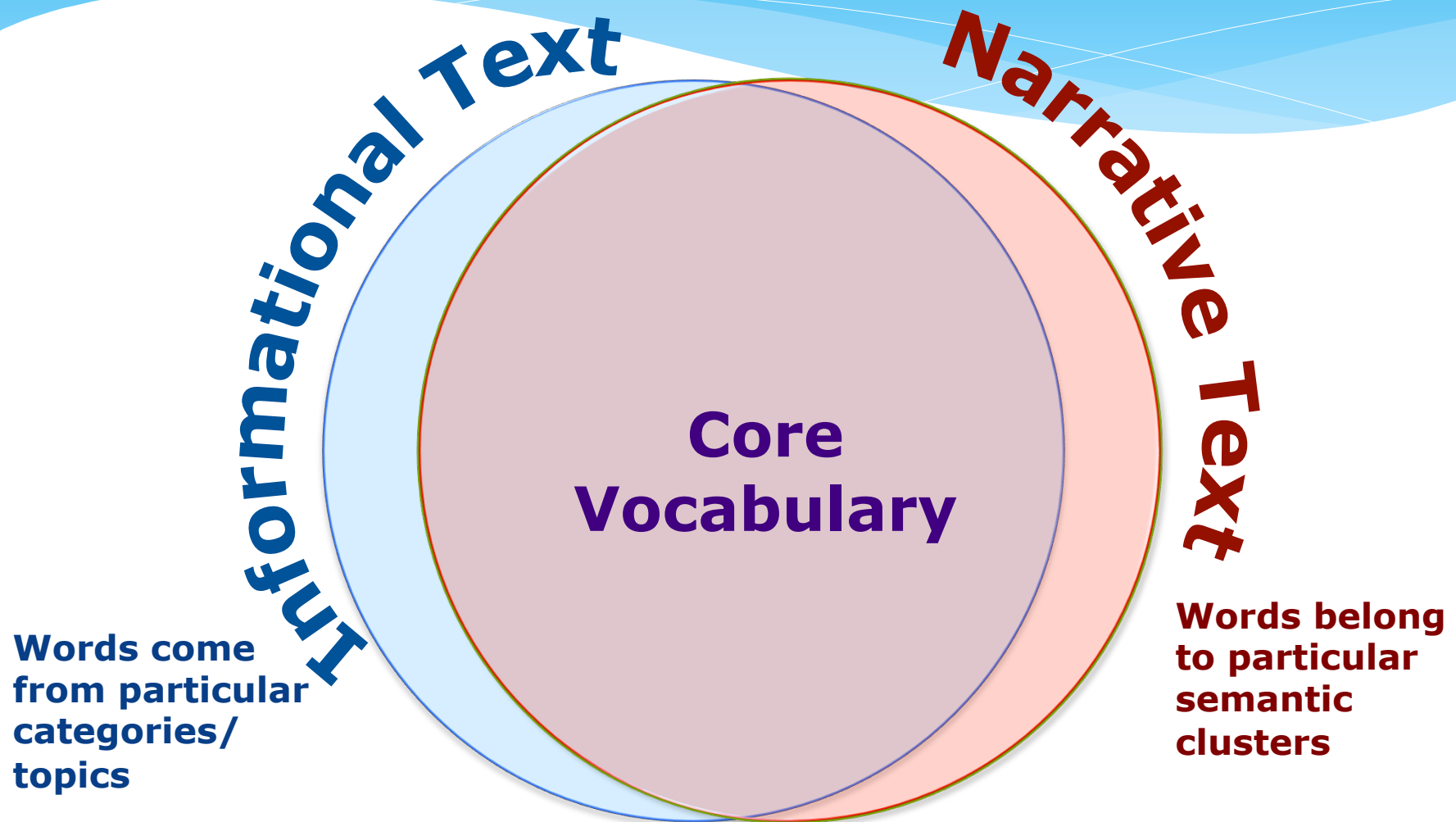
Stories about heroes		• <i>Joan of Arc</i> (Diane Stanley) • <i>Martin Luther King, Jr.</i> (Rosemary L. Bray) • <i>Seven Brave Women</i> (Betsy Hearne) • <i>She's wearing a dead bird on her head!</i> (Kathryn Lasky)
Music		• <i>I like music</i> (Leah Komaiko) • <i>The Philharmonic gets dressed</i> (Karla 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>The Adventures of Penrose the Mathematical Cat</i> (Theoni Pappas) • <i>The Joy of Mathematics: Discovering Mathematics All Around You</i> (Theoni Pappas)
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**

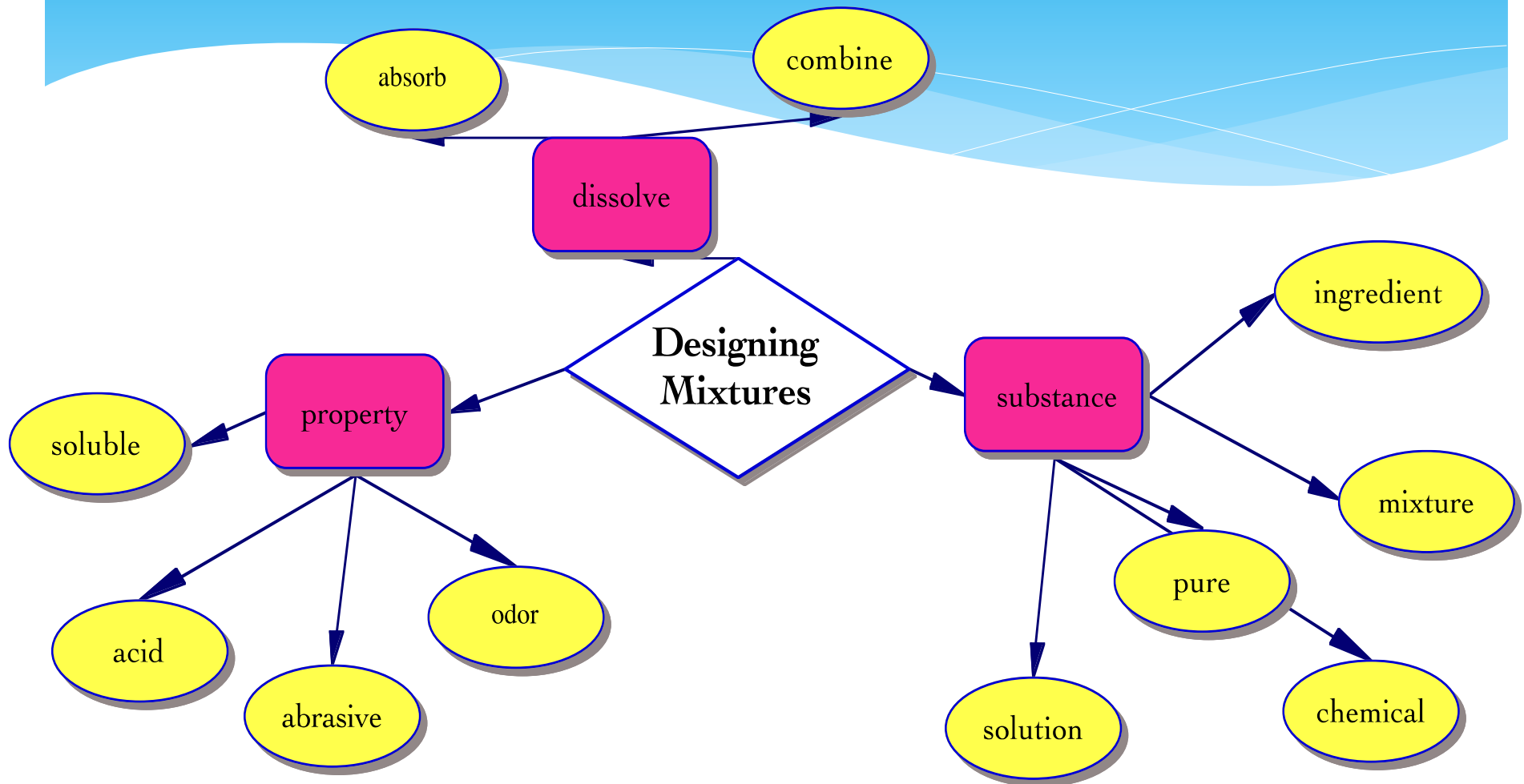
 Stories about Heroes	Music
 Tales: Old & New	Math
Animals in the Wild	 History & Geography
How People Live	Your Choice!

4.Vocabulary

Vocabularies of informational & narrative texts



Vocabulary of Informational Text





Natural Resources & the Economy



Left Photo: Typical rocky shores. September, 2009. ©2009 by Petritap in en:wikimedia. Some rights reserved CC-BY-SA-3.0 (www.creativecommons.org/licenses/by-sa/3.0/deed.en).

Middle: Refilling a 18L water jug. Released into public domain by Myke2020 in en:wikimedia.

Right: A child drinks water from a well built by Naval Mobile Construction Battalion (NMCB) 40 in Shant Abak. Released into public domain by the United States Navy.

Corresponds to QuickReads Level D, book 2, Geography and Economics, *Natural Resources & the Economy*

Resources



Definition: Something such as land, mineral, or natural energy that exists in a country and can be used in order to increase its wealth

Example: Trees are a natural *resource* that humans use to make paper.



Left Photo: New beech leaves. March, 2005. ©2007 by _Malene Thyssen. Some rights reserved CC-BY-SA-2.5 (www.creativecommons.org/licenses/by-sa/2.5/deed.en). Right: Two A7 notebook. January, 2011. ©2011 by Mk2010 in en:wikimedia. Some rights reserved CC-BY-SA-3.0(www.creativecommons.org/licenses/by-sa/3.0/deed.en).

The Vocabularies of Narrative Texts

Story Word	Cluster	Examples of Words in Cluster (Beyond Story)
amazed	Emotions/Feelings/Happy Excitement	surprised jubilant ecstatic dumbfounded
fascinated		
marveled		
baffled	Communication/Mental Actions/Confused	confused bewildered mystified perplexed confounded
bewildered		
stumped		
humble	Traits/Shyness/Meek	reluctant retiring self-effacing
timid		

Talk



Talk as in a conversation (noun)

- conversation
- chat
- discussion
- slang
- dialogue
- chatter
- lecture
- address
- speech
- meeting
- conference
- summit
- utterance
- gossip
- comment
- debate

Talk as in to speak casually (verb)

- chat/chatter
- scuttlebutt
- gossip
- comment
- smooze
- mention
- say
- utter
- remark

Talk as in to speak (verb)

- speak
- verbalize
- converse
- vocalize
- articulate
- communicate
- confer
- dialogue

Talk as in to speak in a specific way (verb)

- | | |
|---------------|-------------|
| • whisper | • slur |
| • flirt | • bay |
| • snap | • jabber |
| • shout | • chant |
| • yell | • preach |
| • orate | • boast |
| • lecture | • debate |
| • pontificate | • enunciate |
| • address | • pronounce |
| • drone | • question |
| • stammer | • ask |
| • bark | • declare |



Talk

COMMON PHRASES

- Talk to me
- Talk back
- Talk over
- We need to talk

IDIOMS

- | | |
|---------------------------|------------------------------------|
| • Talk a mile a minute | • Small talk |
| • Spit it out | • Speak of the devil |
| • Talk big | • Sweet talk |
| • Talk sense | • Talk your ear off |
| • Dance around the topic | • Talk in circles/riddles |
| • Speak up | • Talk shop |
| • Talk it up | • Walk the talk |
| • Talk down | • Talk your way out of a paper bag |
| • Talk is cheap | • Talk until your blue in the face |
| • Talk it over | • You're a fine one to talk |
| • Talking to a brick wall | • Shooting the breeze |
| • Talk of the town | |

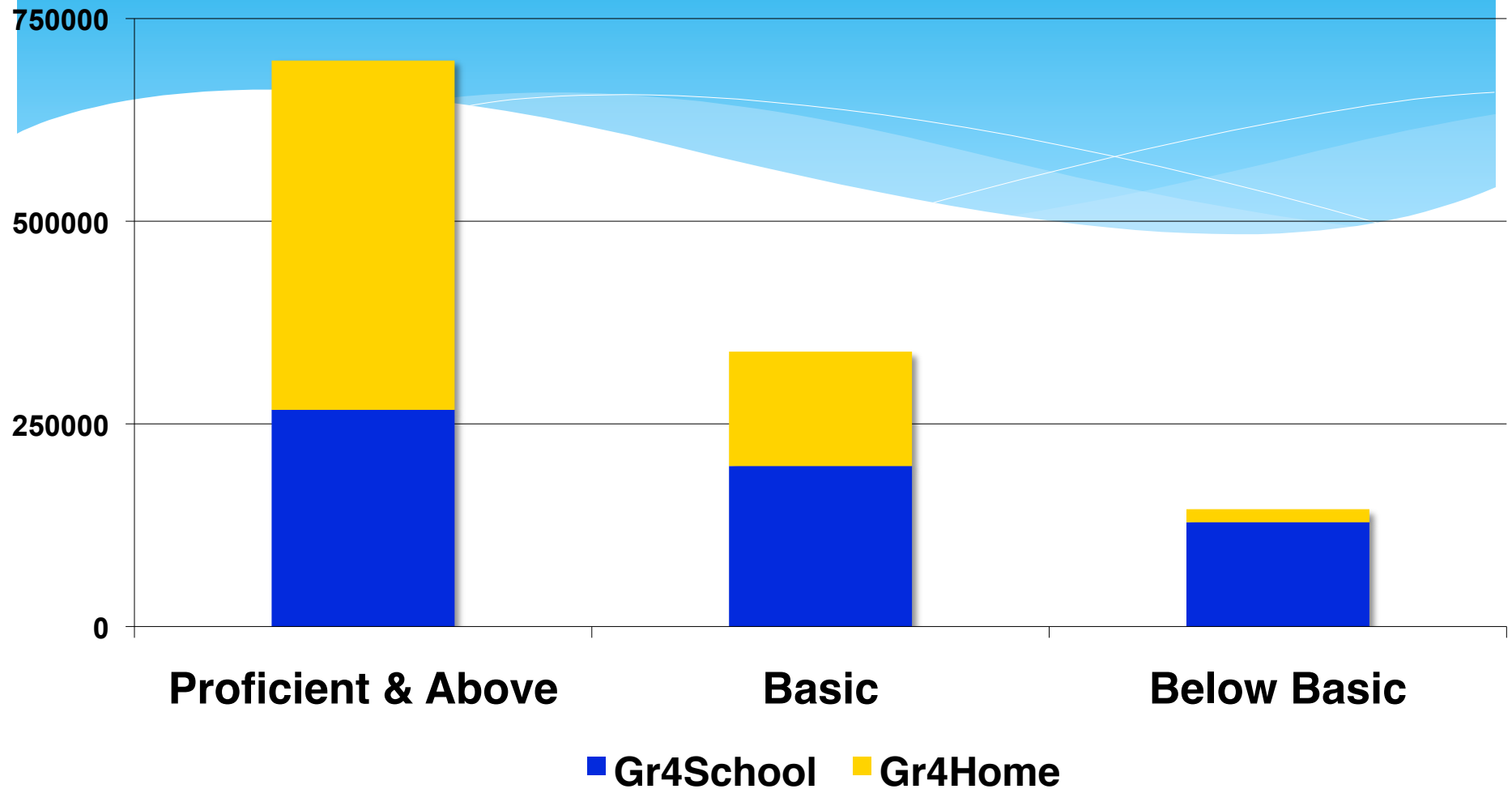
THE SPANISH CONNECTION

- conversation / conversación
- discussion / discusión
- to discuss / discutir
- dialogue / diálogo
- to have a dialogue / dialogar
- comment / comentario
- to comment / comentar
- to mention / mencionar
- to verbalize / verbalizar
- to converse / conversar
- to communicate / comunicar
- communication / comunicación
- pronounce / pronunciar
- to debate / debatir
- debate / debate
- enunciate / enunciar
- pronounce / pronunciar
- declare / declarar



5. Volume

Typical Amount of Text Read at School & Home



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.

Recent evidence from Reading First Classrooms

Length of Instructional Blocks	Time with eyes on text
90-minute	17.57
100-minute	16.25
120-minute	19.25
Overall	18.33

(Brenner & Hiebert, 2009)

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**

“Eyes on the Text” form

Reading Sweeps Week: A Record of My Reading & Learning

What I Read	When I Read it	How much I read (in pages)	What I learned (and plan to remember)

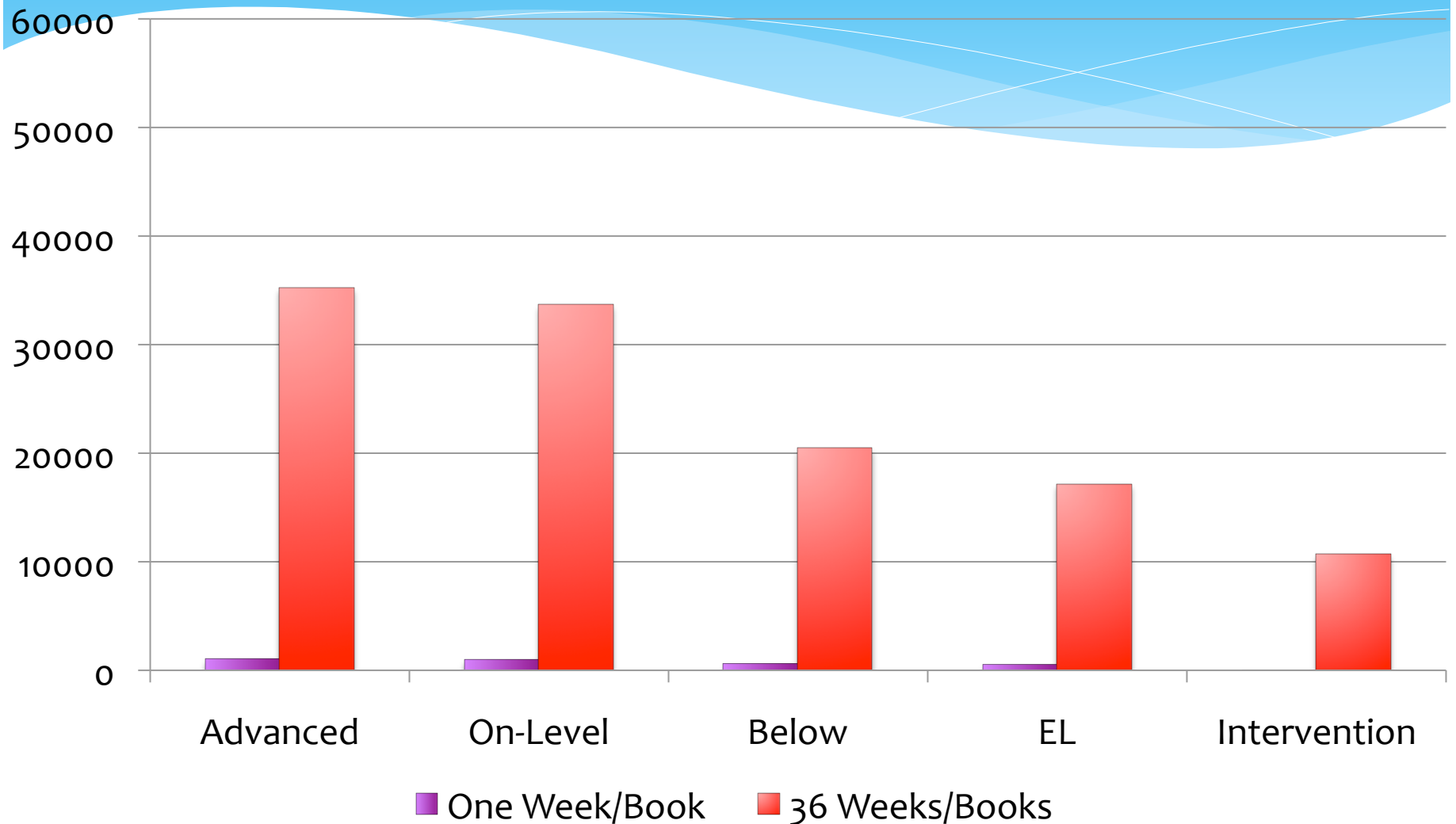
Summary

How many words I read this week

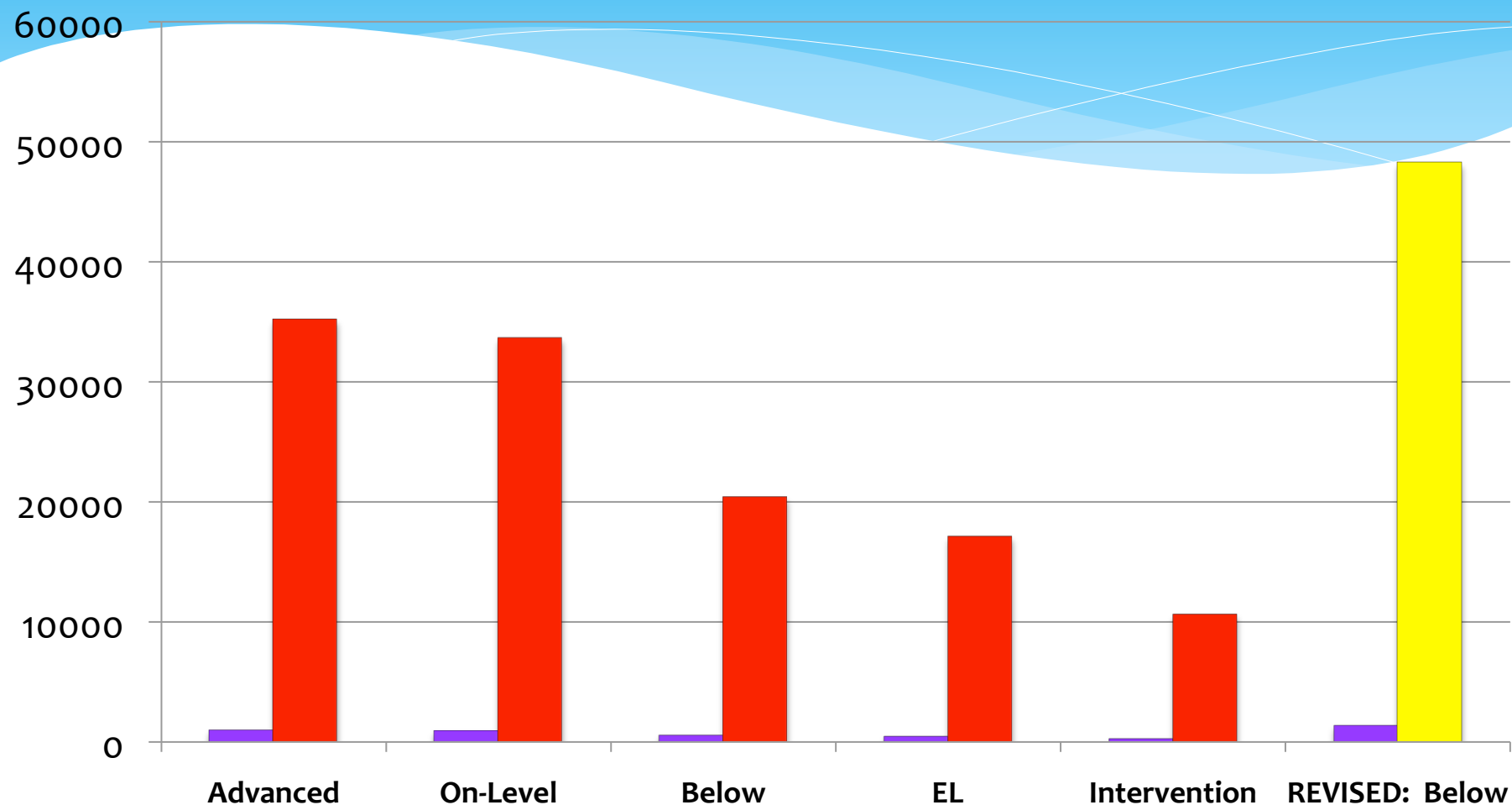
How long I read

My single longest reading event

Amounts of Text in a Core Reading Program



When Below-Level Readers Read 772 more words a week*

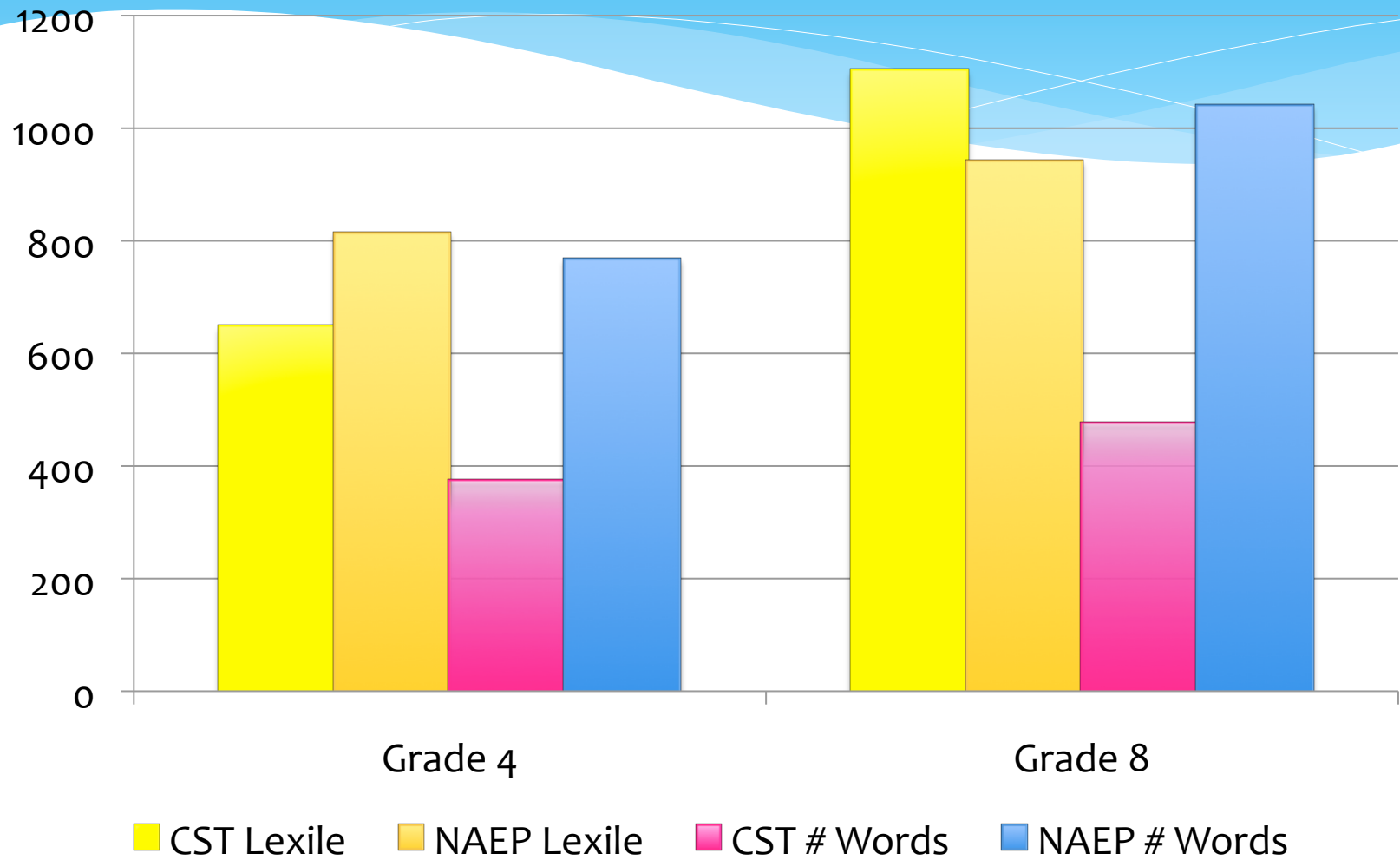


■ One Week/Book ■ 36 Weeks/Books

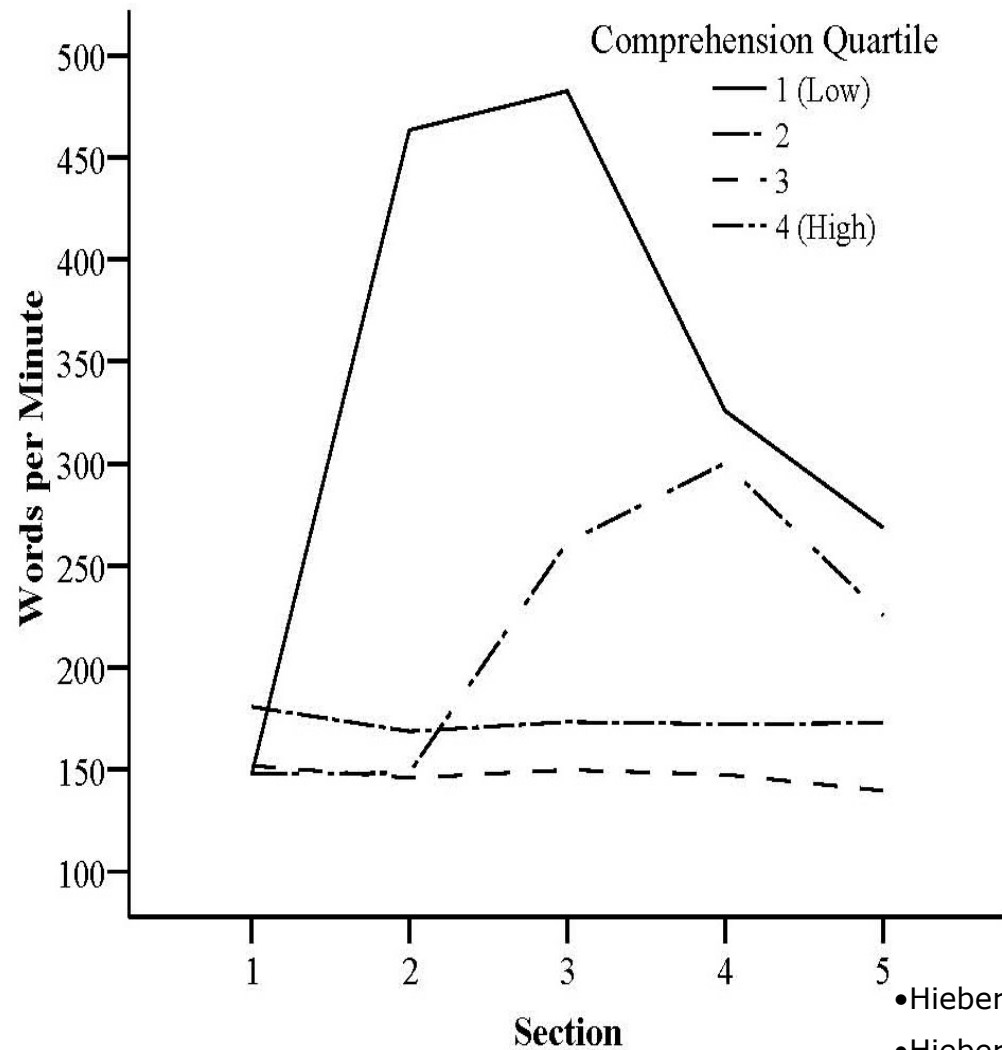
***1,339 (3 books) =
567 (1 book): 772**

6.Stamina

Comparison of CST & NAEP



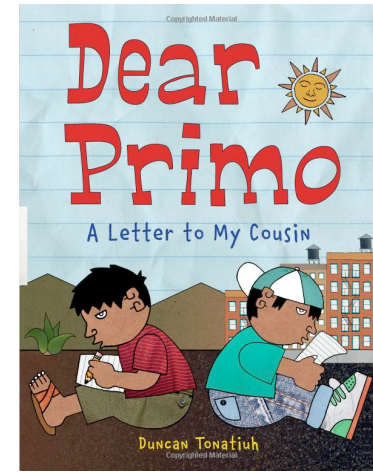
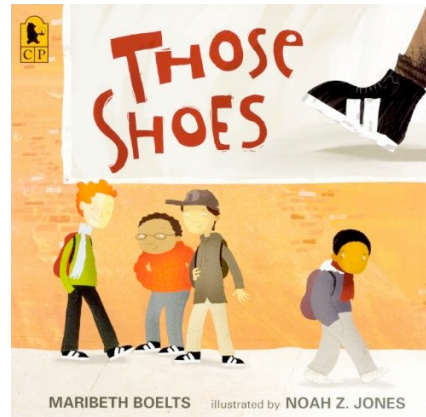
Stamina



•Hiebert, Wilson, & Trainin (2010)

•Hiebert, Trainin, Wilson (2011)

7. Keeping the Goal in Sight



Grade 2.1

“Tell me a story,” Ling says.
 “Okay,” Ting says. Once upon a time there were twin girls. They were named Ling and Ting. People saw them and said, you two are exactly the same.
 “Oh good” Ling says. “I know this story.”

Grade 2.2

I have dream about those shoes. Black high tops. Two white stripes.
 “Grandma, I want them.”
 “There's no room for want around here, just need,” Grandma says. “And what you need are new boots for winter.”

Grade 2.3

Dear primo Carlitos,
 I live in a city. From my window I can see a bridge and cars zooming by. I can see skyscrapers, too. Skyscrapers are buildings so tall they tickle the clouds. At night all the lights from the city look like the stars from the sky.

Level	Source	Title	Curriculum	
			Word Recognition	Comprehension Strategies
2.1	CCSS	<i>The Fire Cat</i> (Averill, 1960)	600 most-frequent (& inflected endings) + less-frequent words with 1-3 letters	Follow story structure with a dilemma that is fairly common (e.g., a mischievous cat, twins who are different)
	High recognition	<i>Frog and Toad Are Friends</i> (Lobel, 1970)		
	Contemporary	<i>Ling and Ting</i> (Lin, 2010) <i>Fly High, Fly Guy</i> (Arnold, 2008)		
2.2	CCSS	<i>The Treasure</i> (Shulevitz, 1978)	1,000 most-frequent (& inflected endings) + less-frequent words with 1- 4 letters	Follow story structure where characters need to make choices (e.g., giving away shoes)
	High recognition	<i>Henry & Mudge</i> (Rylant, 1987)		
	Contemporary	<i>Those Shoes</i> (Boelts, 2007) <i>Grandfather Counts</i> (Cheng, 2003)		
2.3	CCSS	<i>Tops & Bottoms</i> (Stevens, 1995)	1,000 most frequent words (& inflected endings) + less-frequent words with 1-5 letters	Understand that characters may be “playing” tricks (as in a fable); compare/contrast contexts
	High recognition	<i>Good Luck, Ronald Morgan</i> (Giff, 1999)		
	Contemporary	<i>Dear Primo</i> (Tonatiuh, 2010) <i>Amazing Grace</i> (Hoffman, 1991)		

7 Actions that Teachers Can Take Right Now: Text Complexity

Elfrida H. Hiebert

TextProject & the University of California, Santa Cruz

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!

With the introduction of CCSS, it's easy to think that text complexity is a new way to look at text. But this is not the case. It has been around for almost a century as part of readability formulas by governmental and educational agencies. It's just that text levels weren't explicitly identified. Statements were made that "students should recognize figurative language in a grade-level text" but grade level was never specified. The situation has changed with the

CCSS. An entire standard is devoted to increases in students' ability to read complex text over the school years to the point of college and career readiness.

It should be noted that there are no clear paths for how this standard translates into classroom instruction. Compounding the issue is the text itself. Many teachers purchase books to read aloud or for special units but textbook pur-

chases usually occur at the school or even district and state levels. There are also many questions about assumptions of the CCSS's construct of text complexity such as how far texts can be stretched before students' comprehension breaks down. Until researchers answer such questions and until educators and publishers determine how text complexity will be measured, most teachers have the texts that they have.



For more information about Text Matters, visit www.textproject.org/text-matters
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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

Oct 20, 2012 In San Diego, CA
California Reading Association, 2012

Oct 22, 2012 In Atlanta, GA
Scholastic Book Summit 2012

Nov 1, 2012
Pearson Webinar November 2012



TextProject
TEACHER
DEVELOPMENT
SERIES

TextProject Teacher Development Series Addresses Text Complexity and the CCSS

To help teachers, whether veterans or candidates for certification, acquire the knowledge and skills needed to make the most of the new CCSS standards, TextProject introduces our first-ever product line aimed at teacher education and professional development environments. The TextProject Teacher Development Series on Text Complexity and the Common Core State Standards is a series of five modular lessons, each with guidance for teacher leaders, teacher educators or staff development leaders as well as activities for participants, all available now for free download.

Text 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.



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 the popular E4: Exceptional Expressions for Everyday Events and QuickReads Word Pictures. Free to download and use in your classroom!

Professional development



provides new and veteran teachers knowledge and practical advice. New for Fall 2012, the Text Matters series of accessible articles and Teacher Development Series explore how to make the most of the CCSS focus on text complexity.

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 4,000 Simple Word Families, focus on the vocabulary needed for middle- and high-school success.

Research

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



The latest report explores the use of multiple measures 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 Elfrieda 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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To help teachers, whether veterans or candidates for certification, acquire the knowledge and skills needed to make the most of the new CCSS standards, TextProject introduces our first-ever product line aimed at teacher education and professional development environments. The TextProject Teacher Development Series on Text Complexity and the Common Core State Standards is a series of five modular lessons, each with guidance for

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