

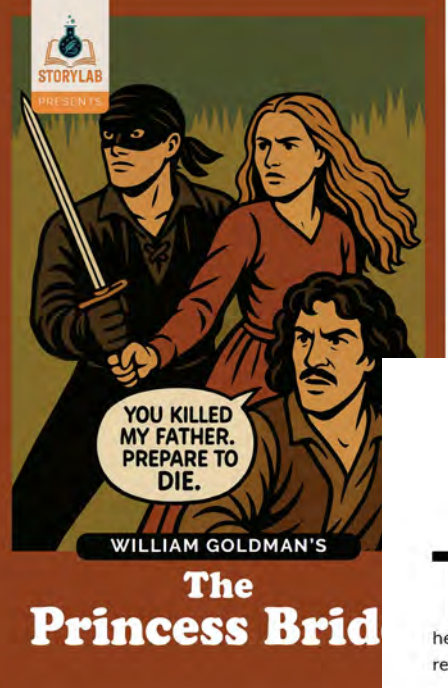
# Reading More, Learning More

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Making it Happen with  
Engaging, Knowledge-Rich Texts

Elfrieda (Freddy) H. Hiebert  
TextProject





# Open-Access Texts from TextProject

## WHAT YOU NEED TO KNOW

### William Goldman's

#### MEMOIR

The fa W he just s really me One de to earn e Buttercu Dread Pi never to Five ye Humperc can blam hires thr brains, th swordsm A myst each kidn he has a of wits w of Inigo a stupidity. The m taken ov

The book 1987. V screenp dialogue and d by Rob Reiner, known for its v For example: "Hello. My nam Prepare to die —Inigo!

Inigo Montoy swordsman. He hunting for the man who murc father. When h corners Count I says these wor deadly calm. Th over-the-top th hilarious. Now when they're p be tough.

The Prin sounds going to mushy romanc right? But don' this book by its story is packed sword fights, r plots, and dang escapes. It's w action adventu fairy tale. The author V Goldman wrot his young daug But don't let th got seriously si swamps. Willi specialized in s odds. Before T Butch Cassidy

#### ABOUT THE AUTHOR

#### TEXT CONNECTION

### The Six Reveng

In The Princess Bride character. If for no o his right hand. He al over money. Inigo's da a special sword for Rug wouldn't pay. Instead, l of his 11-year-old son, This moment destroy creates his life's purpos years becoming an inci find the six-fingered m practices fighting. He r "Hello, my name is Inig Prepare to die." When Count Rugen epic scene. Count Rug been preparing for this decades of waiting, Ini fingered man. Count Rugen's extra author. It is a real cond



#### TEXT REFLECTION

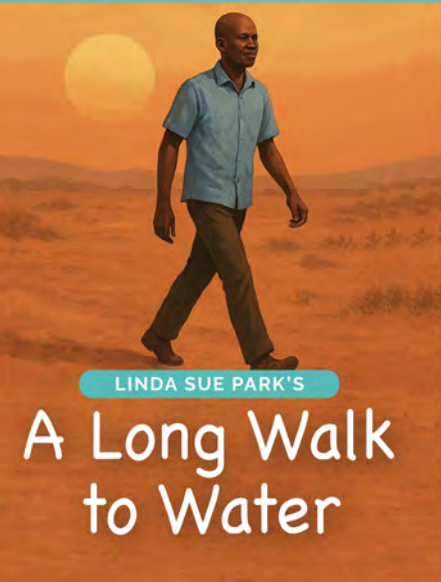
### When Movies Match Books



Today, families still enjoy watching or reading The Princess Bride together.

Here's something rare in Hollywood: a movie that's as amazing as the book it came from. William Goldman wrote The Princess Bride in 1973. It had fans, but it wasn't exactly setting the world on fire. Then, Rob Reiner directed the movie version in 1987. As the movie gained in popularity, people began to read—and reread—the story book original. Interestingly, the movie was not a huge hit in theaters. It barely made money at the box office where tickets are sold.

But then something magical happened when it came out on home video. Families started watching it together. Children grew up quoting it. The Princess Bride became a classic. Most movies come and go. But The Princess Bride somehow became part of how we communicate. People say "As you wish" instead of "okay." They yell "Inconceivable!" when something surprises them. "Hello, my name is Inigo Montoya. You killed my father. Prepare to die" gets quoted everywhere from internet memes to political protests. What made the movie adaptation so special? William Goldman wrote the screenplay himself, so he could fix anything that didn't work in the book. Rob Reiner put together a cast that understood both the humor and the heart of the story. They shot the movie with enough sincerity to make you care about the characters. But they also had enough self-awareness to laugh at the typical fairy tale parts. The result was something that works for most everyone. Children tend to love the adventure. Adults appreciate the clever dialogue. Teenagers can connect with the themes of true love and standing up to bullies. So, whether you watch it or read it, The Princess Bride will make you a fan.



LINDA SUE PARK'S

# A Long Walk to Water



In *A Long Walk to Water*, Salva's journey motivates him to keep going.

**A** Long Walk to Water is a line about a child's journey. At the end,

## Nya's Story

Twice a day, Nya walks to a water hole, but it is the day, so she

1

## WHAT YOU NEED TO KNOW

### AN EXCERPT FROM A LONG WALK TO WATER

After a year-old river. But



3

"She was no longer a girl."

5

### ABOUT THE AUTHOR

Linda Sue Park

### BUILD BACKGROUND

## Salva Dut: From Refugee to Water Hero

**S**alva Dut has a remarkable life story. Born in a small Sudanese village in 1974, Salva's childhood ended abruptly when he was just eleven years old. While sitting in his classroom in 1985, gunshots erupted as a civil war reached his village. In that terrifying moment, Salva's ordinary life became an extraordinary journey.

Separated from his family, he joined approximately 2 million other "Lost Boys of Sudan" as a refugee, separated from his family. He walked more than 1,000 miles in his search for safety—dangerous wildlife along the way.

7

### TEXT CONNECTION

## How The Global Water Crisis Affects Girls and Women

**F**or 2.2 billion people around the world, it takes hours every day to get water. The global water crisis affects nearly one billion people. It hits girls and women the hardest.

In many developing countries, getting water is considered "women's work." Like Salva's journey in *A Long Walk to Water*, millions of girls and women spend hours every day walking to distant water sources, carrying containers on their heads. Often, they travel along paths where they might face wild animals and violence from strangers.

This daily water walk steals time from their education. While boys often attend school, girls are twice as likely as boys to be responsible for water collection. This means millions of girls are unable to go to school.

The health consequences are dire. Because they must use dirty water from ponds or streams, diseases spread quickly. Women are responsible for water preparation and care for sick family members, the greatest exposure to these deadly diseases.

The economic impact extends beyond health. When women spend entire days walking to and from water sources, they cannot work jobs that could lift their families out of poverty. Communities remain underdeveloped.

Over this journey, Salva demonstrated great leadership. He guided 1,500 younger boys on an 800-mile trek across the desert.

### Comparing daily journeys around the world

#### A Long Walk to Water vs Going to School

Comparing daily journeys around the world



This girl is drinking fresh, clean water from a well in her village in Africa.

#### Organizations Like Salva Dut's Water for South Sudan Bring Hope

But there's hope. When clean water sources are built near communities—like the well that transforms Nya's village—everything changes. Girls can attend school. Women can start businesses. Families stay healthier. Children survive and thrive.

Organizations worldwide are working to solve this crisis. They are drilling wells, building water treatment facilities, and installing pumps in remote villages. Each new water source represents freedom—freedom from the daily water walk, freedom to learn, and freedom to build better lives.

11

Image credit: Adobe Stock

**What Is Narrative Nonfiction?** Linda Sue Park's *A Long Walk to Water* is considered narrative nonfiction. Narrative nonfiction consists of:

- facts about a topic;
- information in the form of a story; and
- a chronological, or time ordered, text structure.

**Keep Reading:** Want to read more of *A Long Walk to Water*?

- Visit your library and check out a copy
- If you like *A Long Walk to Water*, then you might also like to read these realistic fiction texts:

- *I Am Malala* by Malala Yousafzai
- *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer
- *Every Falling Star* by Sungju Lee and Susan Elizabeth McClelland

**Start Writing:** Inspired to write your own narrative nonfiction?

Consider this prompt to get started:

- "People often say one person can't change the world, but I started to believe otherwise when . . ."

12

# Comics & Cartoons



Computer animation  
lets artists draw  
real-looking cartoons.

## Computer Animation

Before computers, hundreds of artists spent years carefully drawing frame after frame to make an animated film. Every second of film needed 12 to 24 drawings. A five-minute cartoon could have more than 7,000 drawings.

Today, most animated films are drawn on computers. Computer animation can look almost as real as life. The animals seem to move like real animals, even though they can talk. The people look more real, too, even though they can stretch like clay. Some films also combine real people and animals with computer animation.

The film Toy Story, which was first shown in 1995, was the first full-length computer-animated film, and it was very popular. Today, many artists who once drew each frame by hand now create cartoons with computer animation.

### Key Notes:

What is computer animation?

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## What Snakes Can Do



LEVEL C-6: Snakes | Book 1  
written by Elfrieda H. Hiebert & Wendy Svec



Most snakes move from

Snakes grip, bend, and  
to climb a tree.

Level C-6 Book 1, What Snakes Can Do

Level C-6 Book 1, What Snakes Can Do

Some snakes dive under water.

Level C-6 Book 1, What Snakes Can Do

Level C-6 Book 1, What Snakes Can Do

Level C-6 Book 1, What Snakes Can Do

Level C-6 Book 1, What Snakes Can Do

Level C-6 Book 1, What Snakes Can Do

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Level C-6 Book 1, What Snakes Can Do

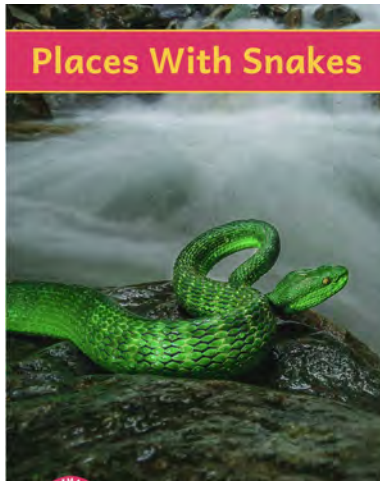
Level C-6 Book 1, What Snakes Can Do

Level C-6 Book 1, What Snakes Can Do

Level C-6 Book 1, What Snakes Can Do

Snakes do not have fins, like fish.  
Yet some snakes can swim in the sea.  
Some snakes like to float on the water.

## Places With Snakes



PINK STEP SET C-6: Snakes | Book 3  
written by Elfrieda H. Hiebert & Wendy Svec

A rattlesnake makes a sound like a  
baby's rattle, if you get too close.

Garter snakes like damp, grassy

Only a few snakes like the Arctic  
adder live where it is very cold.

Only a few snakes live where it is  
very cold.  
Snakes are cold-blooded.  
They need to be in warm places to  
stay alive.

## Skin Shedding



A snake's skin is made of scales.

A snake can grow skin under its old skin.

Young snakes shed their skin as much as adults.

You shed your skin too! All animals do. But only a snake can peel all their skin at once!

A new skin is under the old skin.  
It has the same colors and shapes.  
But now it fits just right!

## Snake Style



Some snakes are thin like this one, while others are thick.

The special scales on a snake's head shine when they are in the light.

The skin of snakes is covered with scales.  
The scales of snakes can have different shapes.  
Some snakes have scales with dots and spots.  
Others have scales with stripes.





I am at a T-  
I get my bat  
I am set to



I hit and run to a base.  
I run and run and run.  
My team can clap and yell.



I like to hit the ball.  
I like to run with my team.  
I like my bat!



A bat  
A bat  
But

A bat can get bugs.  
It can grab a bug.  
It can eat the bug.



In the day, bats rest.  
They hang and nap.  
At night, bats fly!



All bats ar  
One is an  
The other

A bat can make a ball fly.  
You can play a game with it.



One bat can make a ball fly.  
One bat can fly.  
But you do not want to play  
with both bats!

# Reading Comprehension = Decoding × Language Comprehension



# TEXTS

## DO TWO JOBS

**WORD BUILDERS**

**LANGUAGE BUILDERS**

**Word Builders  
for Word  
Recognition**



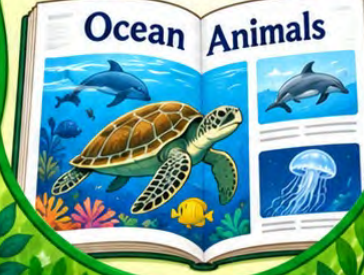
**Word Builders  
for Independent  
Reading**



**Literary  
Texts**



**Informational  
Texts**

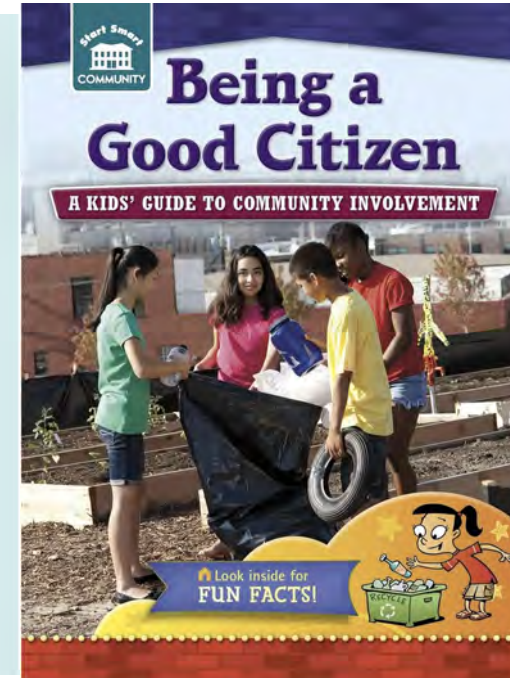
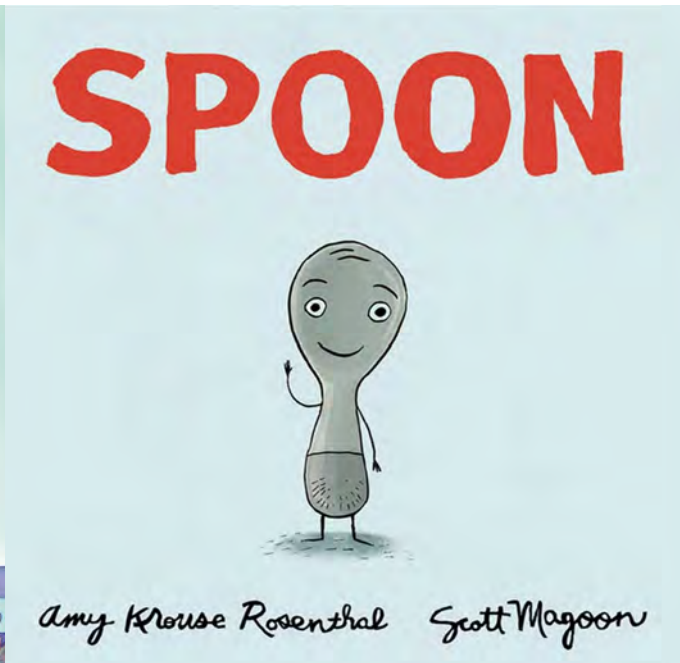
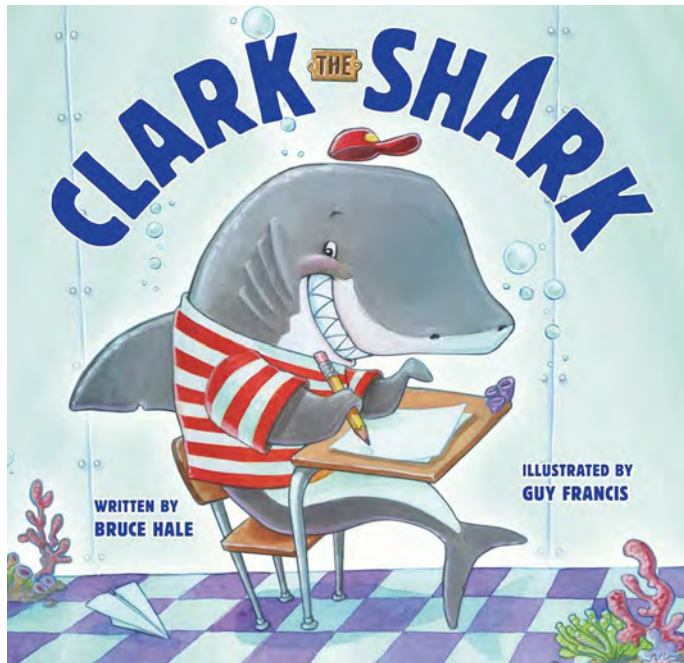


# LANGUAGE BUILDERS

for Meaning, Knowledge, and Vocabulary



# When Texts Stand Alone



# Four Texts, Four Different Lessons

## Key Ideas and Publisher-Selected Vocabulary

### Clark the Shark



Clark learns when to control his excitement so others can enjoy being with him.

#### Publisher's Vocabulary

munch

bellowed

rough

handle

cool

bounce

grinned

might

### Spoon



Spoon discovers that his own abilities are worth appreciating.

#### Publisher's Vocabulary

proper

blue

useful

realize

### Being a Good Citizen



Citizens contribute to their communities by participating and helping others.

#### Publisher's Vocabulary

elected

local

mock

compliment

### Picture Day Perfection



A boy plans a terrible school picture, but an unexpected smile spoils his plan.

#### Publisher's Vocabulary

planned

perfect

hamper

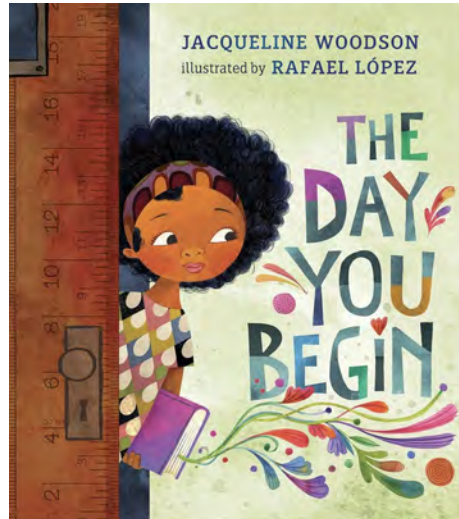
disaster

scowl

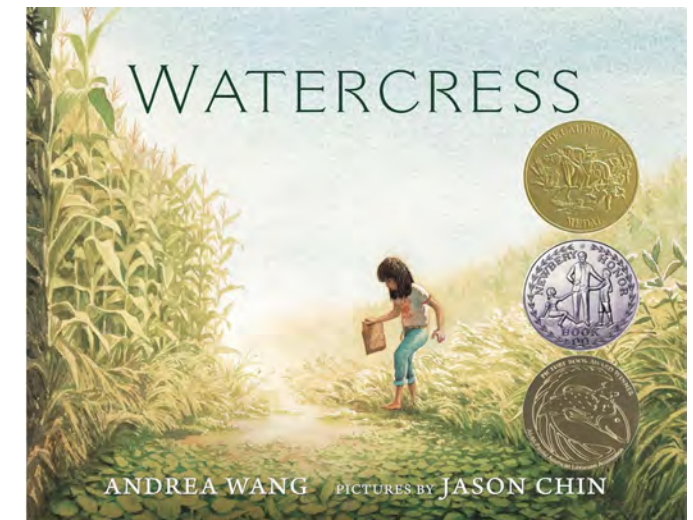
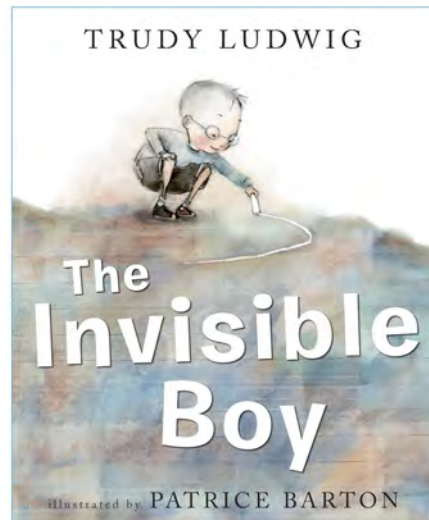
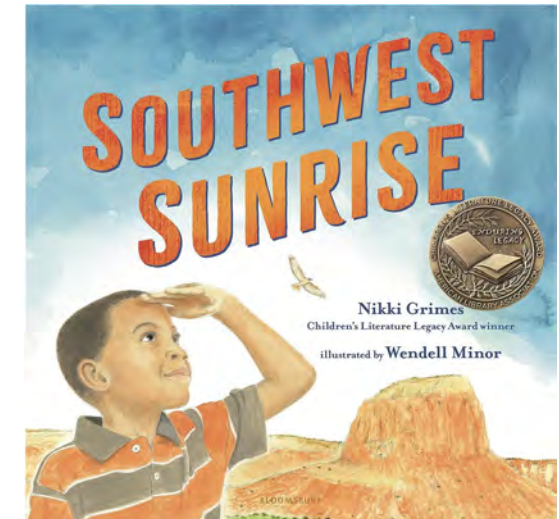
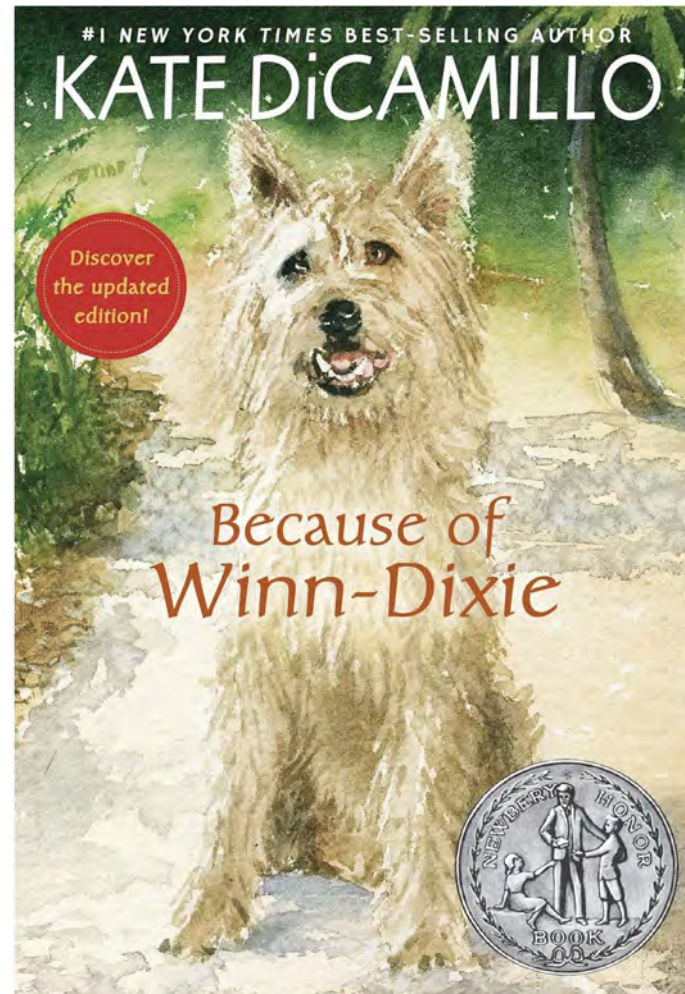
mood

queasy

fiddled



## When Texts Build on One Another



# Finding Belonging Through Understanding Others

Five Stories. Different Lives. A Shared Journey Toward Belonging.

## *Because of Winn-Dixie*



Opal's loneliness and longing for her mother lead her to form friendships with people who have their own painful histories.

### Words from the Text

lonely

suffering

sorrowful

friendless

melancholy

## *The Invisible Boy*



Brian is overlooked by his classmates until Justin notices him, appreciates his drawing, and includes him.

### Words from the Text

invisible

shy

notice

imagination

include

## *The Day You Begin*



Children who feel different discover that sharing their stories can help them connect with others.

### Words from the Text

unfamiliar

belong

voice

brave

## *Watercress*



A girl feels ashamed of her family's circumstances until she learns about her mother's painful childhood in China and grows to value her heritage.

### Words from the Text

memories

longing

ashamed

heritage

## *Southwest Sunrise*



A boy resists moving to New Mexico, but as he explores the desert's colors, plants, animals, and people, he begins to see its beauty and wonders if he can call this place home.

### Words from the Text

unexpected

discover

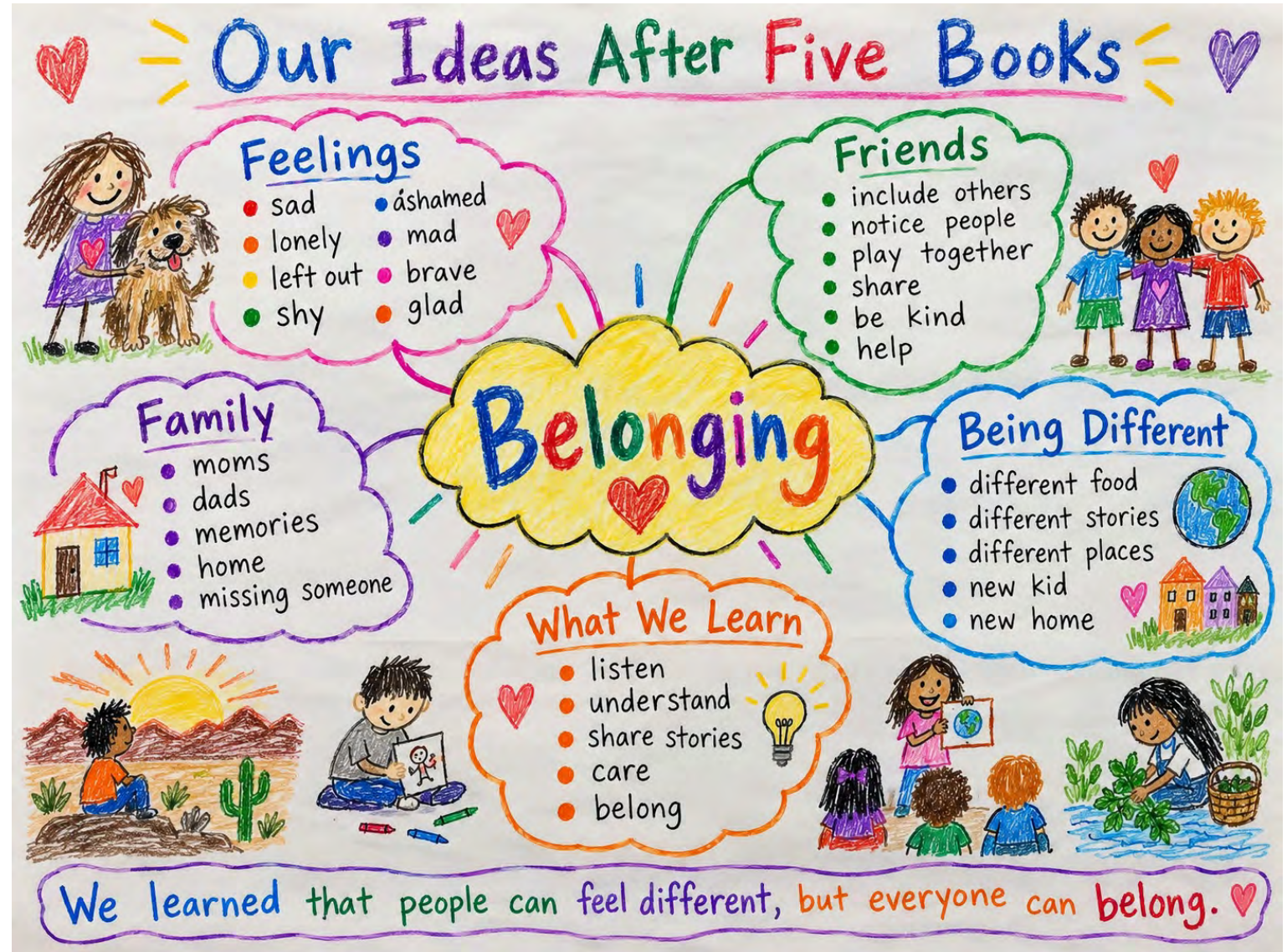
opposite

familiar

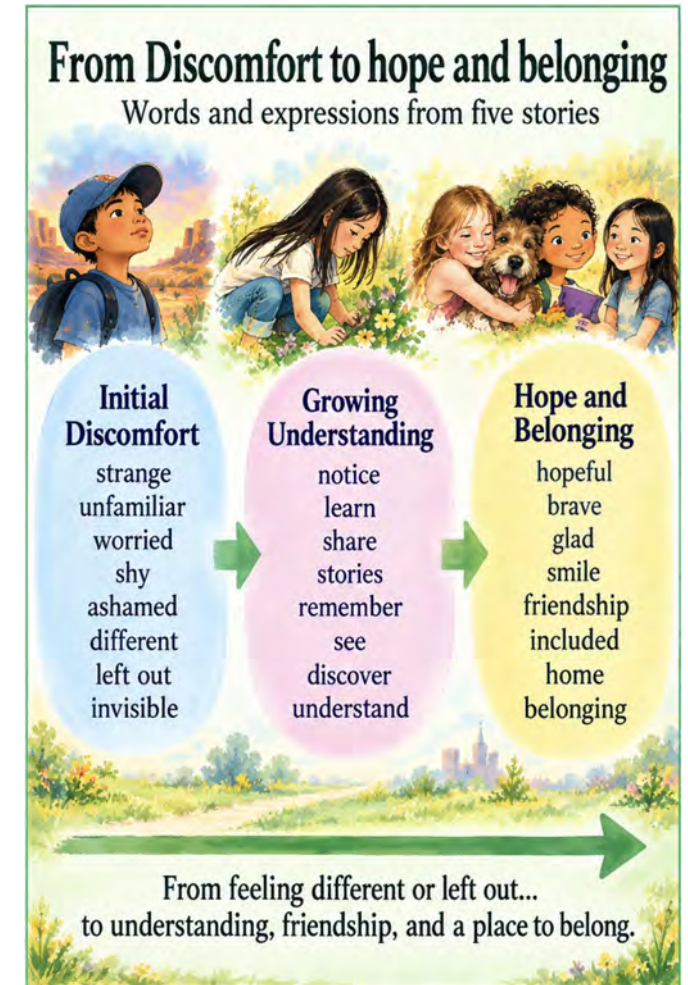
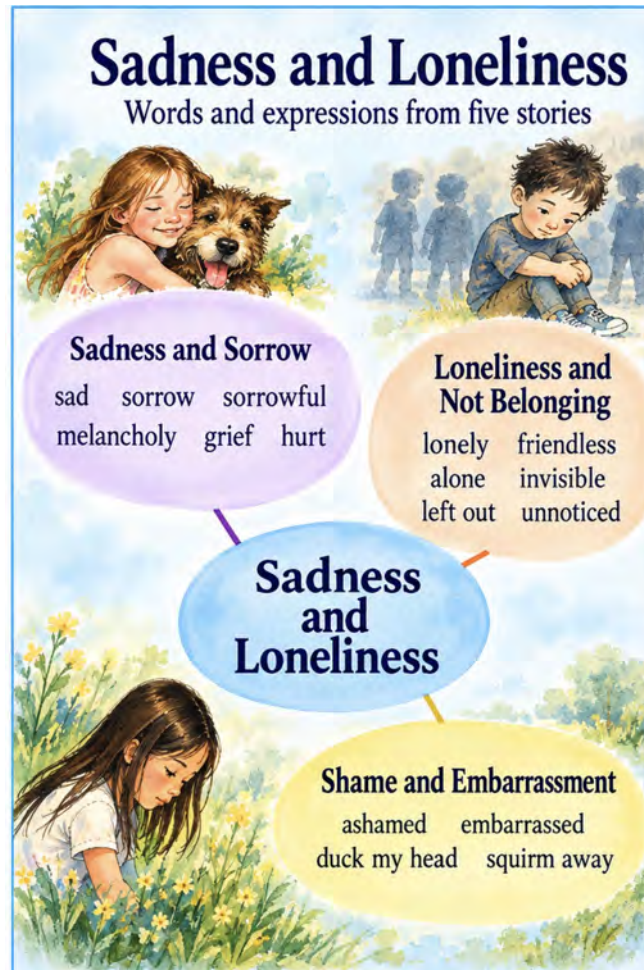
# Organizing, Anchoring, and Remembering Knowledge



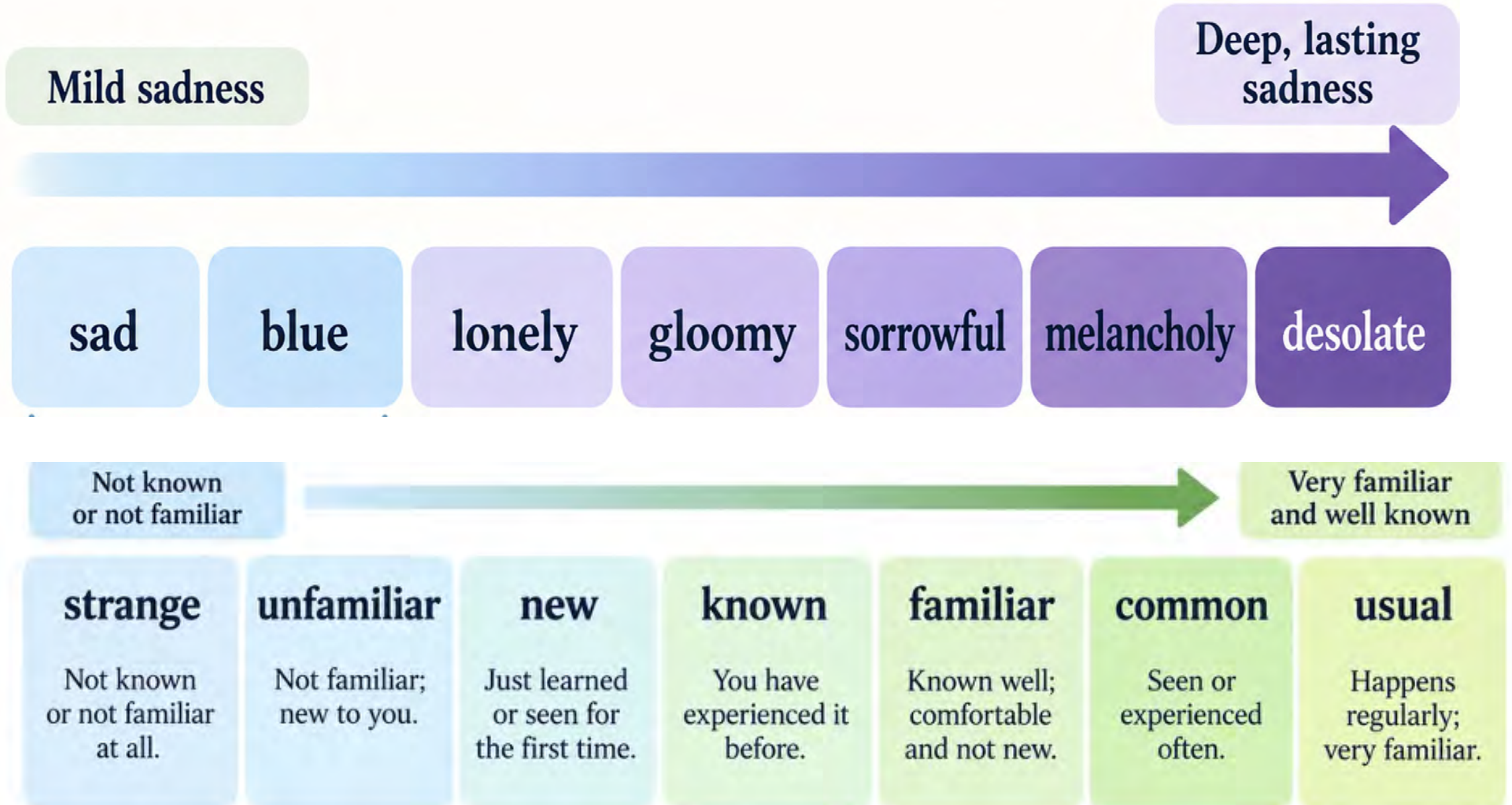
# Semantic Maps



# ...with a Focus on Vocabulary



# Targeting Semantic Families





# Talk: Turn and Talk

## Turn-and-Talk Questions

1. How does the character feel at first? What clues help us understand those feelings?
2. What happens in the story that begins to change the character's feelings?
3. What does the character learn about belonging?

# Writing About Texts, Writing From Texts

Brian starts to feel better when Justin notices him and talks to him. He includes Brian and makes him feel like he belongs.



Kate and Justin ♥

## The Invisible Boy

2. What happens in the story that begins to change the character's feelings?

We think Brian draws superheroes because he wishes he could make friends easily. In his drawings he can be someone everybody notices and likes.



Ben and Maya

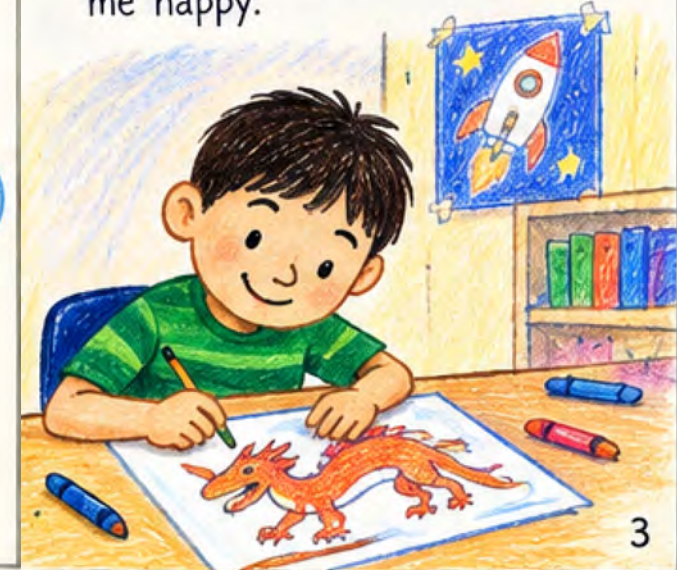
I am Ben.  
I like to play games.  
I used to feel left out  
when I didn't get to play.  
Now I ask, "Can I play too?"  
It feels good when  
everyone includes me.



I am Maya.  
I like to make new friends.  
Sometimes I feel nervous  
when I talk to people  
I don't know.  
I take a deep breath  
and try anyway.  
Now I have more friends  
in our class.



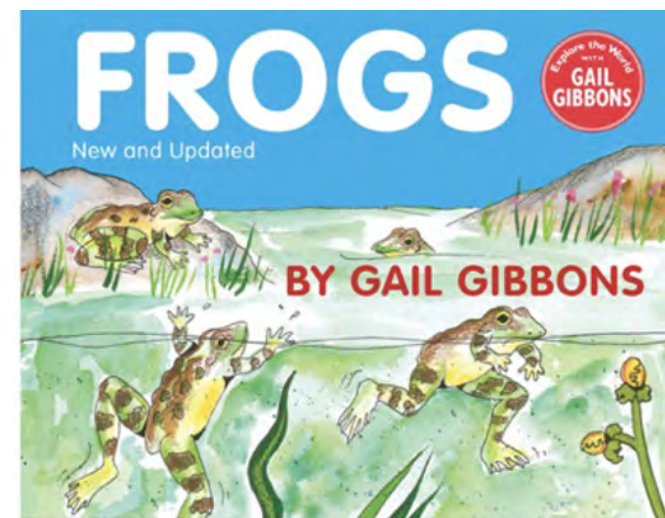
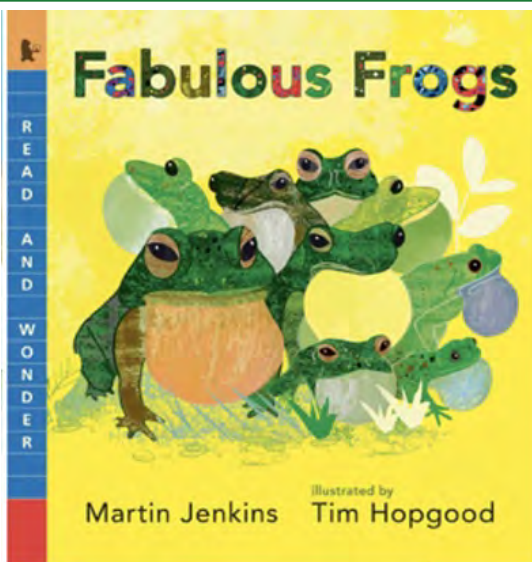
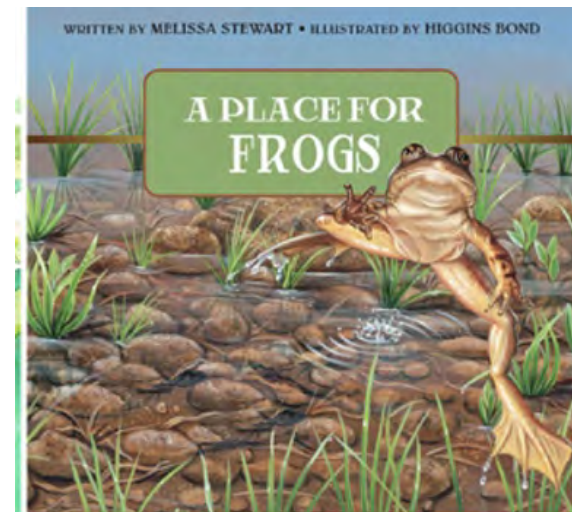
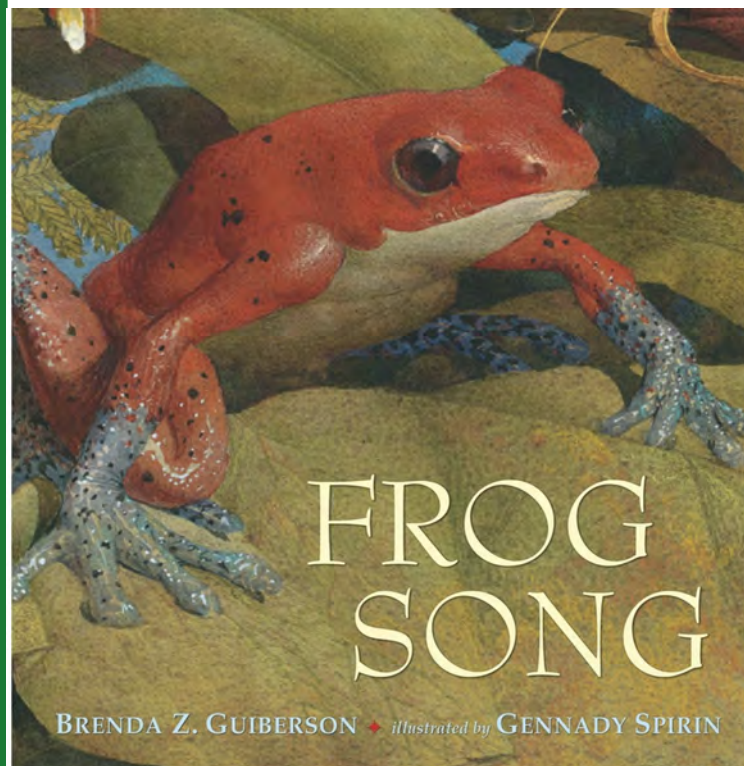
I am Sam.  
I like to draw.  
Sometimes I feel shy.  
Drawing helps me share  
my ideas. Other kids like  
my pictures, and that makes  
me happy.



# Building Language

## Through Informational Texts

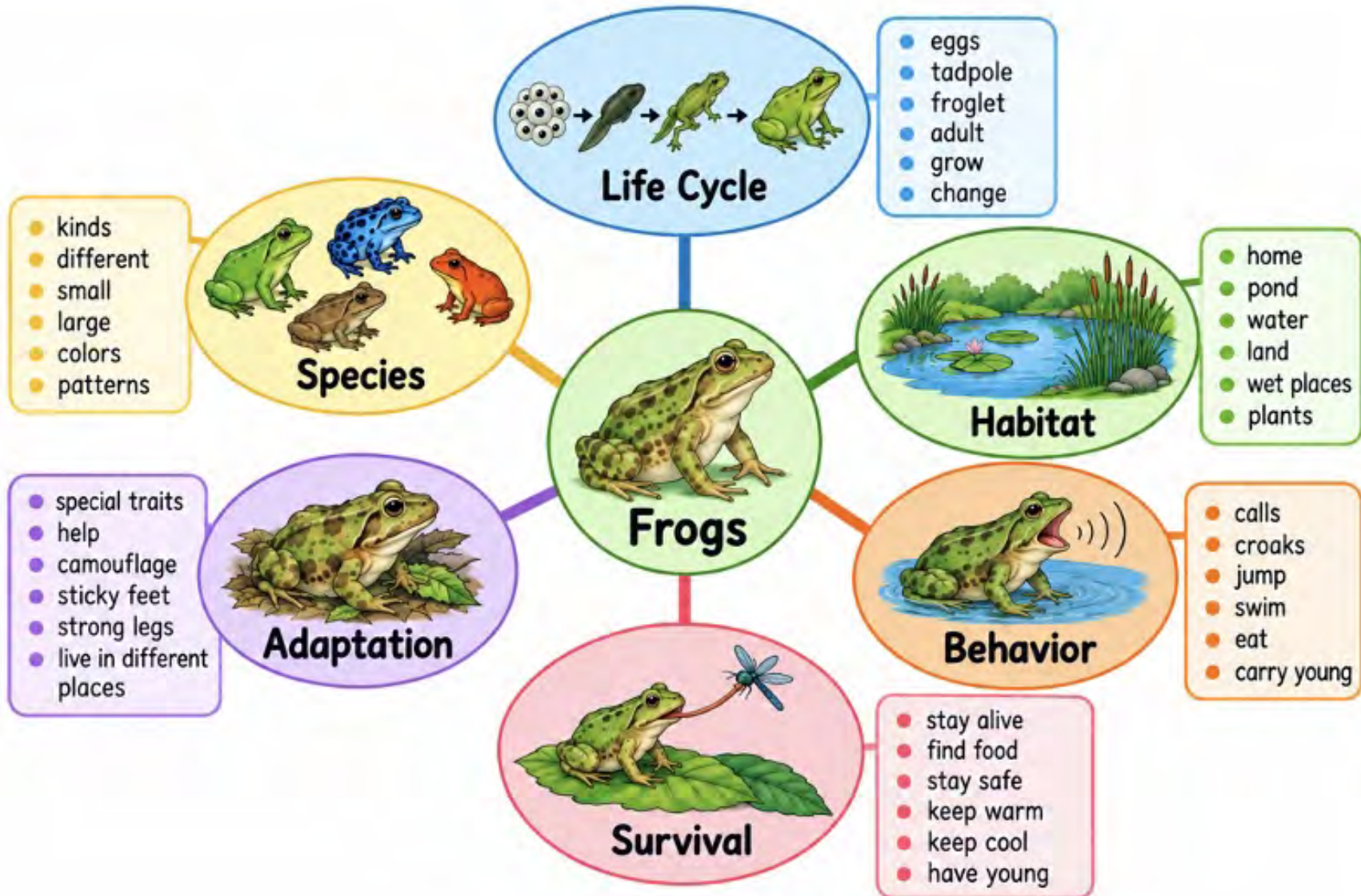




# Semantic Maps



# With a Focus on Vocabulary



# Writing About Texts, Writing From Texts

## Week 1 Frogs

Frogs live by a pond.

They like wet places.

A frog has big eyes.  
It has long back legs.  
It has webbed feet.  
I like frogs.



## Week 2 Frogs Eat

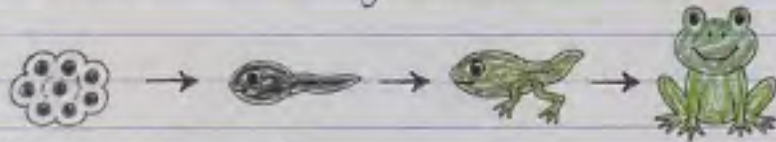
Frogs eat bugs.

They eat worms too.

Frogs hop.  
They jump in the pond.  
They can swim fast.  
I saw a frog jump.



## Week 3 A Frog Grows



A frog comes from an egg.  
Then it is a tadpole.

The tadpole gets legs.  
It gets bigger.  
Now it is a frog.  
It can hop.

## Week 4 A Frog Stays Safe

A frog can hide.

It hides by plants.

It can jump away.  
Its skin helps it stay wet.  
That helps the frog live.

I hope I see a frog.



# Integrating, not isolating, Text Types

## Informational Texts in Literary Units



## Literary Texts in Informational Units





# Strategy 1: Highlighting Specific Words, Especially Multisyllabic, Unfamiliar Words

## Narrative Texts

melancholy

mel-an-chol-y

unfamiliar

un-fa-mil-iar

invisible

in-vis-i-ble

## Informational Texts

habitat

hab-i-tat

adaptation

ad-ap-ta-tion

survival

sur-viv-al

behavior

be-hav-ior

You Can Read This Word!

★  
**familiar**

Let's break it apart!

**fa**

You know **fan**  
and **fast**.

So you can  
read **fa**.

**mil**

You know **mill**  
and **milk**.

So you can  
read **mil**.

**iar**

This ending  
sounds like "yer".

So you can  
read **iar**.

..... Put the parts together: .....

**fa + mil + iar = familiar**



This book feels **familiar** to me.



## The Morphological Family of **familiar**

**familiar**

prefix      base word

**un** + **familiar**  
=

**unfamiliar**

base word      suffix

**familiar** + **ity**  
=

**familiarity**

prefix      base word      suffix

**un** + **familiar** + **ity**  
=

**unfamiliarity**

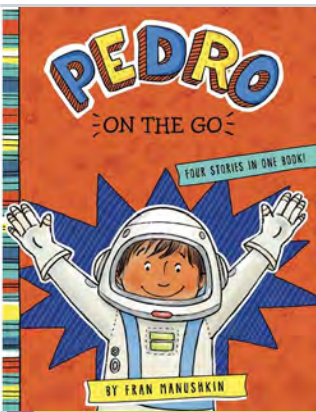
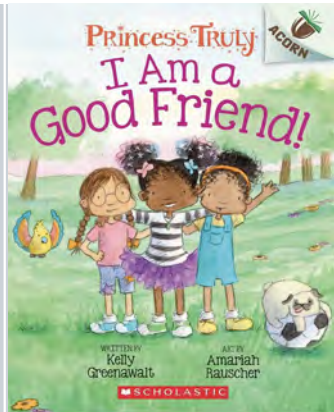
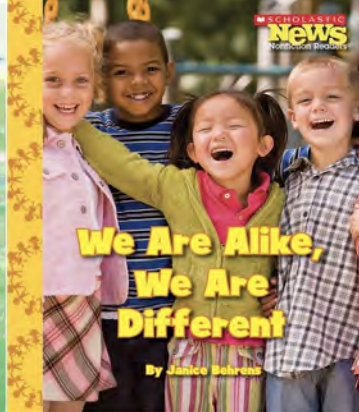
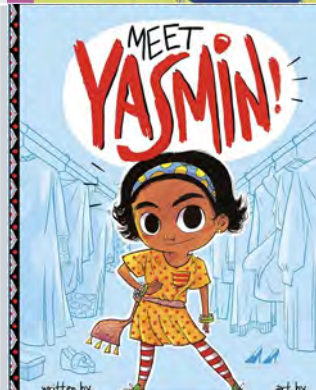
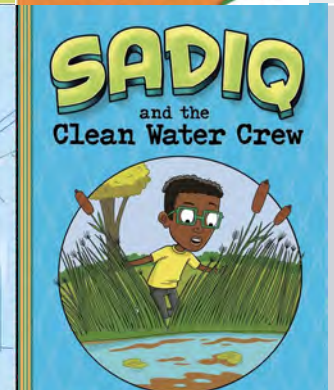
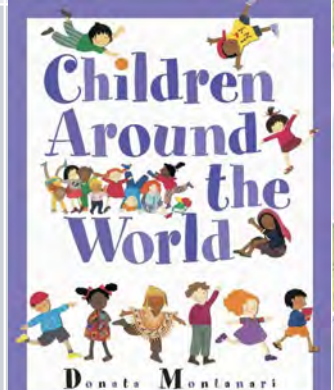
## Fill in the Blanks

Choose the best word for each blank. Some words may be used more than once.

**unfamiliarity** | **familiar** | **unfamiliar** | **familiarity**

- 1 On the first day at a new school, everything felt \_\_\_\_\_ to Rosa.
- 2 She felt a little \_\_\_\_\_ when she saw the reading corner, because it looked like one in her old class.
- 3 Then she spotted a \_\_\_\_\_ face—her cousin Leo was in the room.
- 4 During math time, some of the routines still felt \_\_\_\_\_.
- 5 By lunch, Rosa's \_\_\_\_\_ with the classroom was growing.
- 6 The teacher knew that \_\_\_\_\_ can make a new place feel a little scary at first.
- 7 At the end of the day, the room no longer seemed so \_\_\_\_\_.

# Strategy 2: Topic Bins of Books Students Read Independently

| Trade Readers                                                                       |                                                                                      | Informational Readers                                                                 |                                                                                       |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    |    |    |    |
|   |   |    |    |
|  |  |  |  |

# Strategy 3: Phonics Readers for Instructional Application



Ben, Maya, and Sam were making up a game.  
"Let's race to that point by the fence!" said Ben.  
"We can race back, too!" said Sam.  
Maya wanted to play another game.



"Let's try something else," said Maya.  
But the boys were making too much noise.  
"Ready? Go!" called Ben.  
The boys ran off.  
Maya did not join them.



When the boys came back, Sam asked,  
"Why didn't you join the race?"  
"I had an idea," said Maya.  
"But no one heard my voice."  
"What was your idea?" asked Ben.



"Let's race with a ball," said Maya.  
"We have to bounce it as we run."  
The boys wanted to try.  
Ben dropped his ball.  
Sam ran the wrong way.  
Maya laughed so hard she dropped hers, too.  
They all enjoyed the new game.



Ben, Maya, and Sam made a fort.  
They put a sheet over four chairs.  
They made a door at the front.  
"This fort is just right!" said Ben.



A girl named Kate came over.  
"Can I play in your fort?" she asked.  
Sam looked at the floor.  
"There is no room for one more."  
Kate turned to go.



"Hold on!" said Maya.  
"We can make more room."



They moved the chairs apart.



They got one more sheet.



Now four friends fit in the fort.  
But then the roof fell down!  
The children laughed.  
"Maybe we need more chairs," said Kate.



Kate and Sam were making a big picture.  
They had one pair of scissors.  
They had paper, glue, and crayons.  
"I'll cut," said Kate.  
"You can color."



Sam sat in his chair.  
He watched Kate cut and cut.  
"That's not fair!" said Sam.  
'You get to do all the cutting.'  
'But I was here first,' said Kate.



Kate looked at the scissors.  
Then she looked at Sam.  
"I guess I could share," she said.  
She handed Sam the scissors.  
Sam began cutting a big tree.  
Kate picked up a green crayon.



Soon the tree had bright green leaves.  
Sam cut out a bird.  
Kate drew a nest.  
Then they traded jobs again.  
"Look at our picture!" said Sam.  
"Wait!" said Kate. "Our bird needs a pair of wings!"



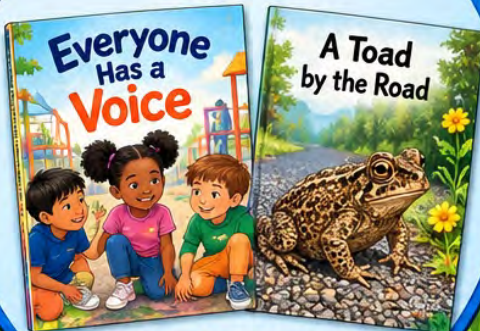
# Children's Own Semantic Maps



# READING VOLUME

More Reading  
Builds Stronger  
Readers

## Phonics Readers



Build phonics skills  
with engaging stories.

## Topic Books and Series



Read more on topics  
that interest you.

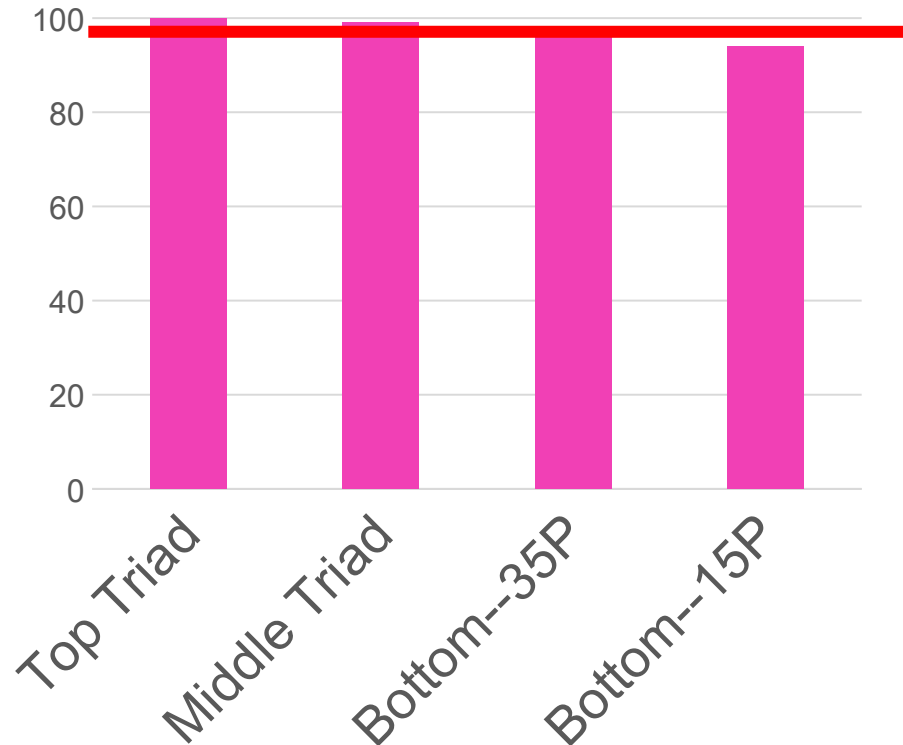
## Chapter Books and Longer Reads



Build stamina and  
deeper understanding.

# Third-Grade Performances: DIBELS

Summary of Accuracy  
Across Three Triads



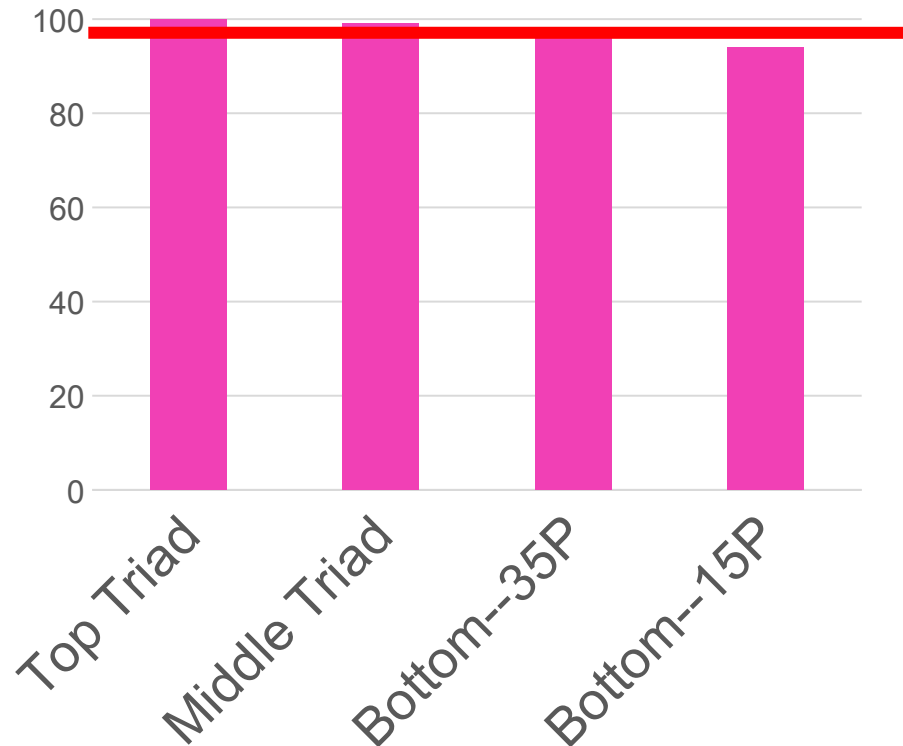
A natural sponge is **anchored** to a rock and feeds on the bacteria in the water that flows through it.

When **diving** suits were invented, **sponge** divers began to use them. The suits let them stay on the ocean floor longer. They could dive deeper. They brought up more sponges than they had been able to before. But the divers had to be careful to avoid **decompression** sickness, which could kill or injure them.

Now there are very few sponge divers left. Most people use man made sponges, which are cheaper. Also, the number of sponges living in the ocean has been reduced by pollution.

# Third-Grade Performances: DIBELS

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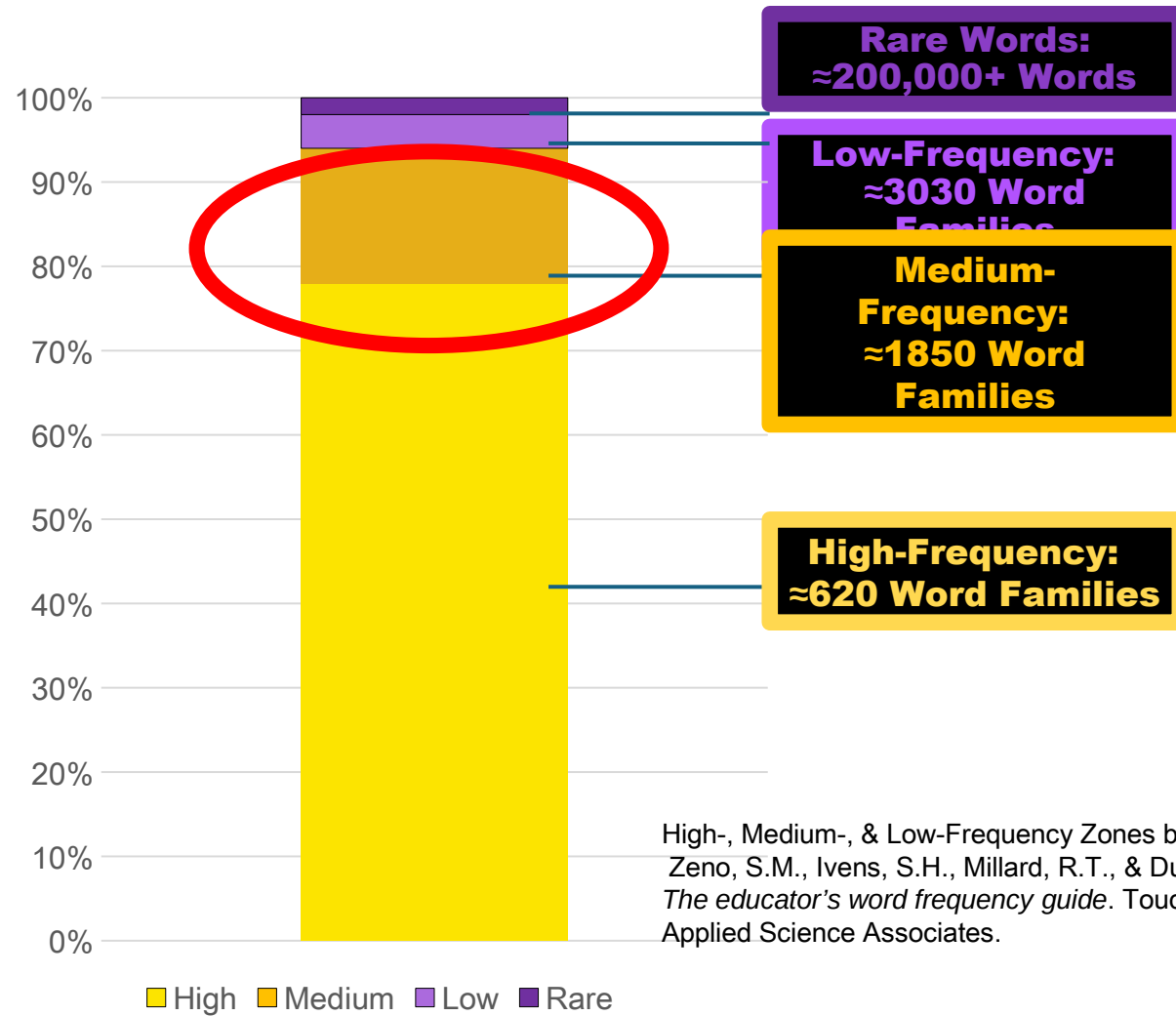
Now there are very few sponge divers left. Most people use man-made sponges, which are cheaper. Also, the number of sponges living in the ocean has been reduced by pollution.

- **The medium-frequency, multi-syllabic words (e.g., *invented*, *avoid*, *reduced*):**

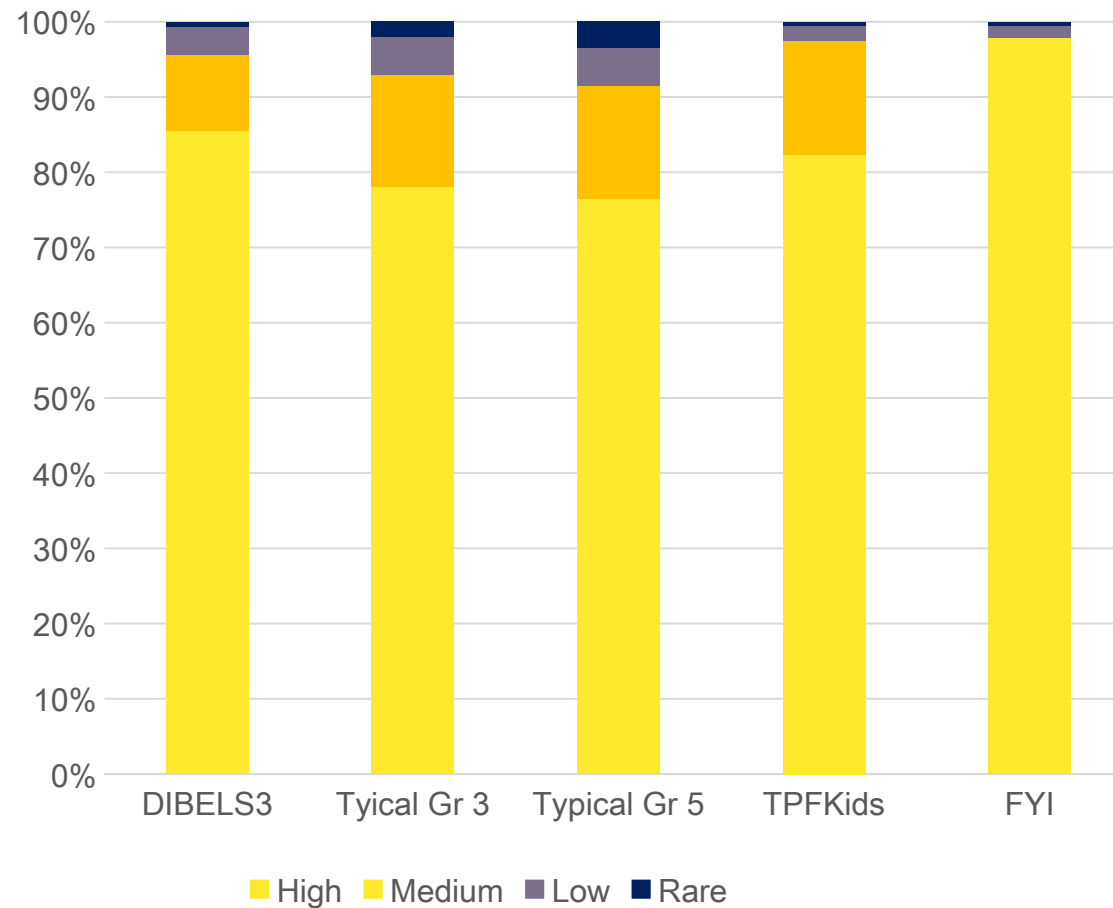
If a child reads at average oral reading speed  
(Hasbrouck & Tindal, 2017)

| # Minutes of reading per day across Grades 1 and 2 | Likely number of exposures to medium-frequency, multisyllabic words on Grade 3 DIBELS assessment |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1.4                                                | 1                                                                                                |
| 2.7                                                | 2                                                                                                |
| 4.1                                                | 3                                                                                                |
| 5.5                                                | 4                                                                                                |
| 6.8                                                | 5                                                                                                |
| 8.2                                                | 6                                                                                                |
| 9.6                                                | 7                                                                                                |

# Distribution of Words in English



# TextProject Texts



# TextProject's Staircase of Automaticity



## Bronze to Gold Steps

5,500 Most-Frequent  
Word Families

## Crimson to Purple Steps

•2,500 Most-Frequent Word Families

## Light Green to Hot Pink Steps

- 300 Most Frequent Words
- Consistent Vowels in 1-syllable words
- 2-syllable words: CVC in 1st syllable

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# More Reading Builds Stronger Readers

## WORD BUILDERS

Phonics • Decoding  
Word Recognition

## READING VOLUME

More reading  
grows knowledge  
and skill.

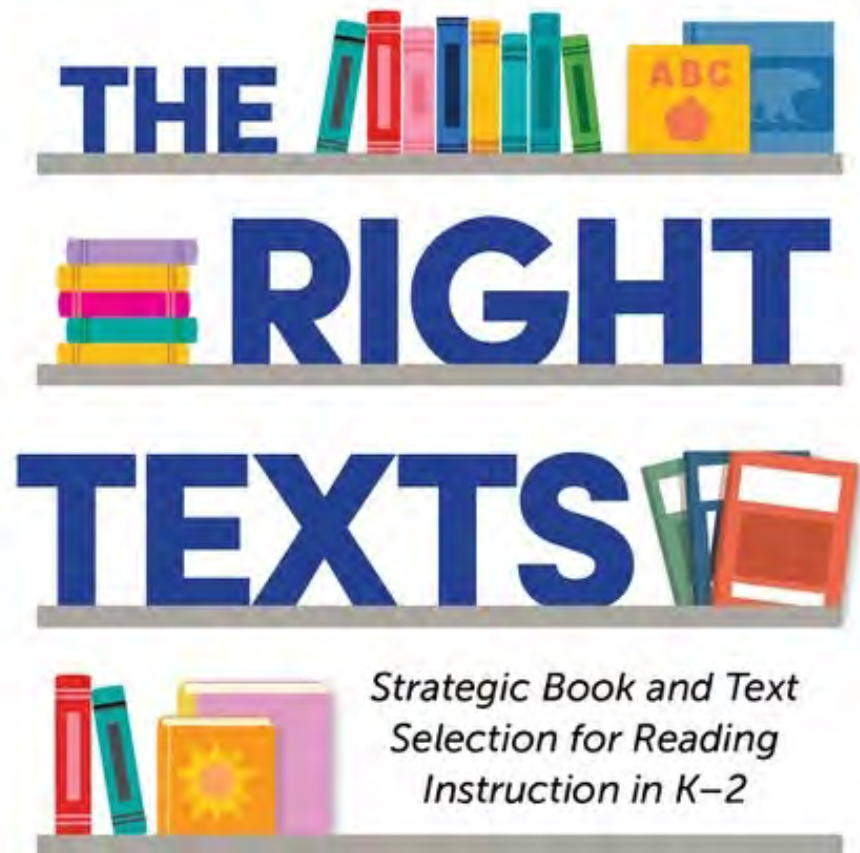
## LANGUAGE BUILDERS

Vocabulary • Ideas  
Knowledge • Talk



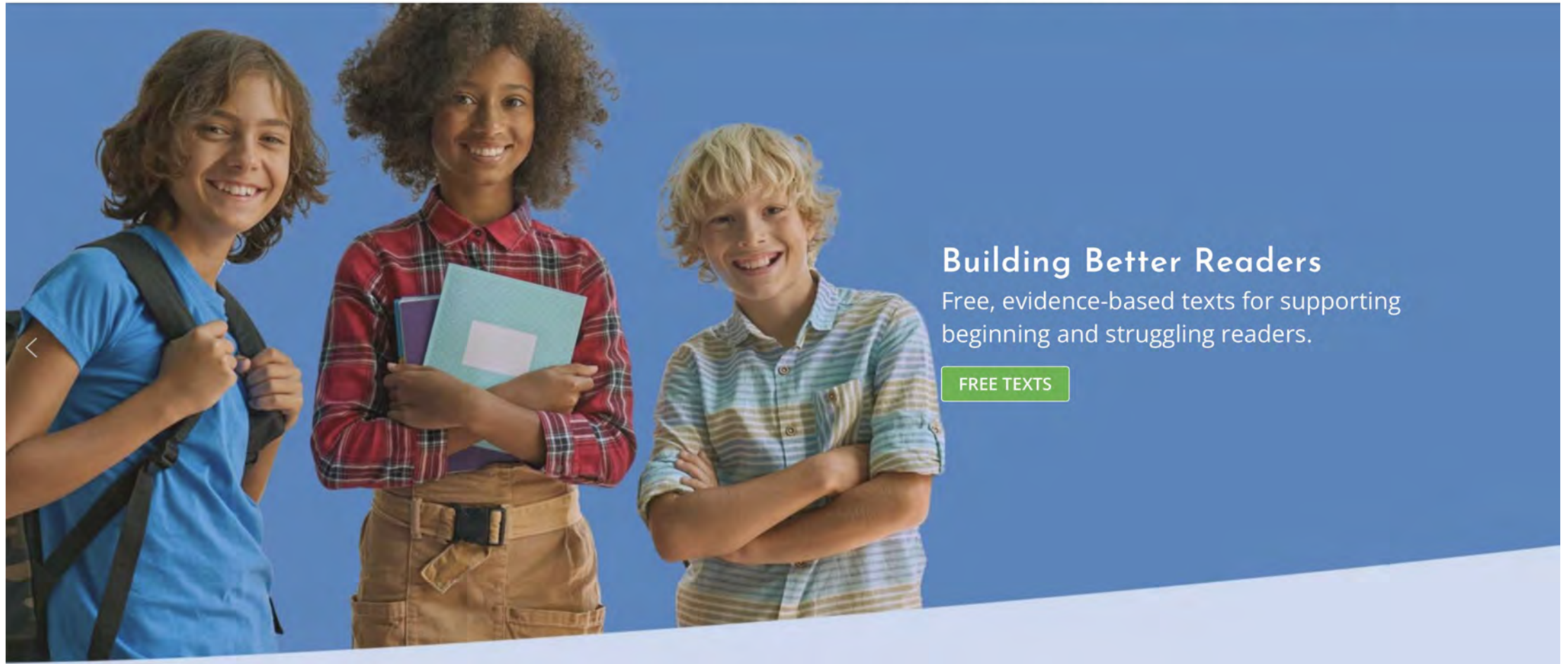
THE SCIENCE  
OF READING  
IN PRACTICE

ELFRIEDA H. HIEBERT &  
CATHERINE LAMMERT  
Foreword by Melissa Loftus & Lori Sappington



*The Right Texts* arrives in  
spring 2027—but we'll give  
away 4+ featured  
children's books every  
month until then!

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