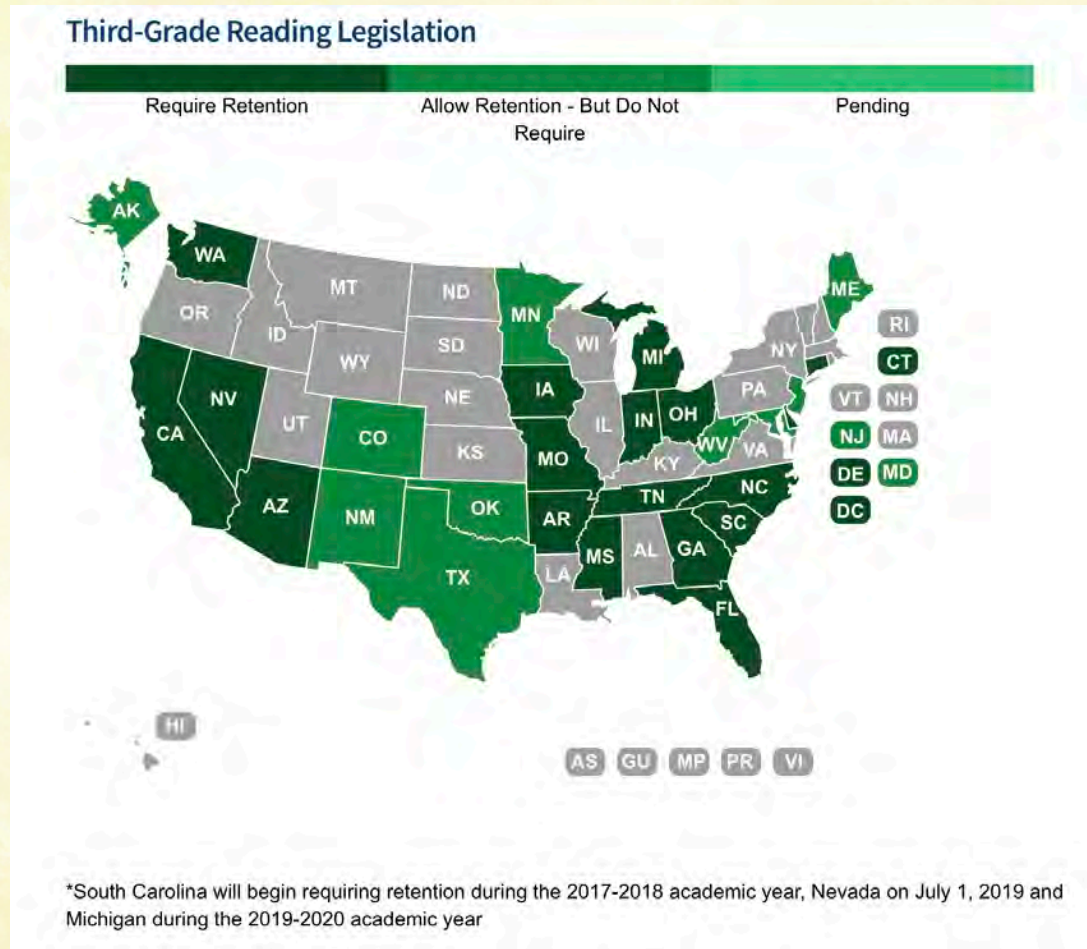


Getting Clear About the Goal: What is Third-Grade Reading?

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



States with Gr. 3 Reading-Level Mandates



WHAT ARE THE READING DEMANDS OF THIRD GRADE ASSESSMENT TEXTS?



The analysis

- Released passages for states ($n = 28$: 26 states & 2 consortia)
- In all: n of passages = 101

Lexile information

- 676L (SD = 149)
- Sentence Length: 11.34
- Word Frequency: 3.58

Text Complexity Grade Band in the Standards

Lexile Ranges Aligned to CCR Expectations

[illegible]

676

The farmer stepped back and surveyed her garden. It looked fine and healthy. A little more fertilizer here and there and her day's work would be done.

Her sisters were busy in another part of the garden gathering some of the crop to feed to the youngsters. Yes, nothing beats a good garden of young mushrooms.

You see, this is no ordinary farmer. She is a leaf-cutting ant.

I first saw leaf-cutting ants on a six month visit to Panama. I had plenty of time to watch the ants because I lived and worked at a tropical research station on Barro Colorado Island in the Panama Canal area.

Barro Colorado became a biological reserve in 1923. Since then scientists from all over the world have gone there to study tropical plants and animals.

The farmer stepped back and surveyed her garden. It looked fine and healthy. A little more fertilizer here and there. Then her day's work would be done.

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Barro Colorado became a biological reserve in 1923. Since then, scientists from all over the world have gone there. They study tropical plants and animals.

Lexiles & Sentence Length

Version	Lexile	Sentence Length (X)	Word Frequency (X)	Number of Words
Original	860	12.28	3.50	528
Revised	650	9.31	3.50	540

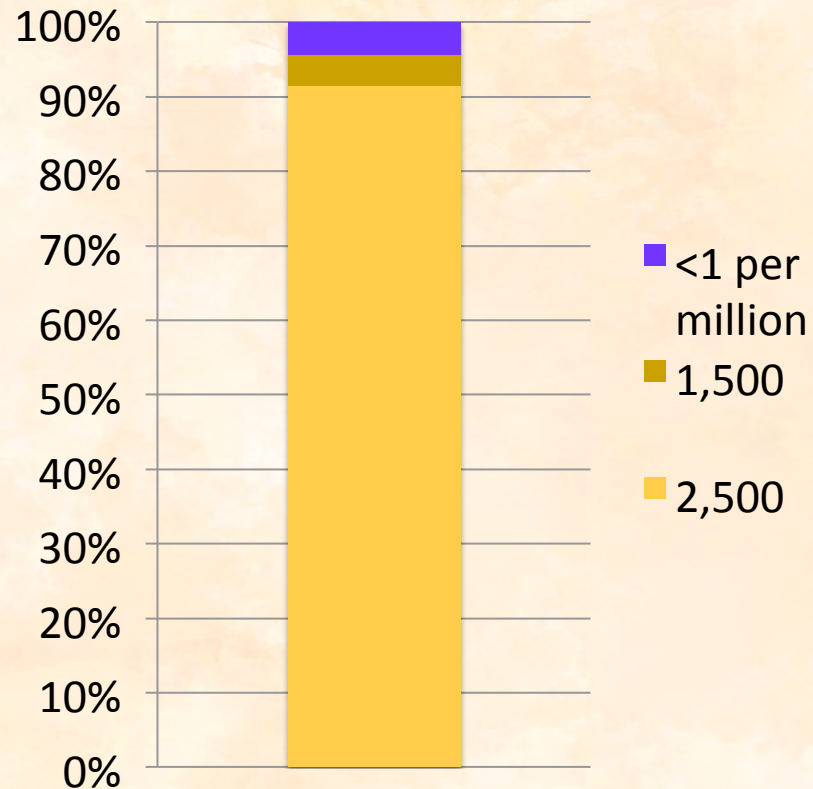
Lexiles & Sentence Length

Version	Lexile	Sentence Length (X)	Word Frequency (X)	Number of Words
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Distribution of Vocabulary

Gr 1-CCR (CCSS Exemplar Sample)
(Hiebert, Goodwin, & Cervetti, 2018)



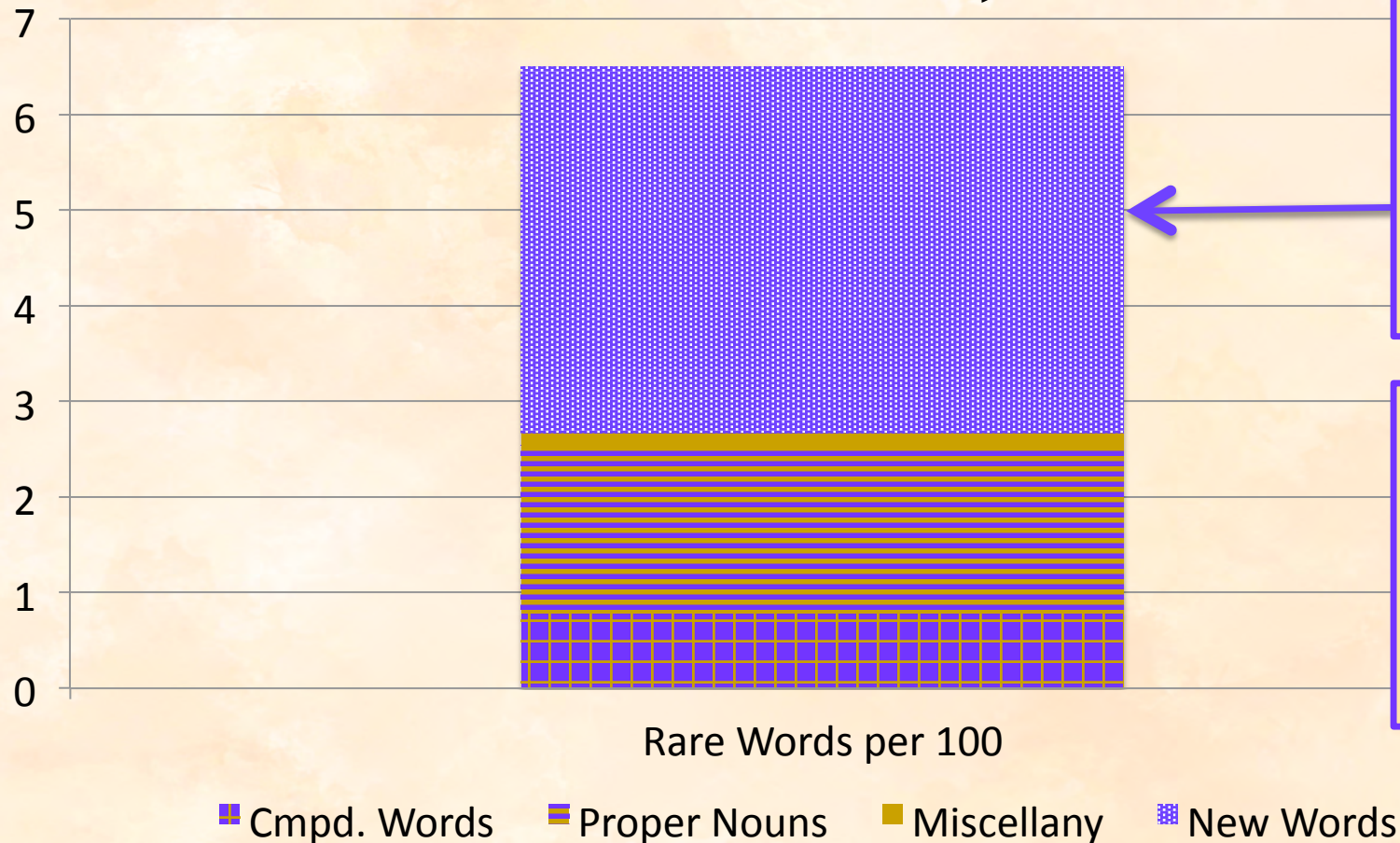
Grade-3 Assessments



Examples of the Words in the Core Vocabulary

Word Band	Exemplar Words
1st 100	the, by, no, through, must
101-300	long, great, put, last, family
301-1,000	power, north, story, strong, answer
1,001-1,500	valley, imagine, motion, nearby, importance
1,501-2,000	character, responsible, design, presence, trail
2001-2,500	mixture, discovery, civilization, attitude, assume

Nature of rare words in Gr. 3 assessments (i.e., 6.5 per 100 words)



Words average 6.4 letters in length; 7.7 Age of Acquisition; & are moderately concrete (3.8 on 5 point scale)

Examples:
mumbled
cooing
limping
shiver
stumble

Length of Text

- 536 words (SD = 139)

Insect Farmers

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Jungle Walks

There are no roads on the island, just nature trails cutting through the jungle. Nearly every time I walked out on the trails, I had to step over a marching column of leaf-cutting ants they seemed to be everywhere!

At first, the marching columns looked like little pieces of leaves moving by themselves. But when I looked more closely, I saw that each piece of leaf was being carried by a reddish ant many times smaller than the leaf. The ants had cut the leaves with their **scissorlike** jaws and were carrying them back to their nests. Leaf cutters don't eat the leaves. Rather, they use the leaves to raise their most important food, which is a particular kind of **fungus**. The ants take the leaves to special rooms in their underground nests. They cut the leaves into smaller pieces, chew the pieces until they are wet and **spongy**, and deposit them in their garden.

Then the ants **transplant** some fungus onto their fresh "leaf soil." Sometimes they add fertilizer that they **excrete** from their **abdomens**. Adult ants feed on this fungus as well as on **sap**. The fungus is also eaten by the **larvae**, which are the baby ants.

The fungus they grow is a type of mushroom. But the ants have been farming it for so long that it doesn't grow into anything that looks like regular mushrooms. Instead, it looks more like a mass of tiny double

Ants, Big and Small

A leaf-cutter colony is made up of ants of different sizes. Large ants go out and gather the leaves. Smaller ants guard the big ants, cut up the leaves, tend the garden, and care for the eggs and larvae.

The biggest ant is the queen. Her main job is to lay eggs. All of the other ants in the colony are her daughters. They have many jobs, which they do by **instinct**, communicating with one another and their queen when necessary.

Of course, ants can't talk the way we can. Instead, the ants communicate through a chemical language. They pass around their chemical messages when they feed one another. Workers pass droplets of food to other workers (their sisters). They also feed larvae. Larvae sometimes feed their nurses. The queen feeds her daughters. And workers feed their mom, the queen. An ant colony's chemical communication network is more complicated than our telephone lines.

WHAT DO WE KNOW ABOUT STUDENTS' PROFICIENCY?



Insight from DIBELS

At our house, the mail carrier isn't the only one who brings us messages. Our computer also brings mail. Our family has an email address. All we have to do is turn on the computer and get on the Internet. Our computer tells us if we have new mail.

Email is much faster than regular letters. If I send a regular letter to my cousin who lives in Japan, it can take weeks to get an answer. If I email to my cousin, she usually emails back the same day. She lives 4,000 miles away and across the Pacific Ocean but our email messages come and go very quickly.

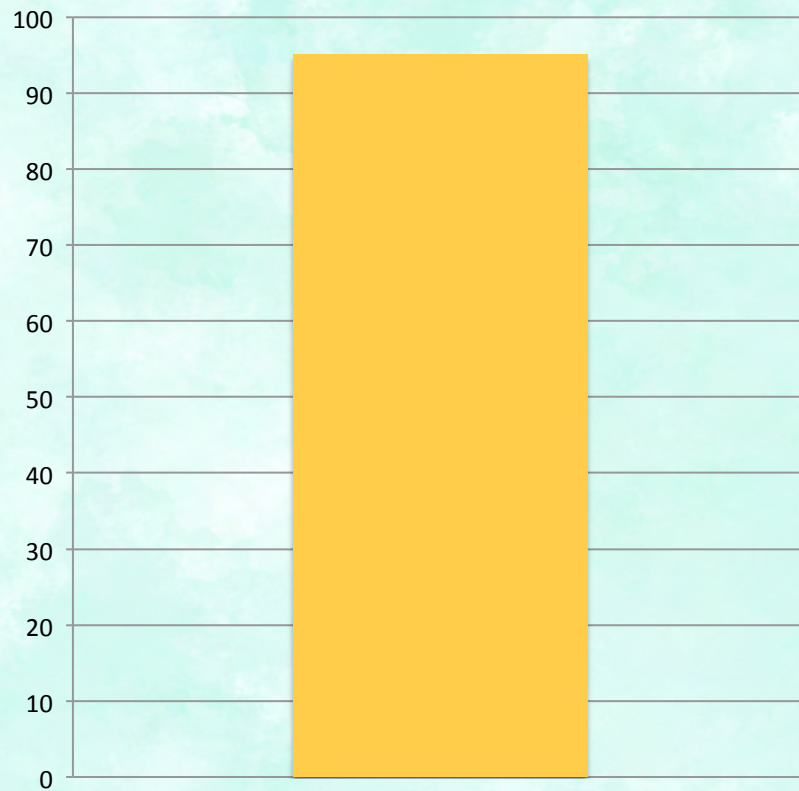
My cousin is nine years old, just like me. We send email to each other almost every day. We tell each other about our schools, our friends, and our soccer teams. Sometimes we send jokes back and forth. Sometimes we ask questions about what we hear in the news about our countries. Sometimes we play chess with each other using the computer. We think of our moves on separate chess sets and then use email to send our moves back and forth.

My dad and mom send email messages back and forth to Japan as well as to Hawaii, where we have many relatives.

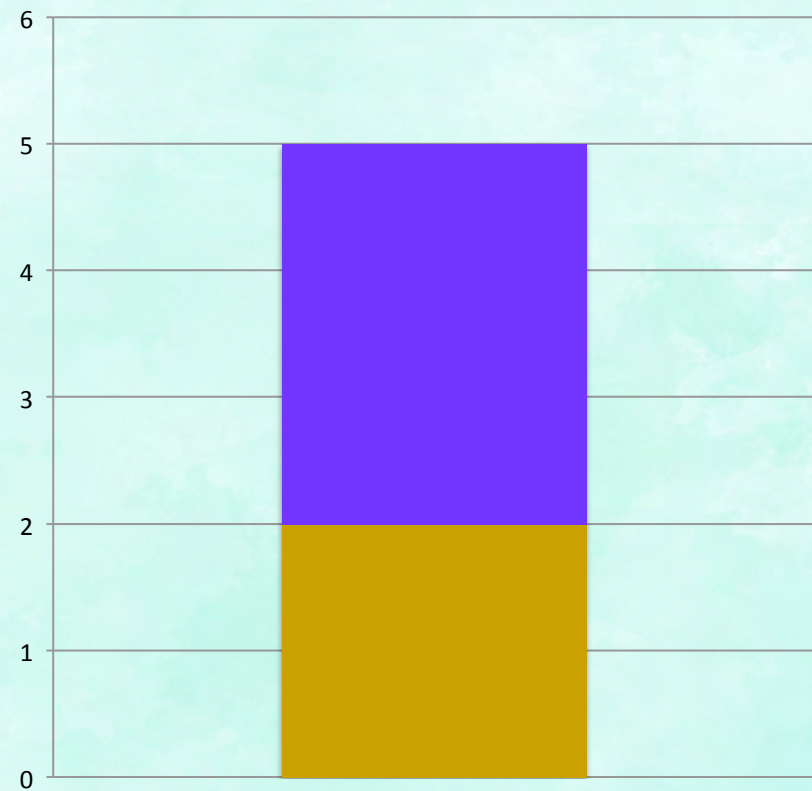
Because our relatives live so far apart it is hard for us to get together. If it weren't for email, we wouldn't be able to stay in touch as easily. With email, we can communicate without having to wait for a letter or buy expensive stamps.

Features of Gr. 3 DIBELS texts

% of 2,500 Morph. Families

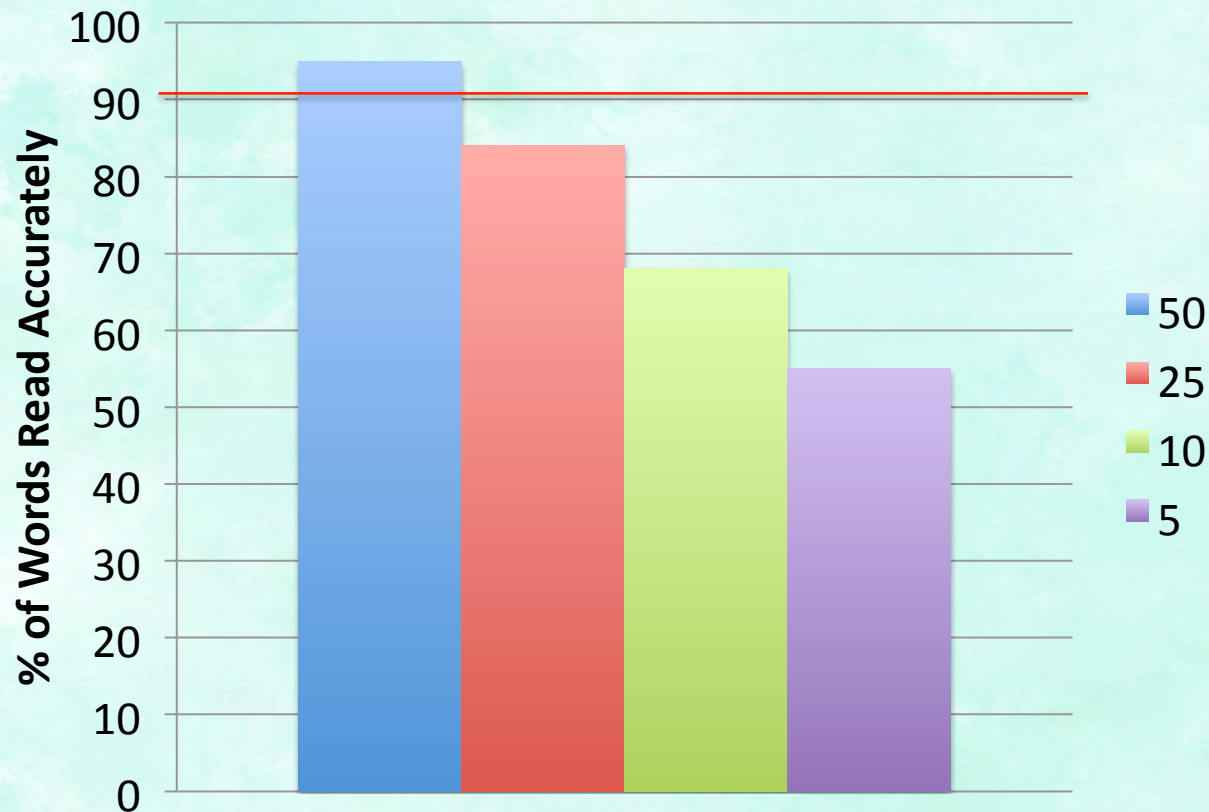


% "Rare" (for 3rd Grade)



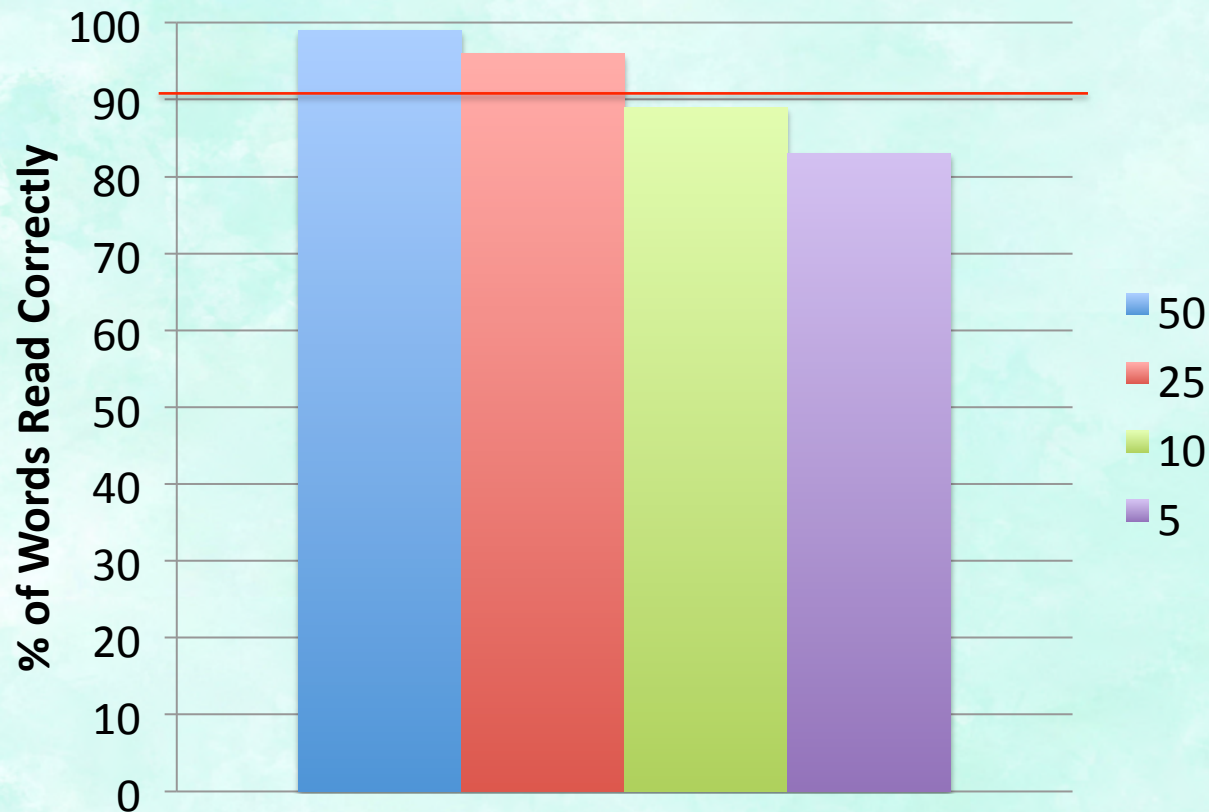
ACCURACY

End of Gr. 1: Accuracy in Oral Reading



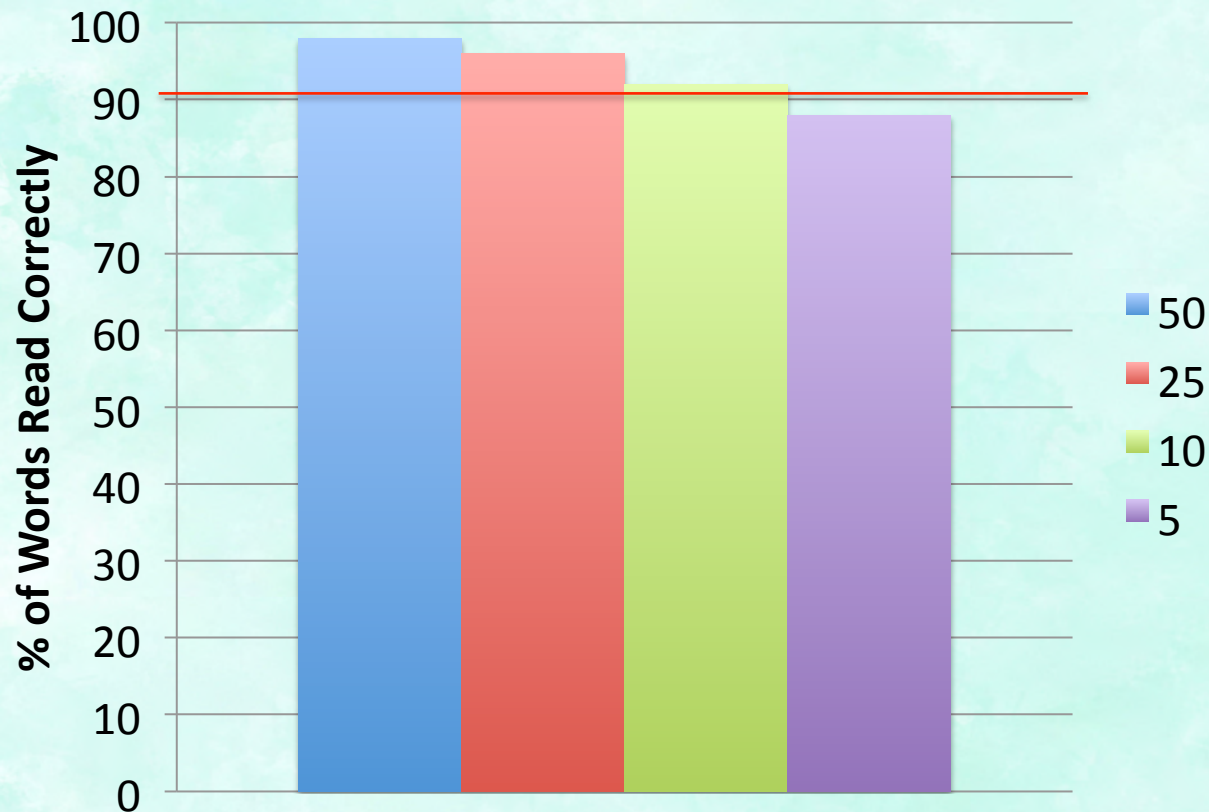
Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

End of Gr. 2: Accuracy in Oral Reading



Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

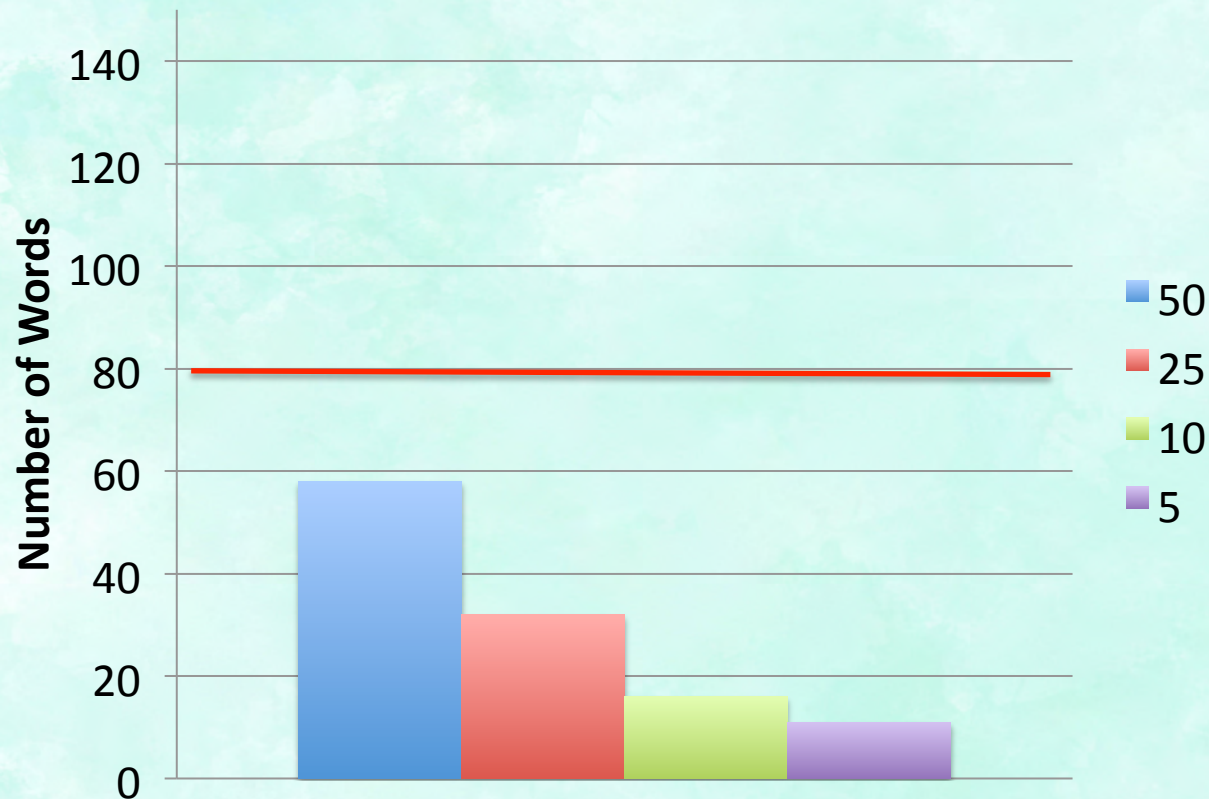
End of Gr. 3: Accuracy in Oral Reading



Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

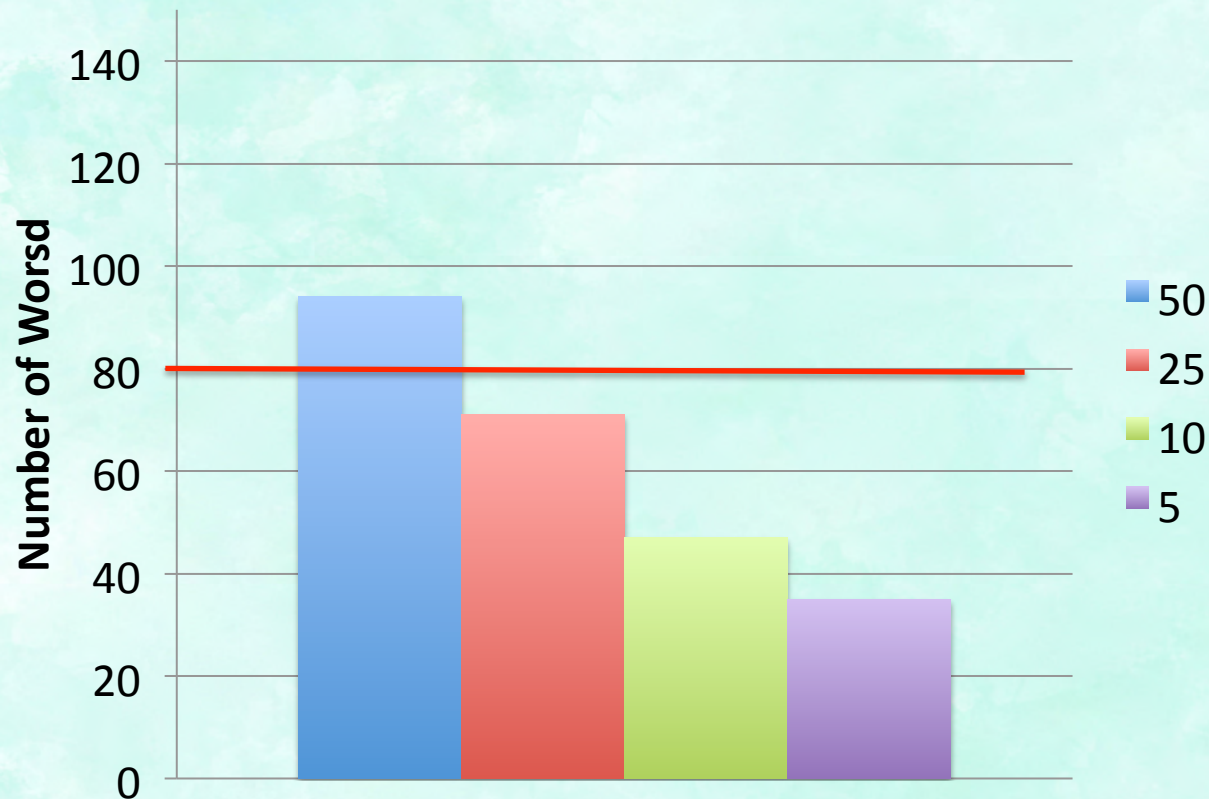
WORDS CORRECT

End of Gr. 1: Words Correct in Oral Reading



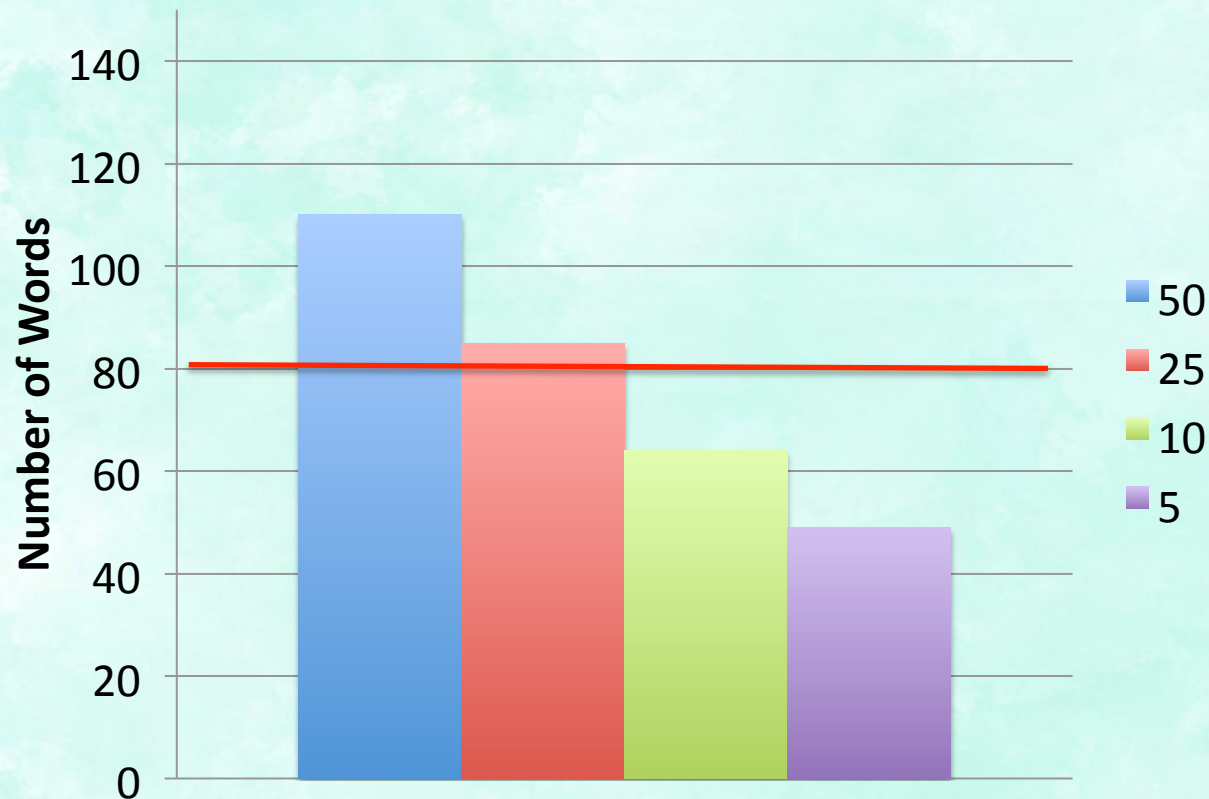
Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

End of Gr. 2: Words Correct in Oral Reading



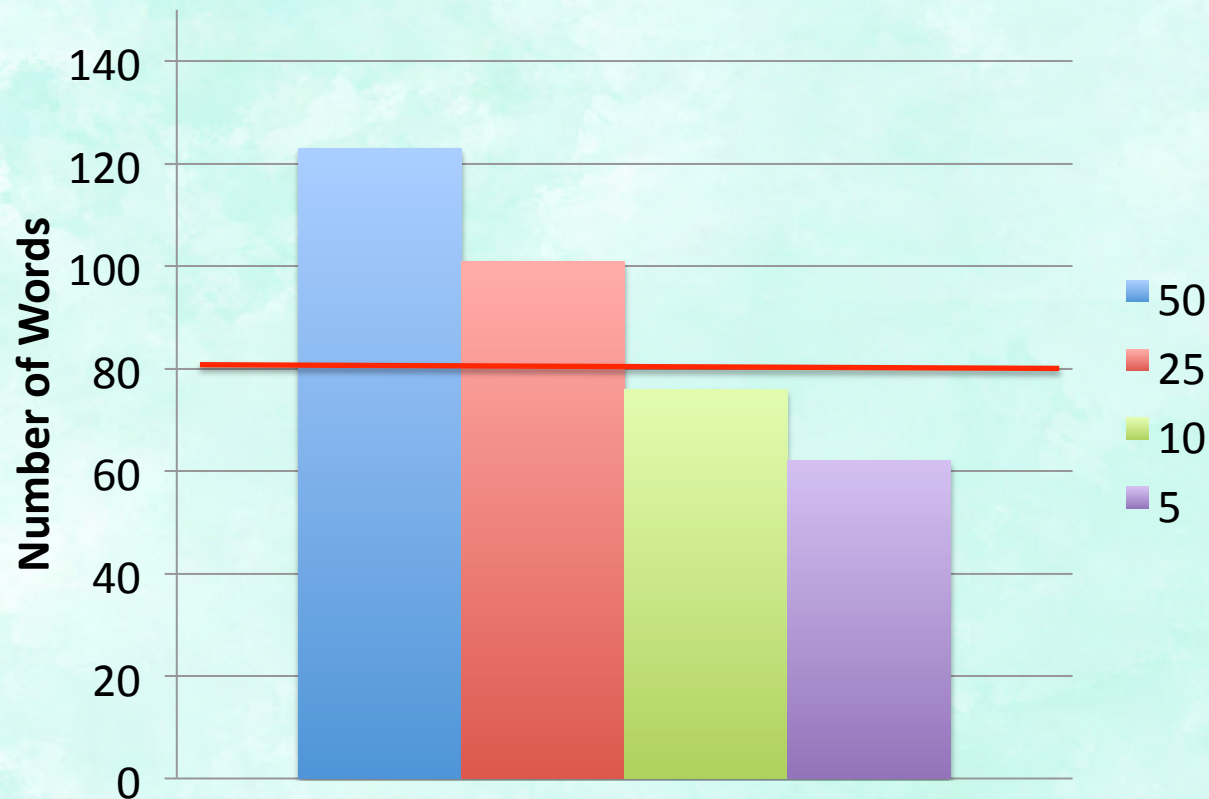
Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

End of Gr. 3: Words Correct in Oral Reading



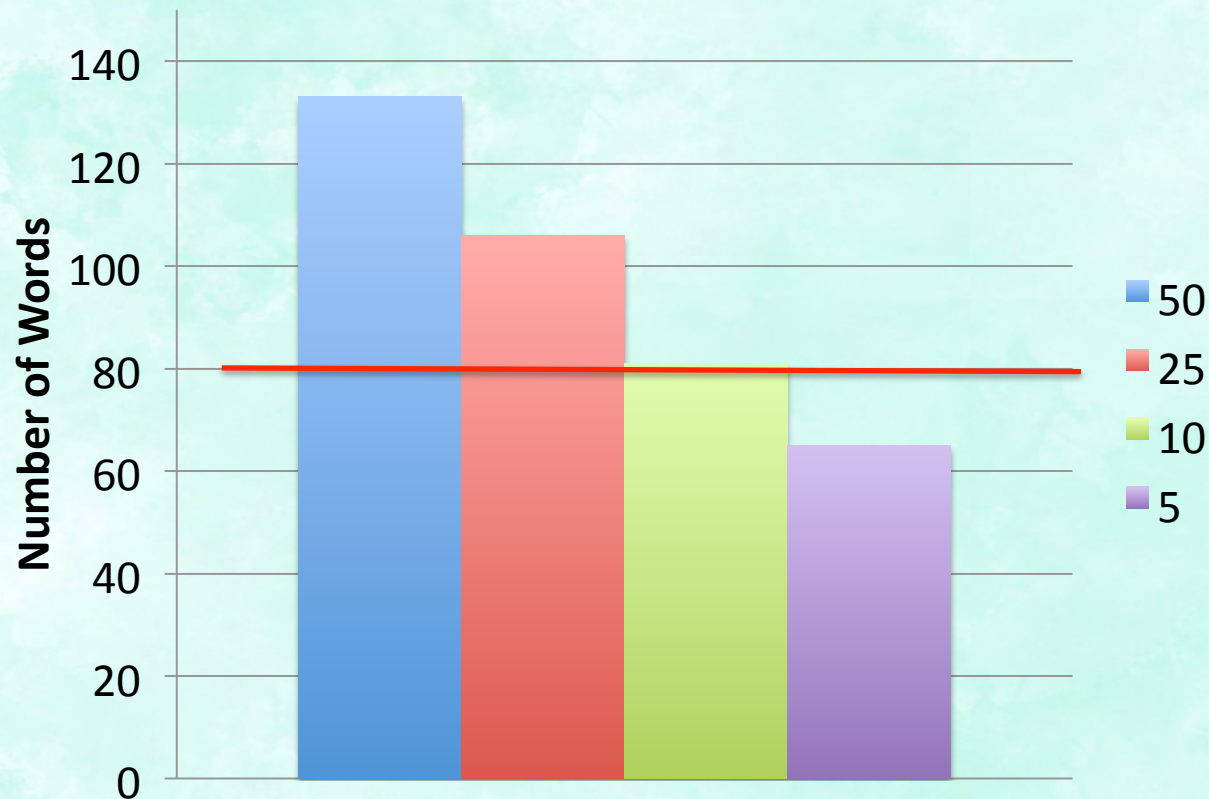
Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

End of Gr. 4: Words Correct in Oral Reading



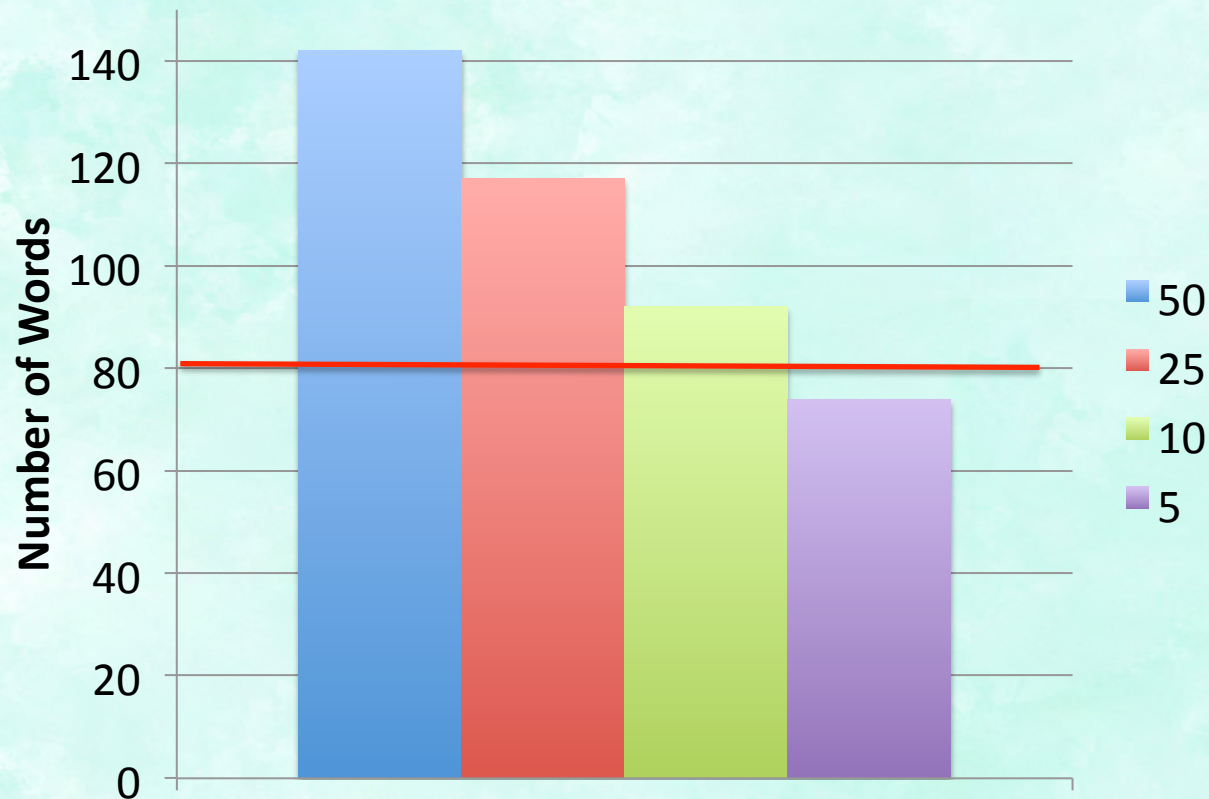
Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

End of Gr. 5: Words Correct in Oral Reading



Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

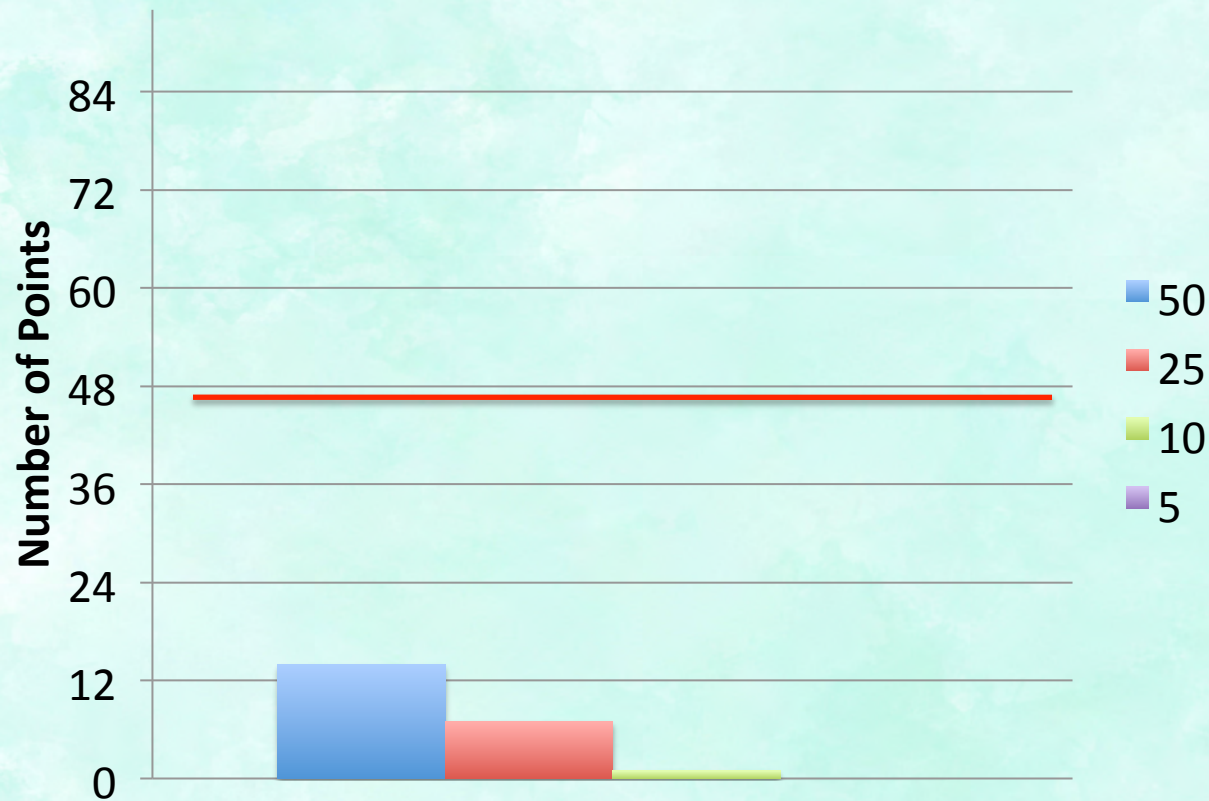
End of Gr. 6: Words Correct in Oral Reading



Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

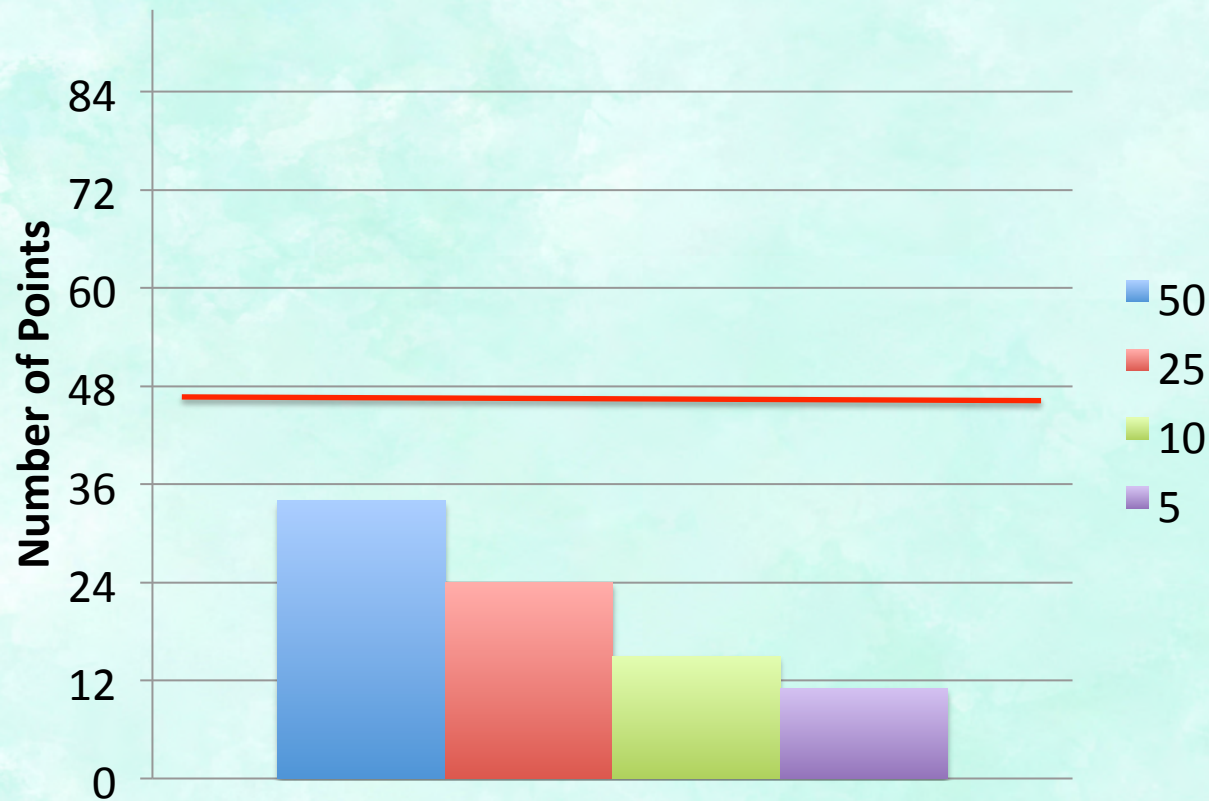
COMPREHENSION

End of Gr. 1: Retell



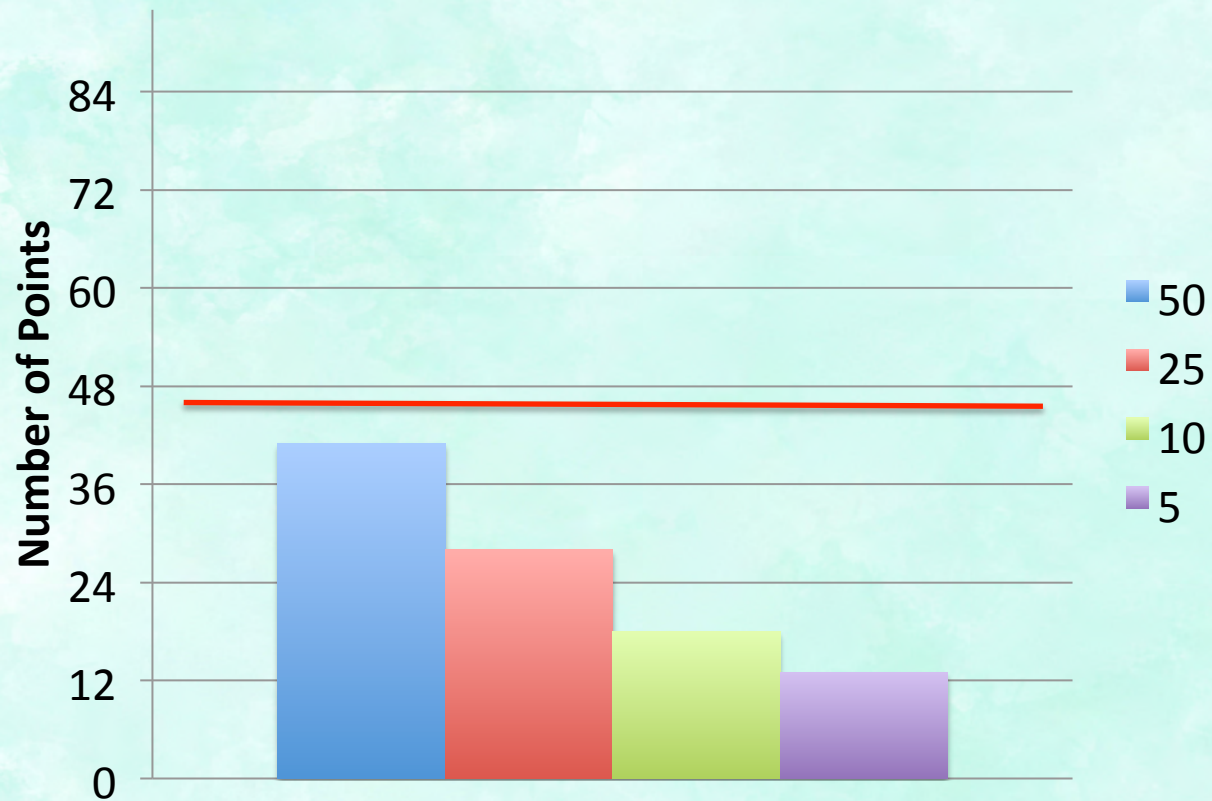
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End of Gr. 2: Retell



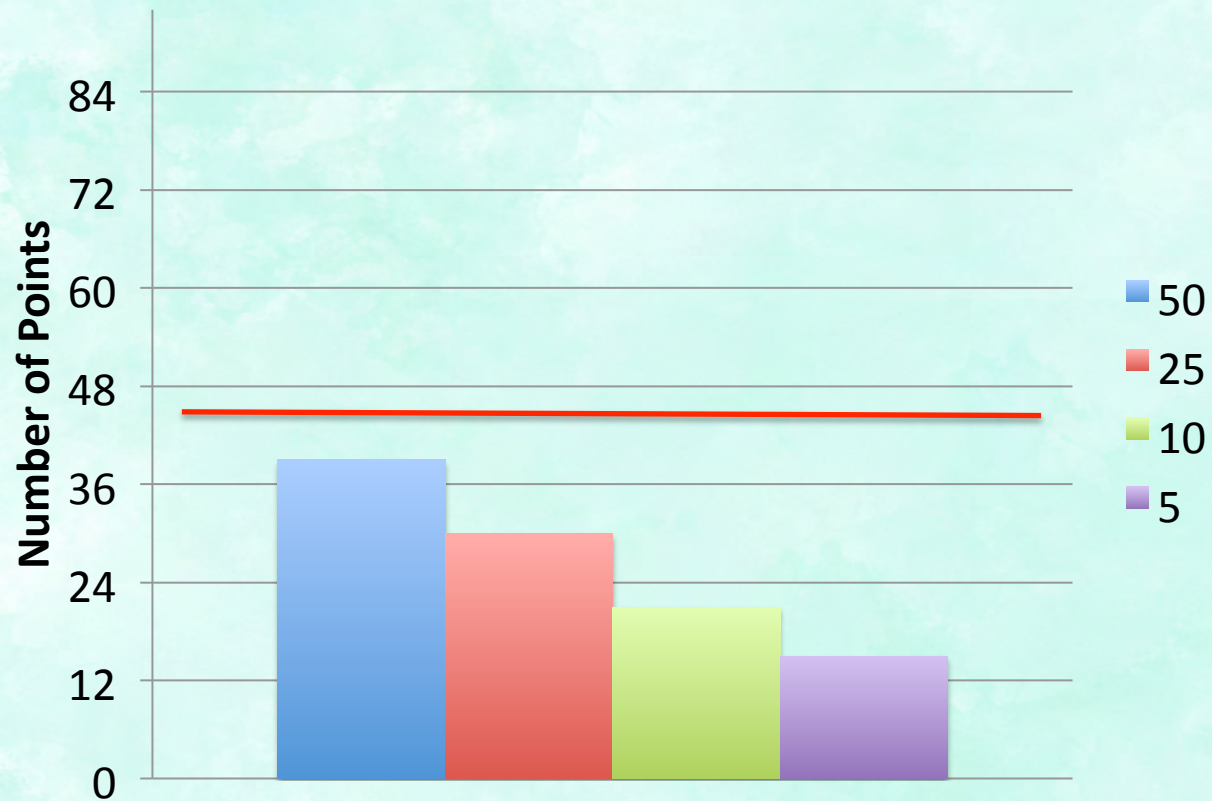
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End of Gr. 3: Retell



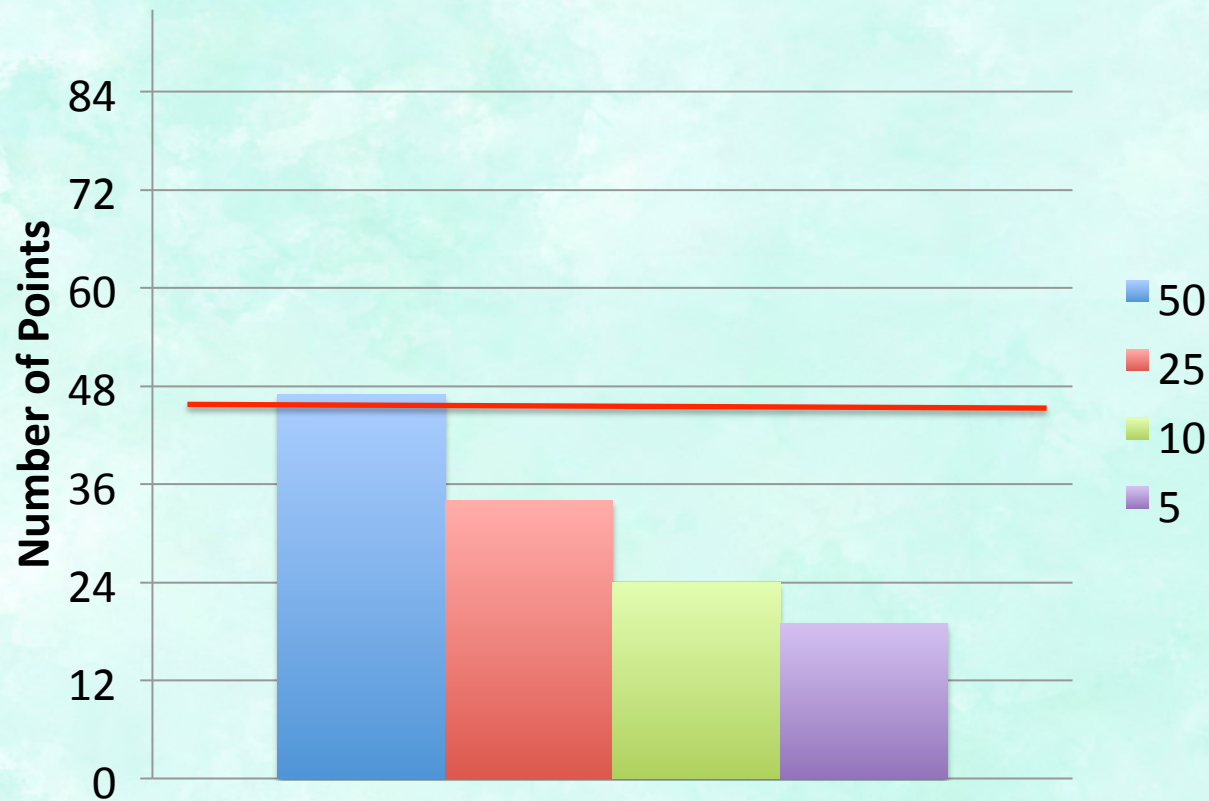
Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

End of Gr. 4: Retell



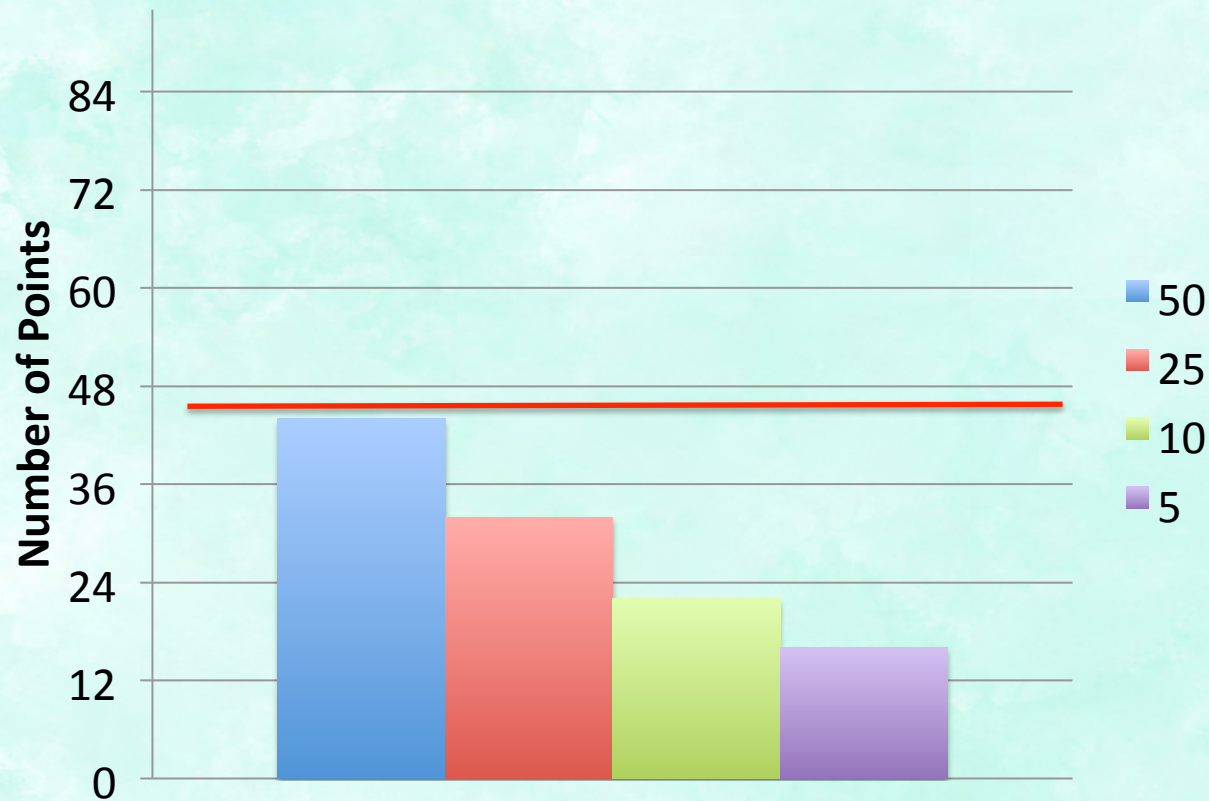
Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

End of Gr. 5: Retell



Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

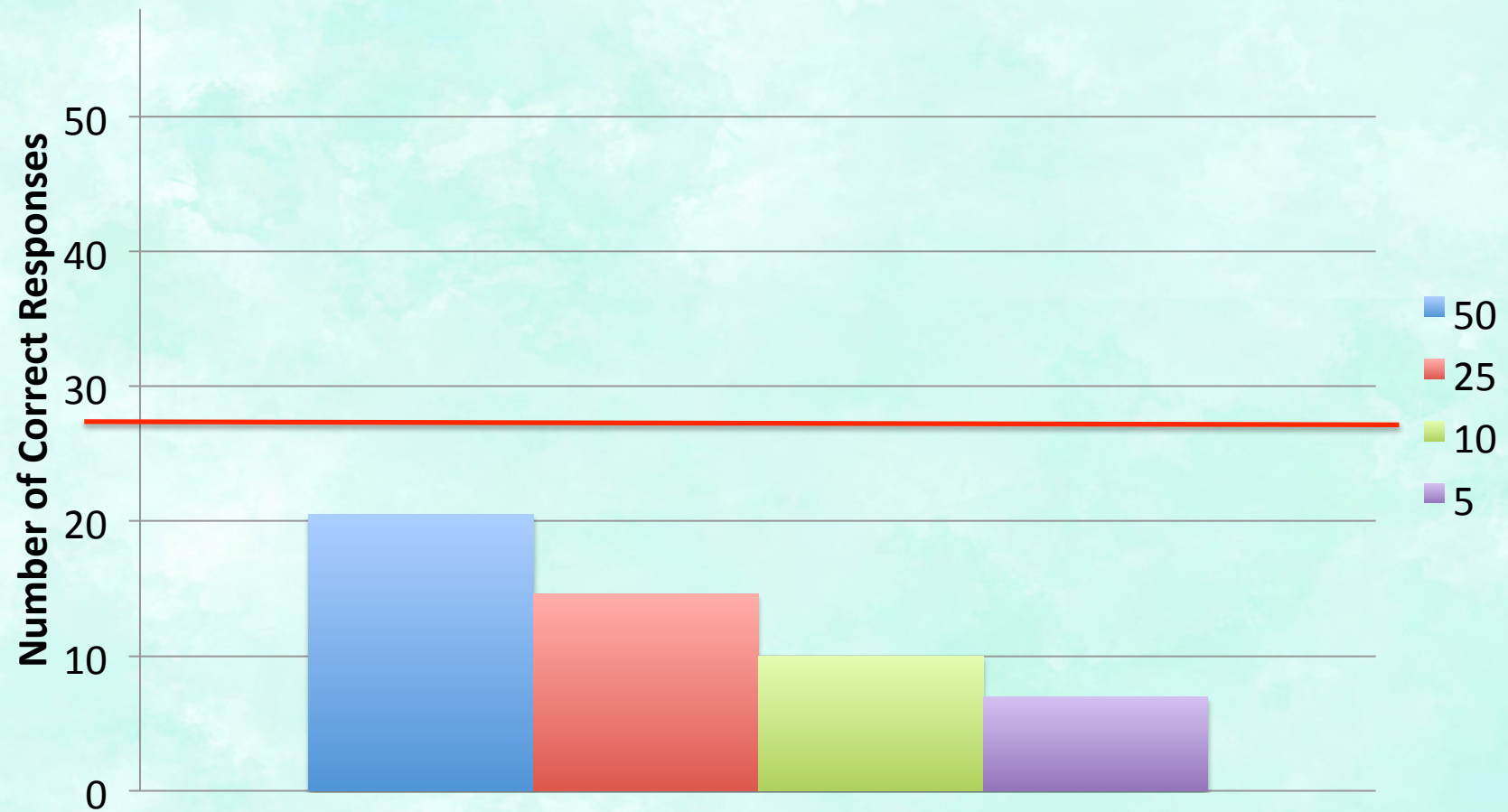
End of Gr. 6: Retell



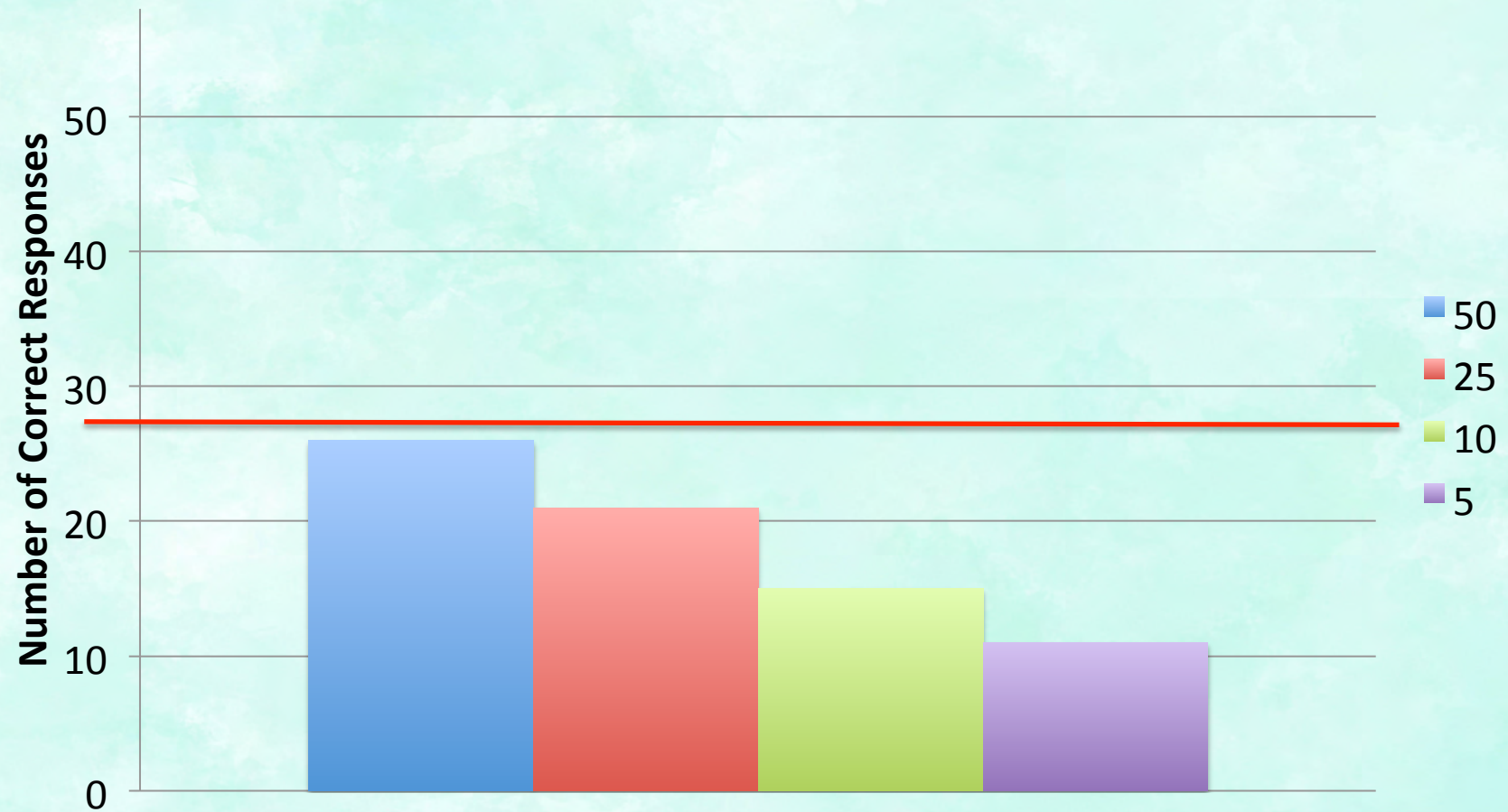
Dewey, E.N., Kaminski, R.A., & Good, R.H. (2014) *DIBELS Next® National Norms 2012-2013* (Technical Report No. 17). Eugene, OR: Dynamic Measurement Group.

SILENT READING FLUENCY WITH COMPREHENSION: DAZE

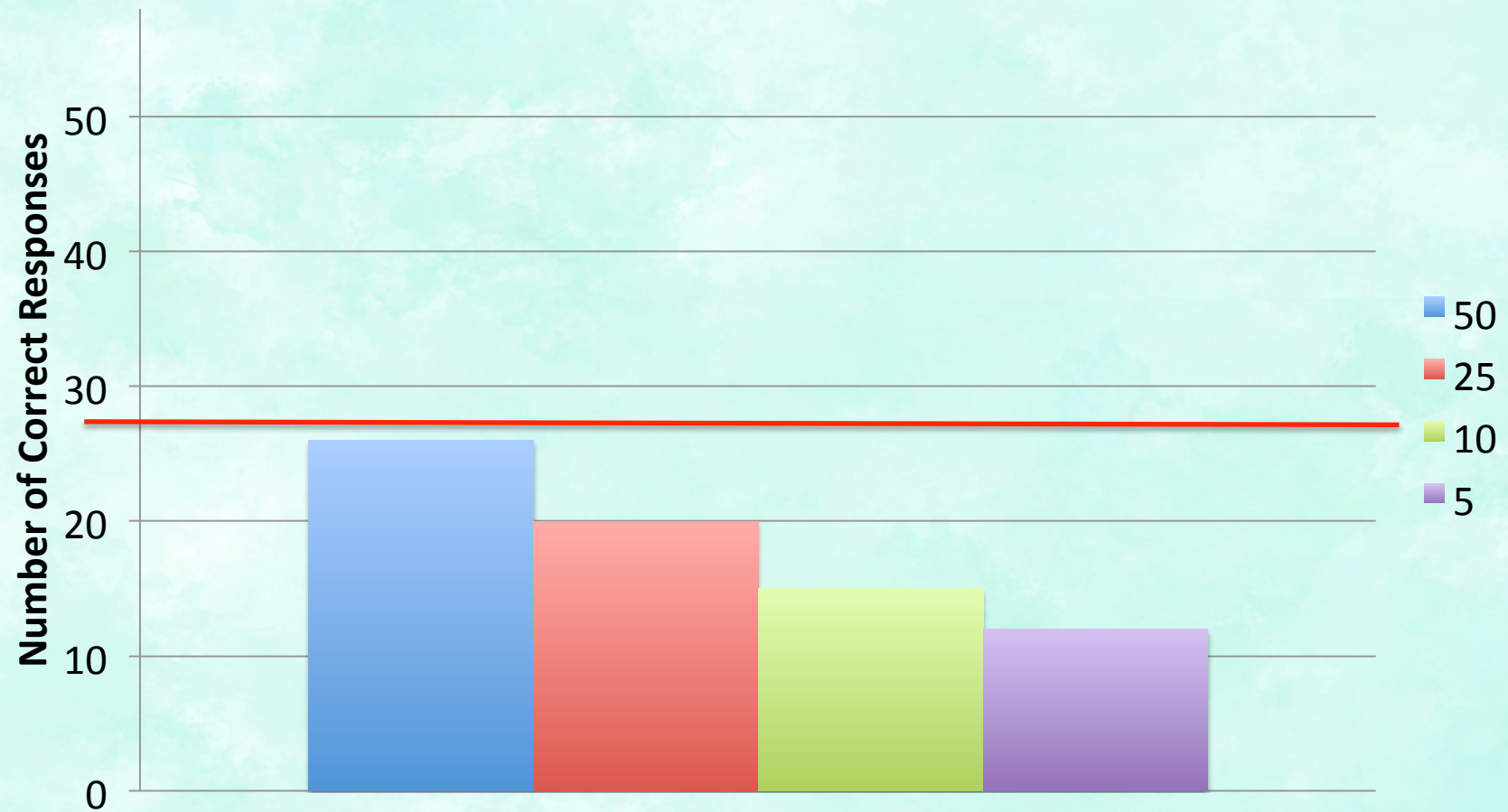
End of Gr. 3: Daze



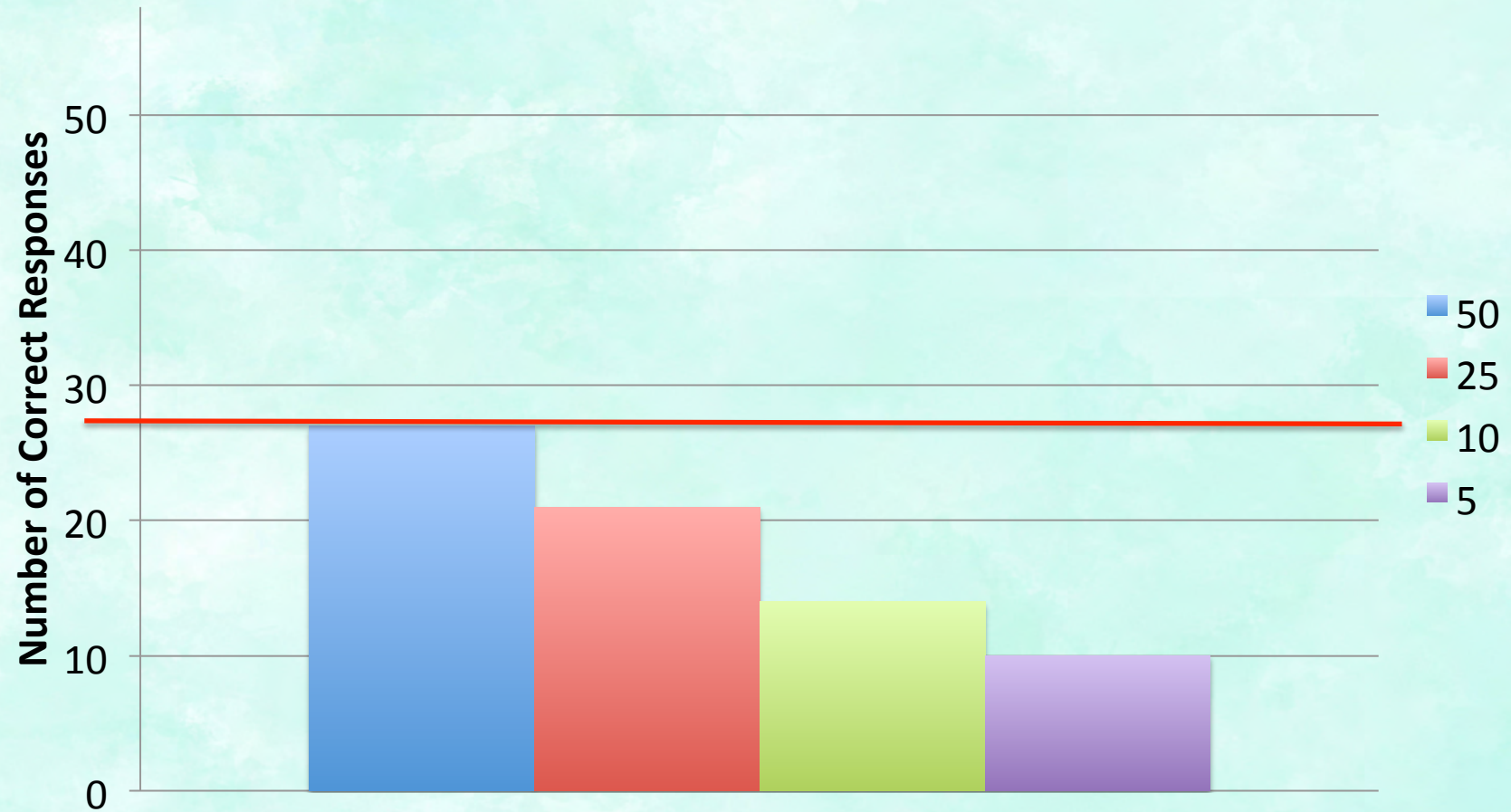
End of Gr. 4: Daze



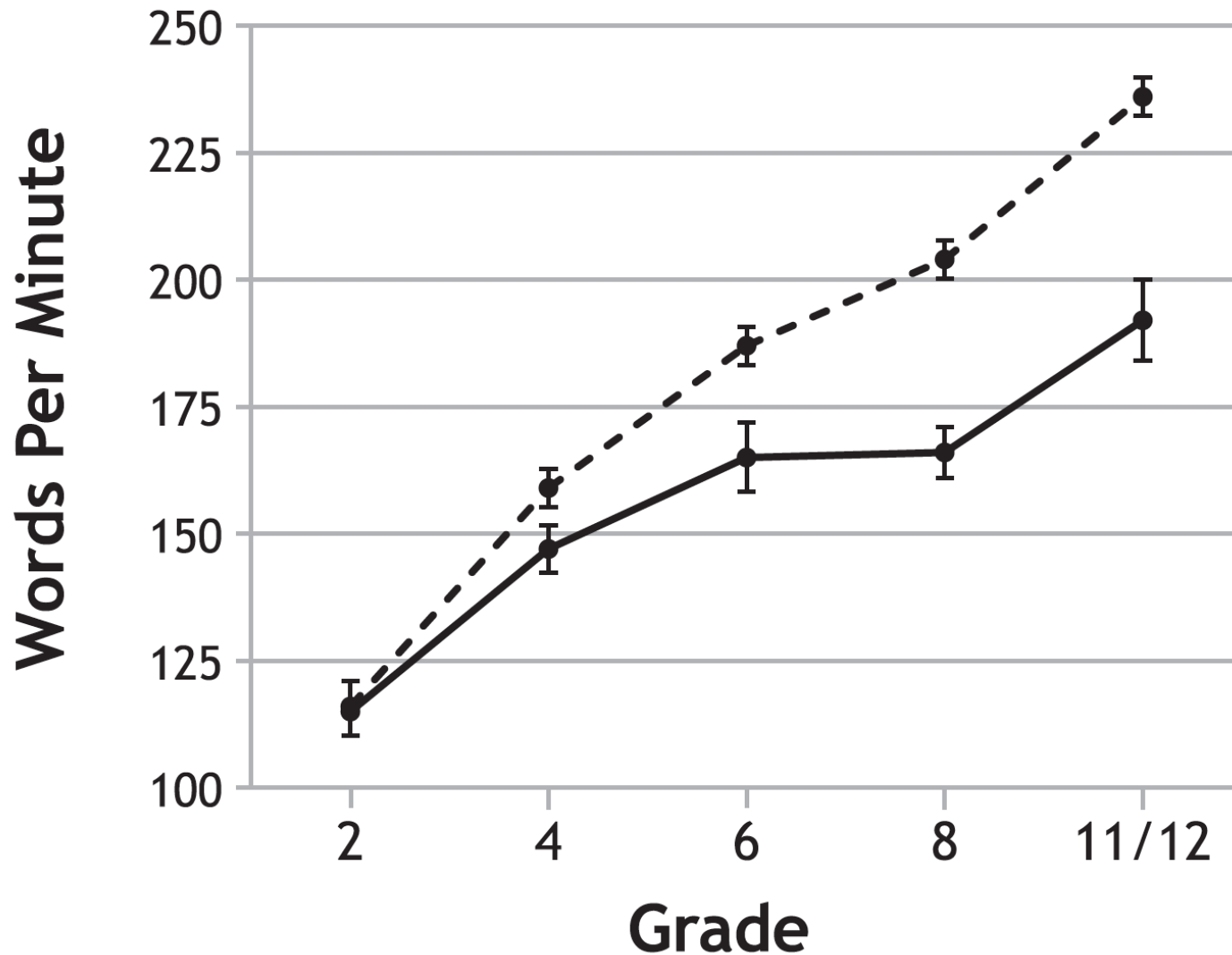
End of Gr. 5: Daze



End of Gr. 6: Daze



Comprehension-Based Silent Reading Rate



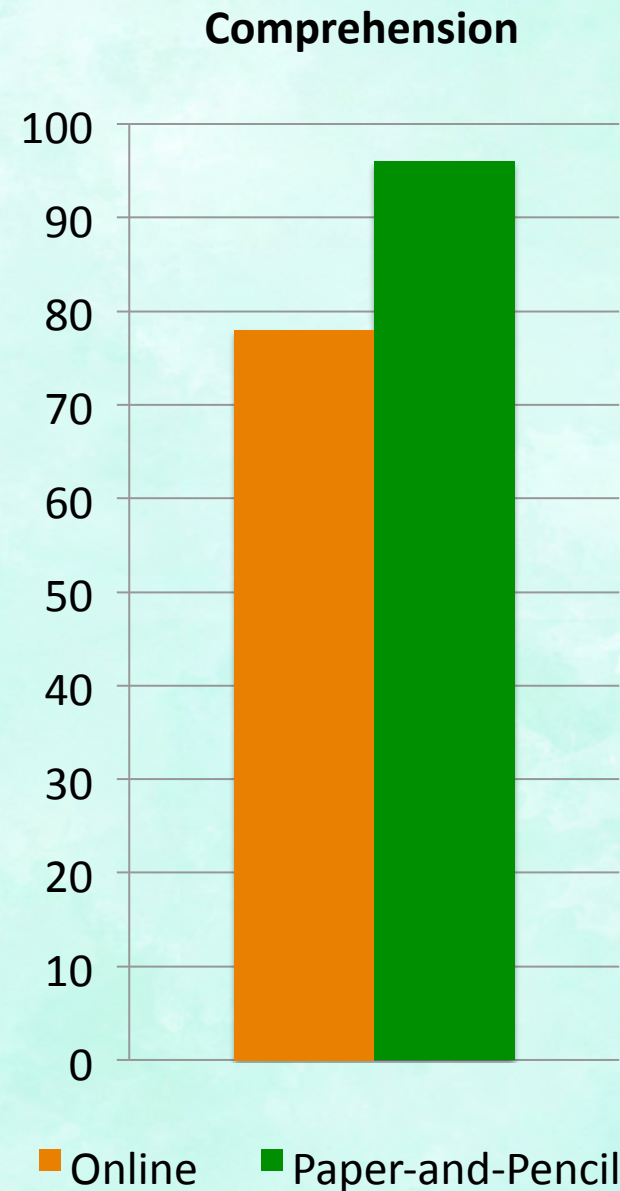
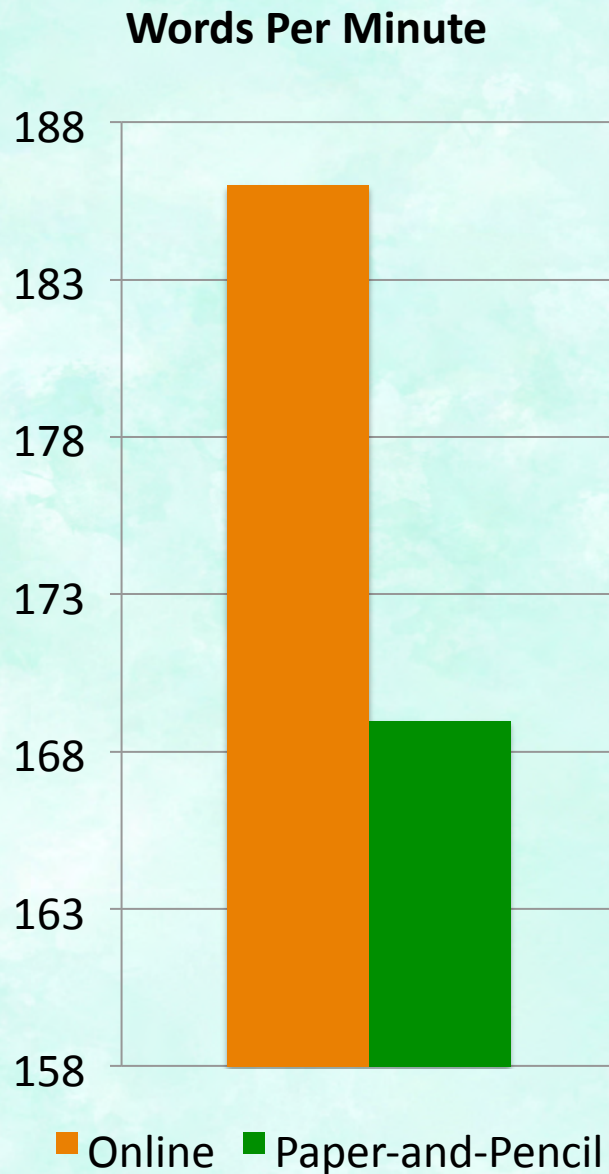
Spichtig, A. N., Hiebert, E. H., Vorstius, C., Pascoe, J. P., David Pearson, P., & Radach, R. (2016). The Decline of Comprehension-Based Silent Reading Efficiency in the United States: A Comparison of Current Data With Performance in 1960. *Reading Research Quarterly*, 51(2), 239-259.

Fourth Graders' Performances on 4 Sections of 1,000-word Text

Text Section	Percentage of students engaged in Comprehension-Based Silent Reading
1	89.1
2	60.9
3	60.9
4	48.9

Hiebert, E.H., Trainin, G., & Wilson, K. (July 2011). Comprehension and reading rates across extended grade-appropriate texts. Presentation at the annual meeting of the Society for the Scientific Study of Reading, St. Petersburg, FL.

Moderate-Low Comprehenders: Silent Reading Tasks



Hiebert, E.H., Daniel, M., Martin, L.A., & Henderson, S. (July 2015). Silent reading rate and comprehension of proficient and less proficient readers with texts of varying complexity. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

HOW CAN WE PREPARE STUDENTS?

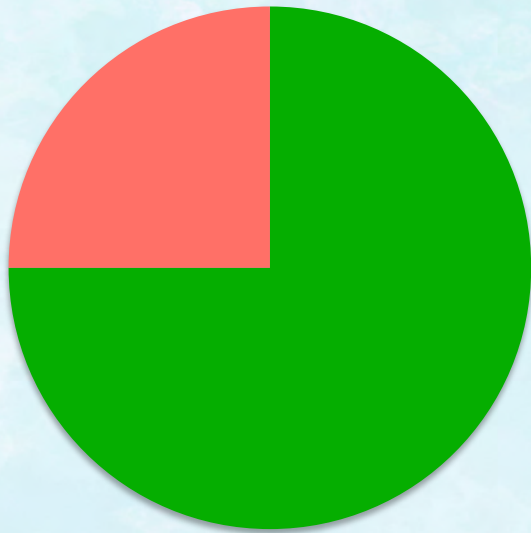


1. Ensure a sufficient volume of ***Responsible Reading***

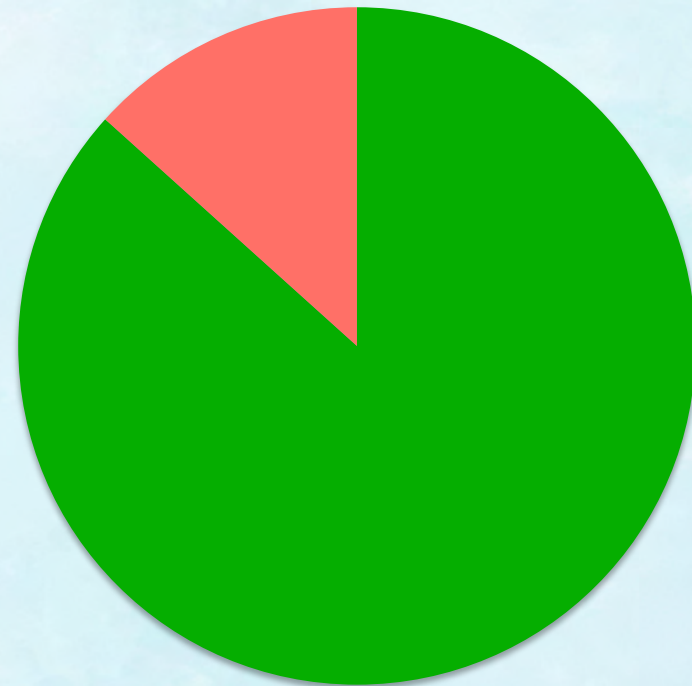
- Responsible Reading: Silent reading of texts that support increasing capacity for more complex texts (i.e., not independent reading of self-selected texts)

Time Spent in Reading Instruction & “Eyes on Text”

**Reading Instruction
(1970s to late 1980s)**

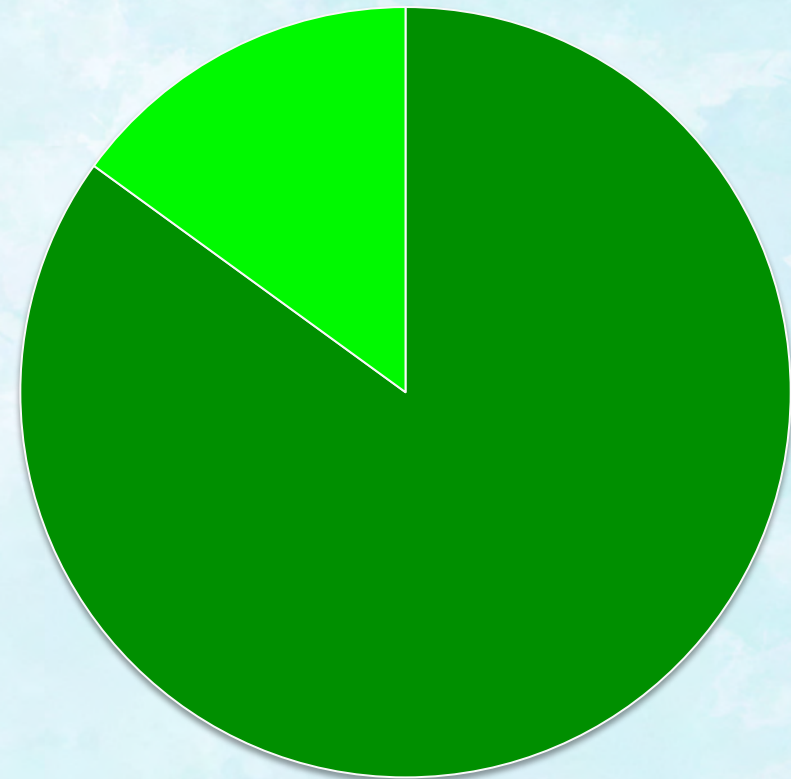


Reading Instruction (late 1990s -)



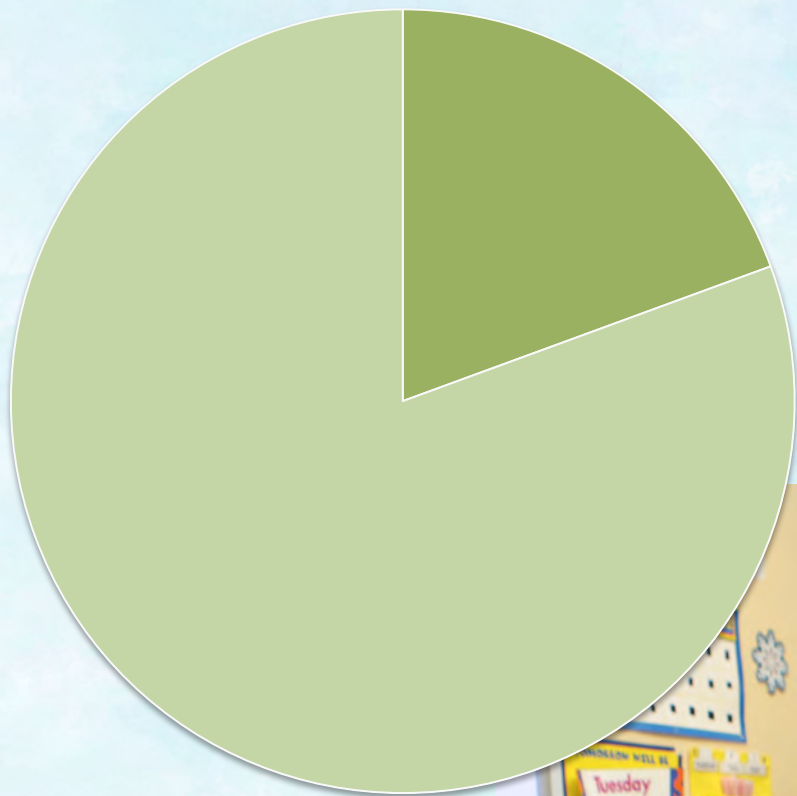
■ Instruction ■ Time Spent reading

■ Instruction ■ Time Spent reading



■ Other activities ■ Reading

Swanson, Wanzek, McCulley, Stillman-Spisask, Vaughn, Simmons, Fogarty, & Hairrell, 2015.



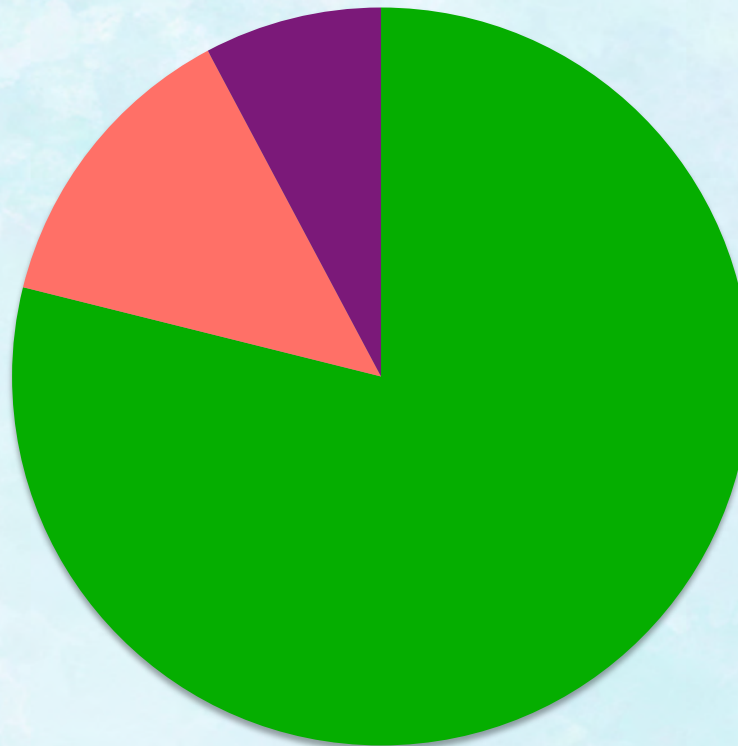
■ Silent Reading

■ Listening, Following Along to Oral Reading



7 Minutes of Additional Reading

Reading Instruction
(w/ 7 additional minutes)



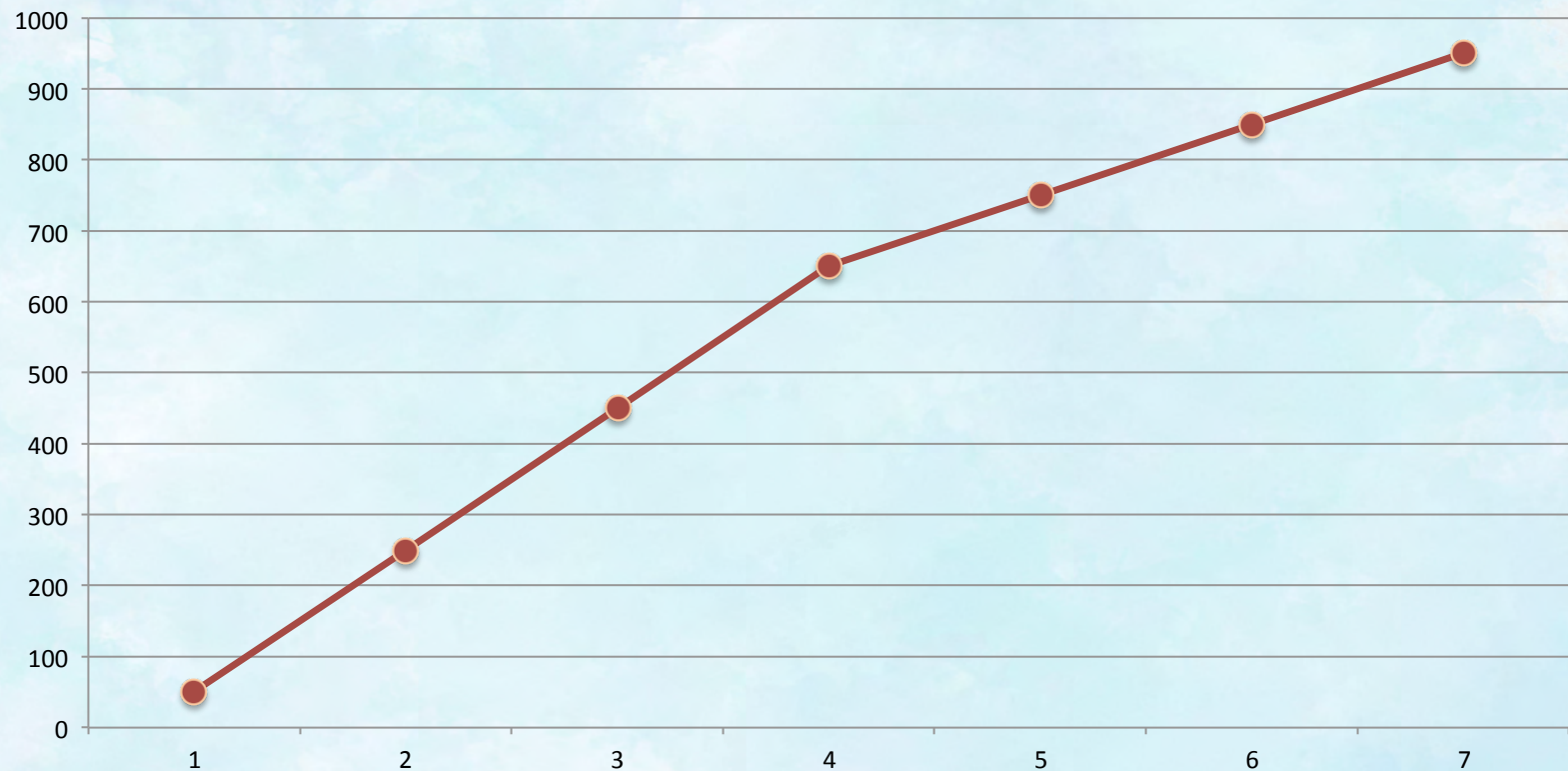
■ Instruction

■ Time Spent reading

■ Additional 7 minutes

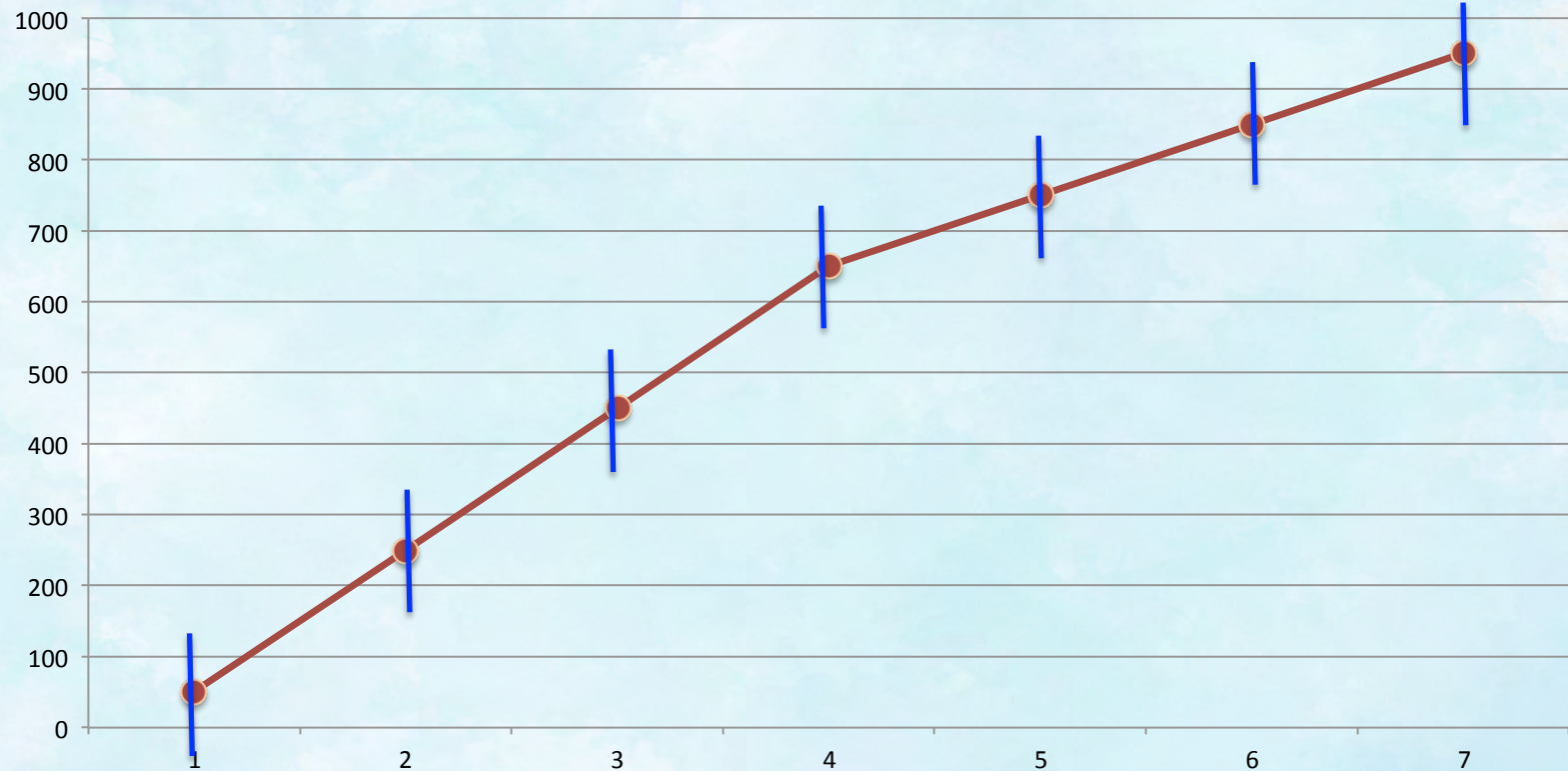
2. Provide reliable & valid formative assessments

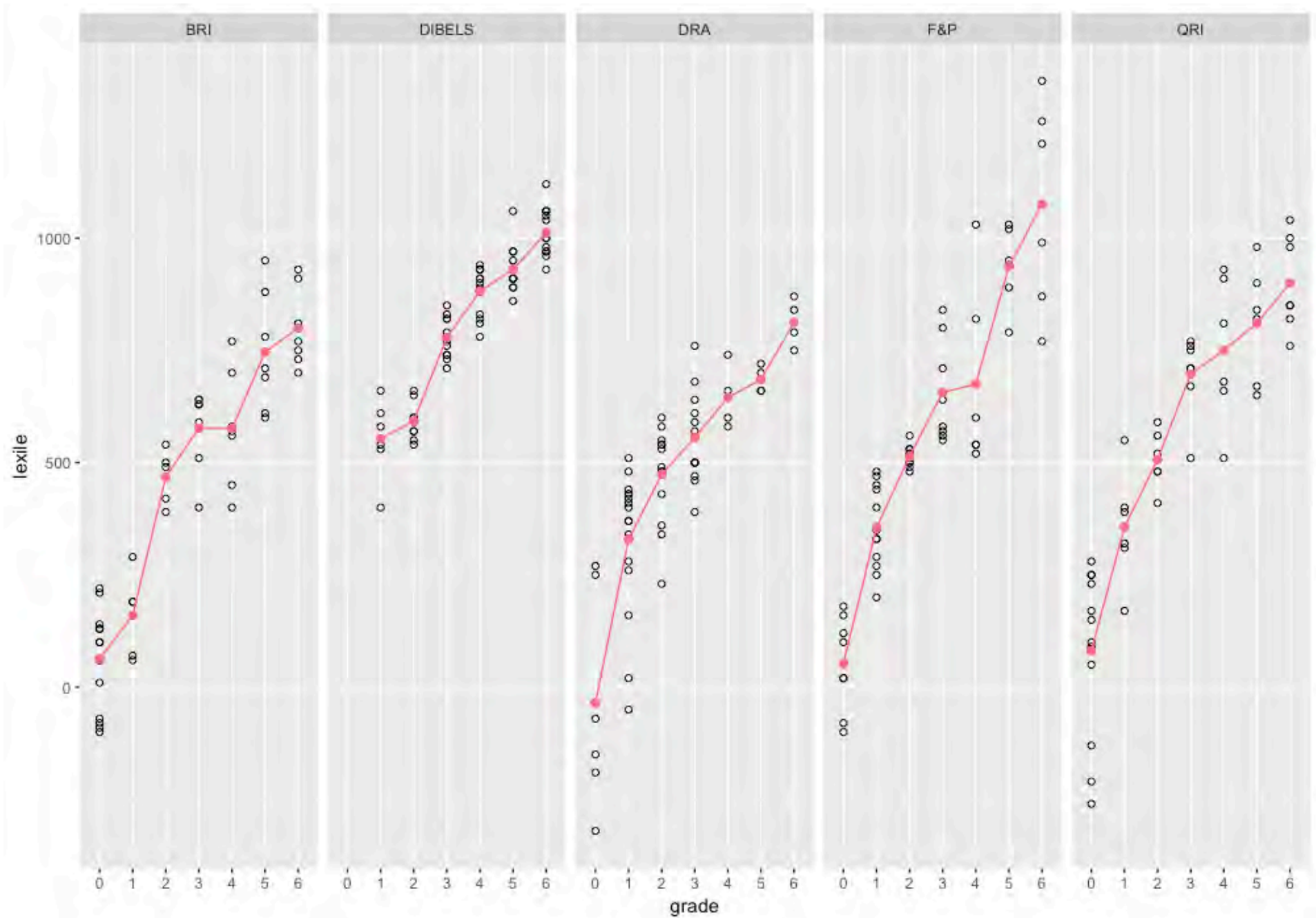
Expected Trajectory of Reliable Assessments



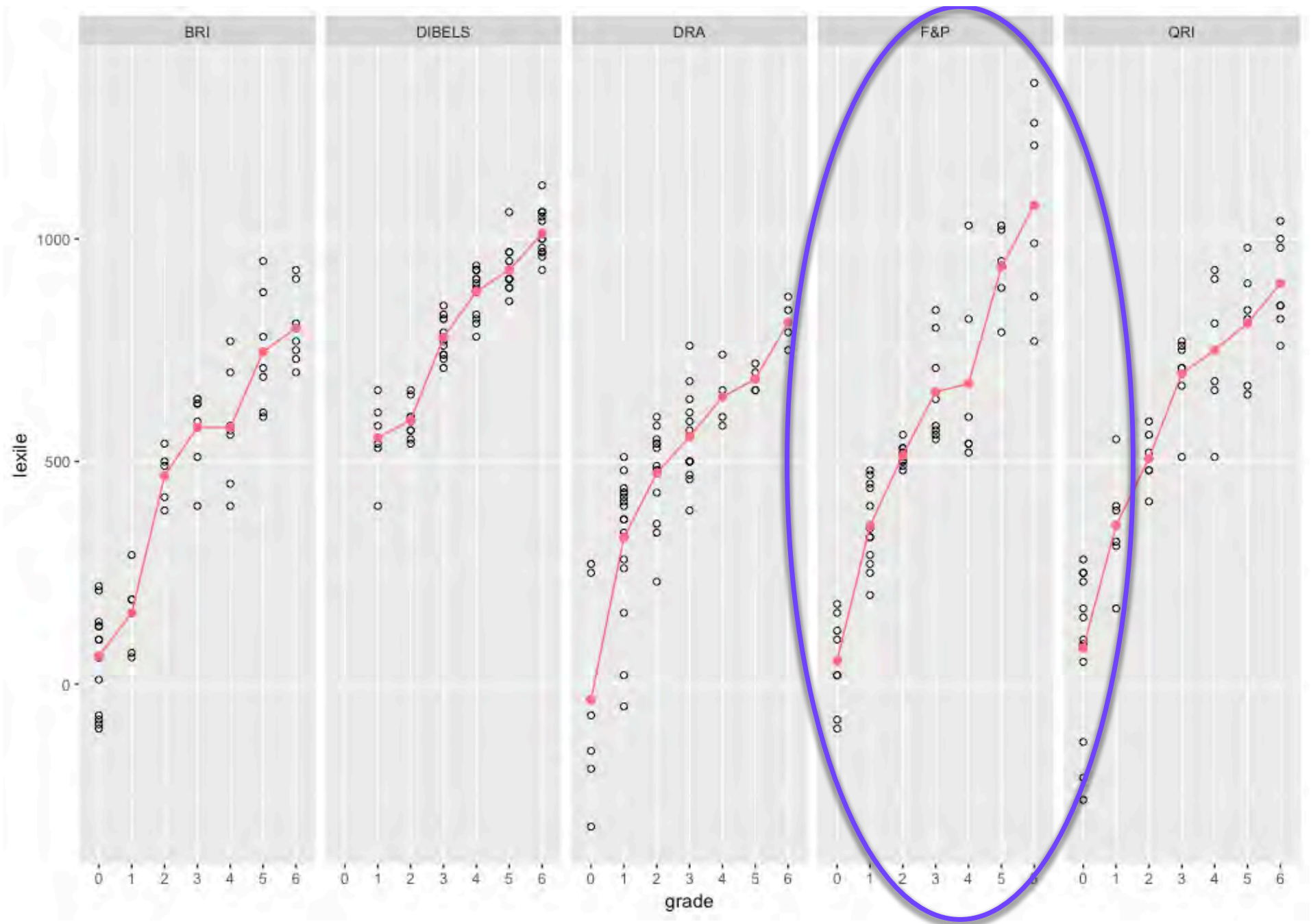
2. Provide reliable & valid formative assessments

Expected Trajectory of Reliable Assessments





Toyama, Y., Hiebert, E.H., & Pearson, P.D. (2017). An analysis of the text complexity of leveled passages in four popular classroom reading assessments. *Educational Assessment*, 22(3), 139-170 (with Addendum of F & P Benchmark 1.19.18)



Toyama, Y., Hiebert, E.H., & Pearson, P.D. (2017). An analysis of the text complexity of leveled passages in four popular classroom reading assessments. *Educational Assessment*, 22(3), 139-170 (with Addendum of F & P Benchmark 1.19.18)

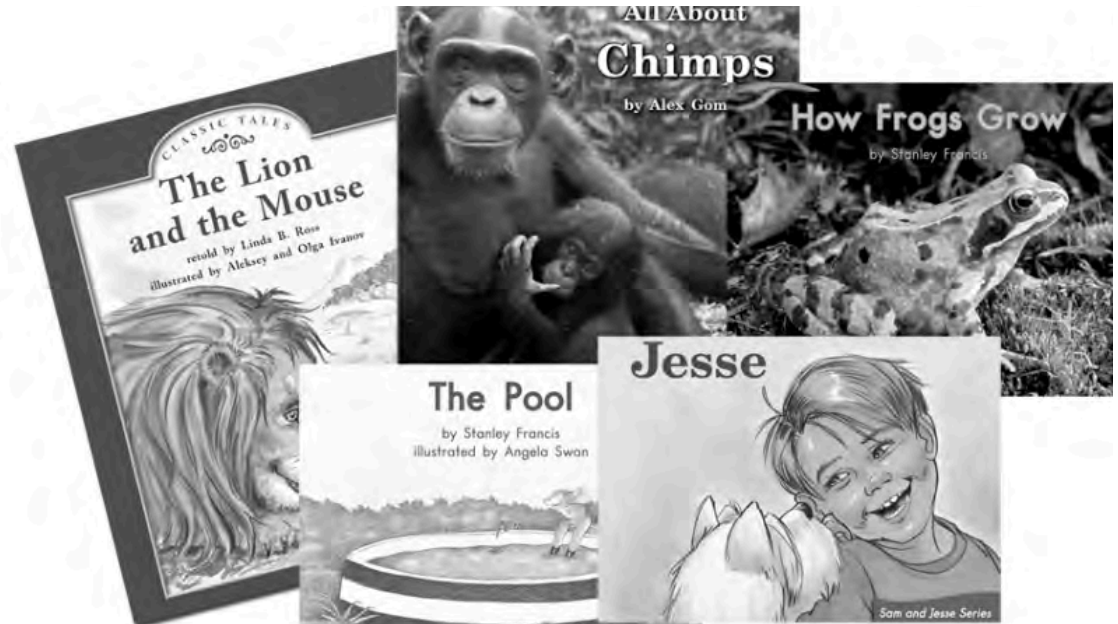
3. Have a systematic vocabulary and conceptual knowledge curriculum within ELA

- Morphological Families
- Concepts:
 - Word Pictures (textproject.org)
 - Synonym sets (textproject.org)
 - Conceptual and linguistic clustering of existing texts (especially leveled texts)

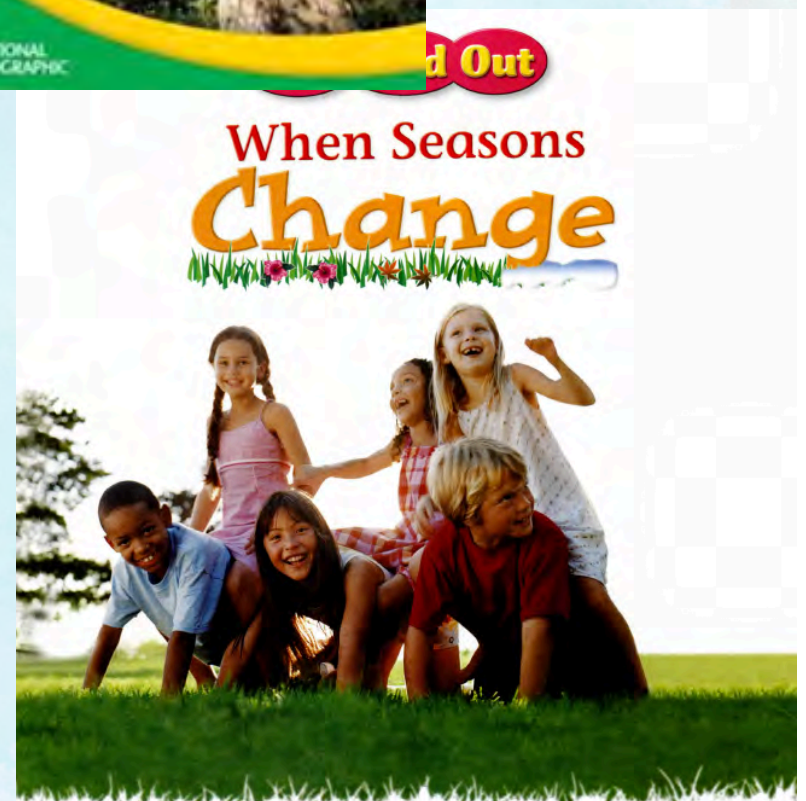
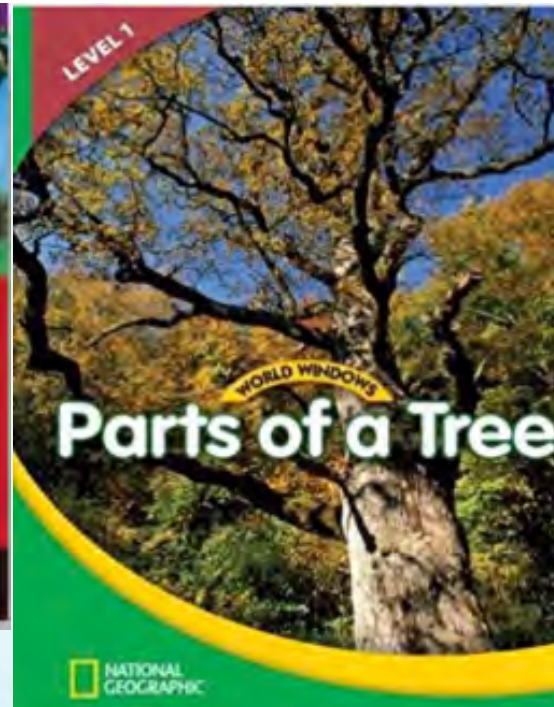
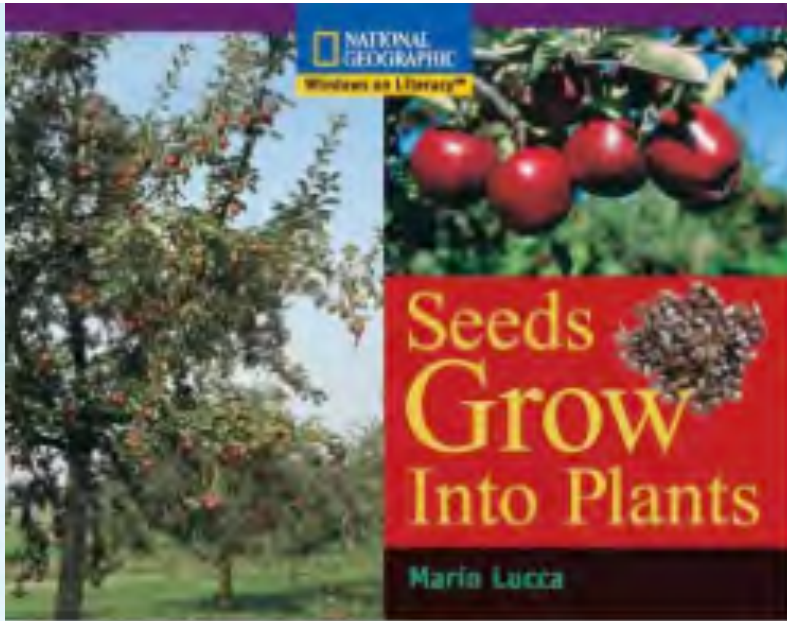
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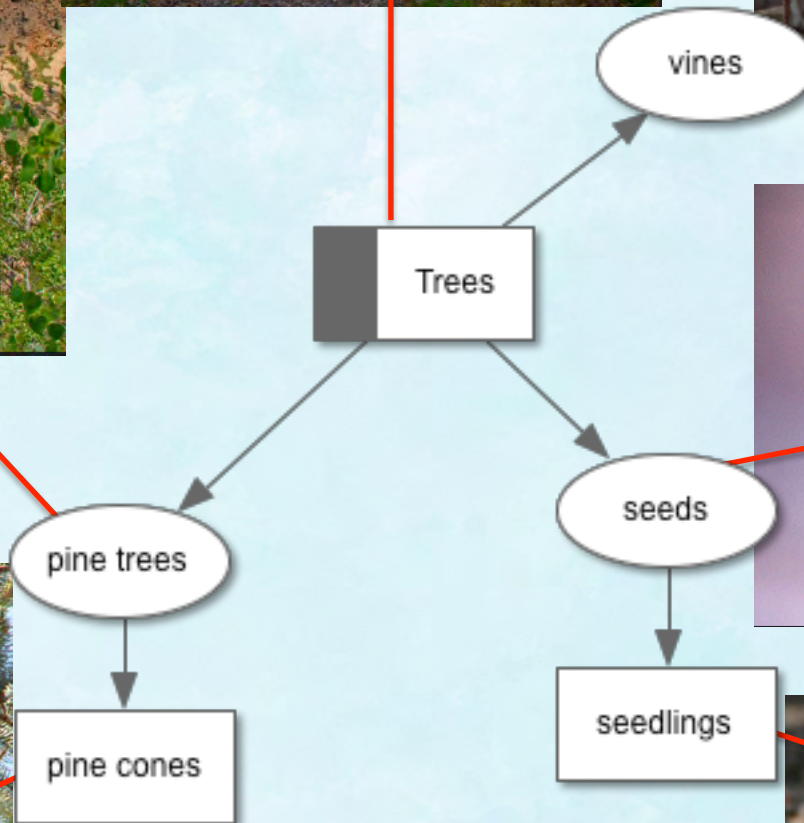
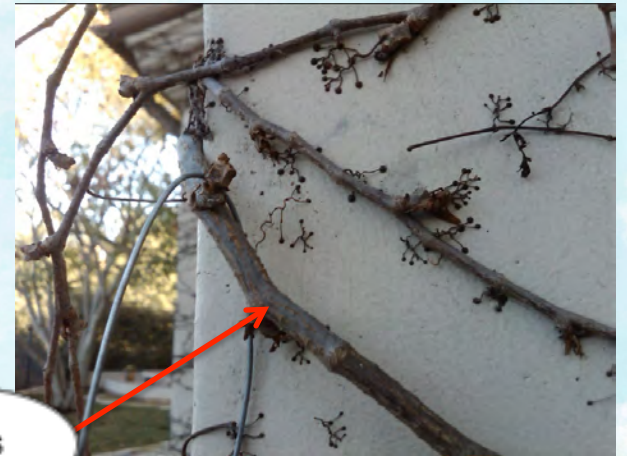
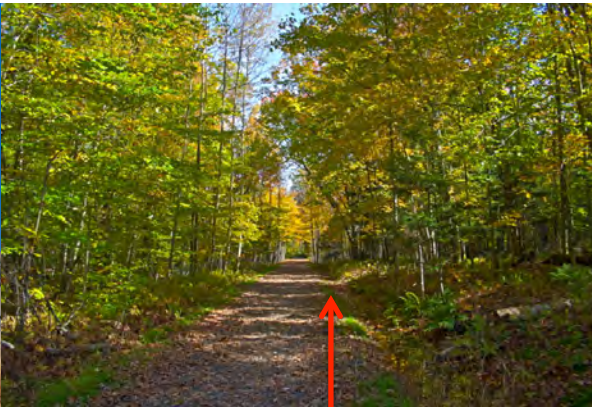
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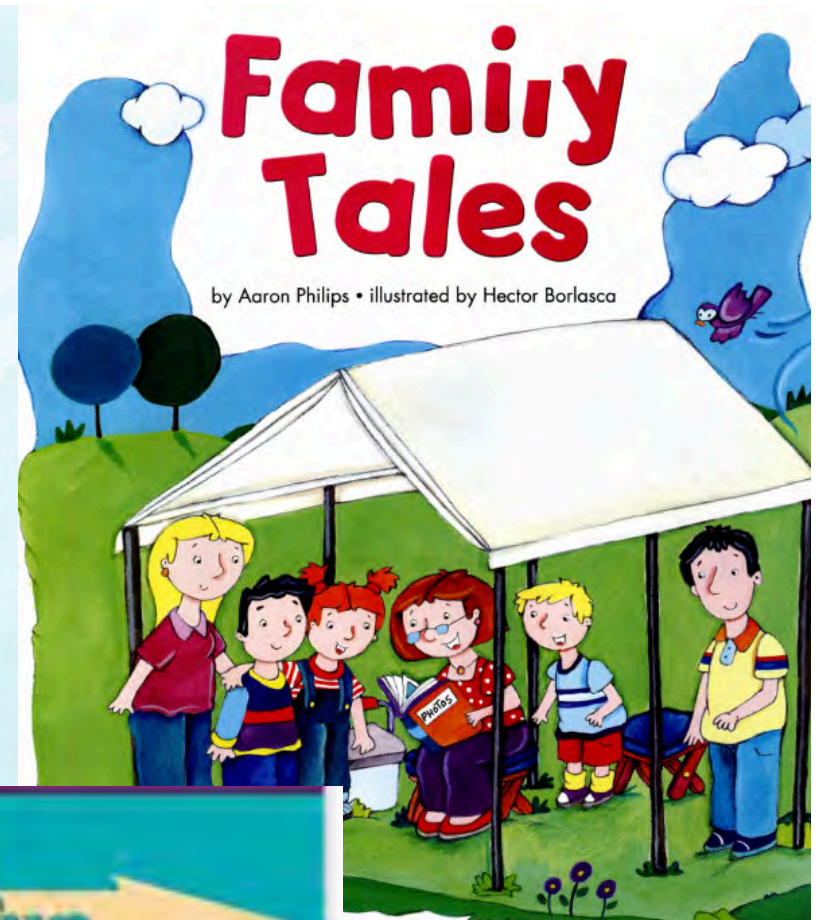
Illustration of Conceptual & Linguistic Clusters with Leveled Texts

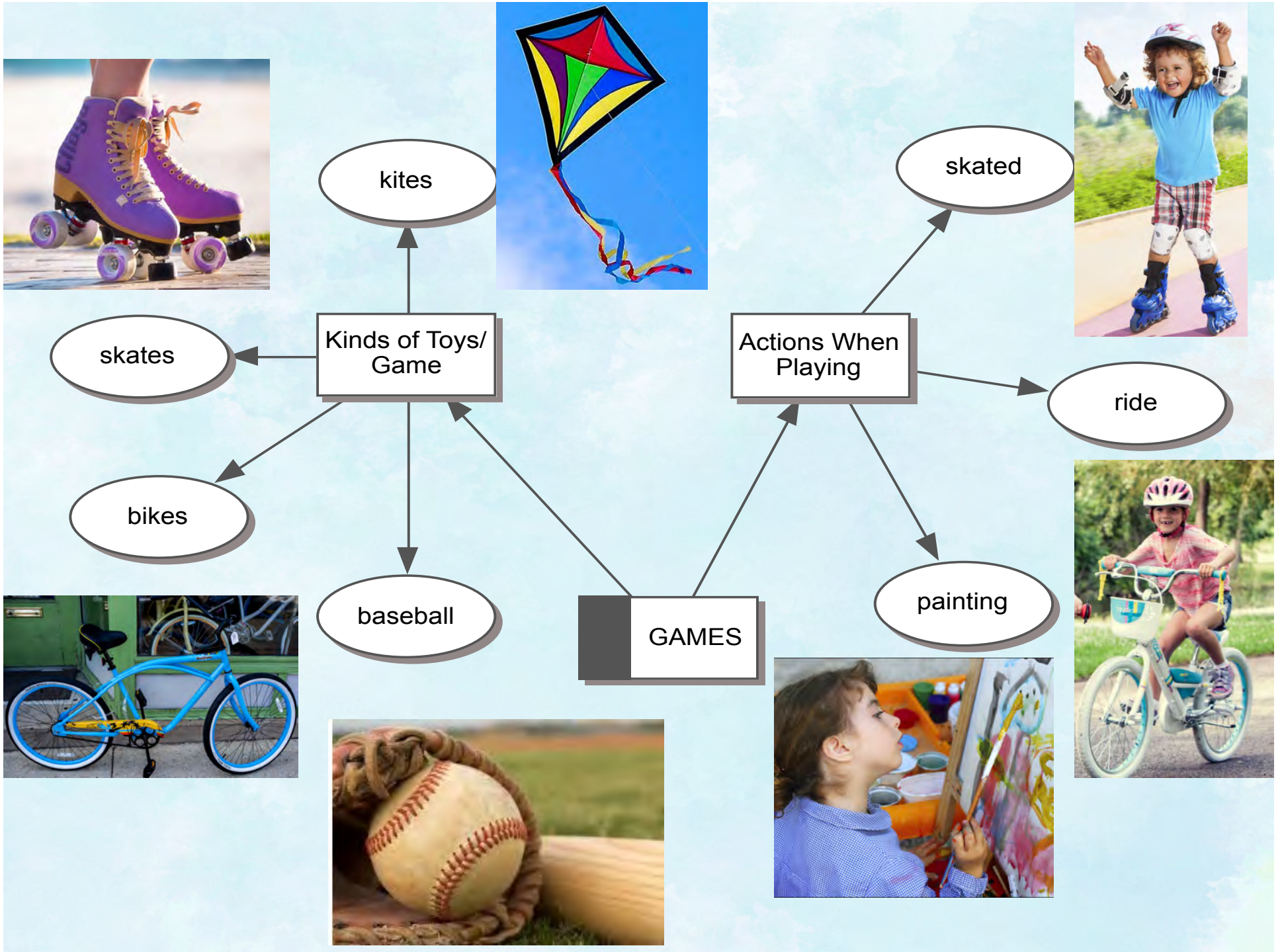


The example is based on the Hiebert-Kurland Reading Selection Optimizer, copyright held by E.H. Hiebert & M. Kurland (October, 2017).











TextProject



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

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