



WHAT SHOULD 3rd GRADERS BE  
ABLE TO READ? HOW CAN  
TEACHERS MAKE IT HAPPEN?

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## WHAT SHOULD 3rd GRADERS BE ABLE TO READ?

Hungry Spider and the  
Turtle (NAEP, Gr. 4)

Spider was a hungry one, he always wanted to eat. Everybody in Ashanti knew about his appetite. He was greedy, too, and always wanted more than his share of things. So people steered clear of Spider.

Cathy's Kite  
(SAT-9, Gr. 3)

It was Saturday morning. As Cathy looked out of her bedroom window, she saw that the leaves on the tree in the middle of the backyard were still. Oh, no, she sighed to herself.

# NAEP & SAT-9

## Hungry Spider and the Turtle

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## Textbook Program I

## Textbook Program II

### Centerfield Ballhawk

"Steerike!" yelled the ump. Then, "Steerike two!" "Belt it, Jose," cried the coach.

Jose's heart pounded like crazy. This was it.

Crack! His bat met the ball head-on. The white sphere took off like a rocket for left field and sailed over the fence for a home run!

### Brave Irene

Mrs. Bobbin, the dressmaker, was tired and had a bad headache, but she still managed to sew the last stitches in the gown she was making.

"It's the most beautiful dress in the whole world!" said her daughter, Irene. "The duchess will love it."

"It is nice," her mother admitted.

# AN INTERVENTION PROGRAM

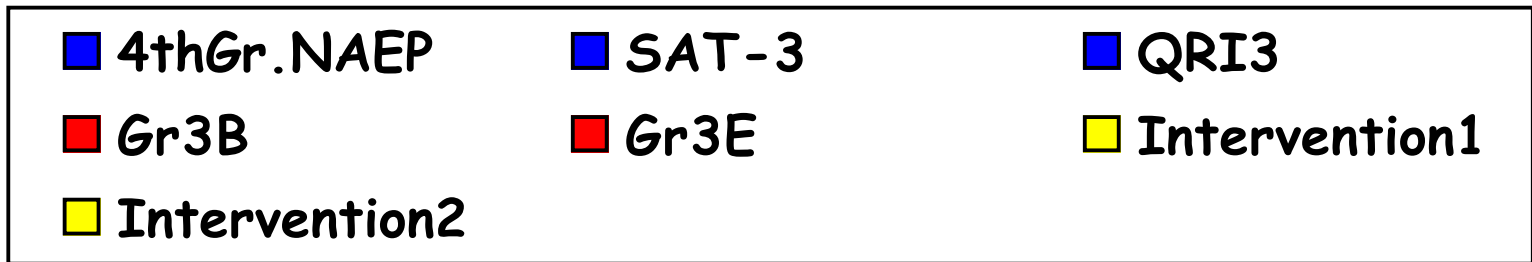
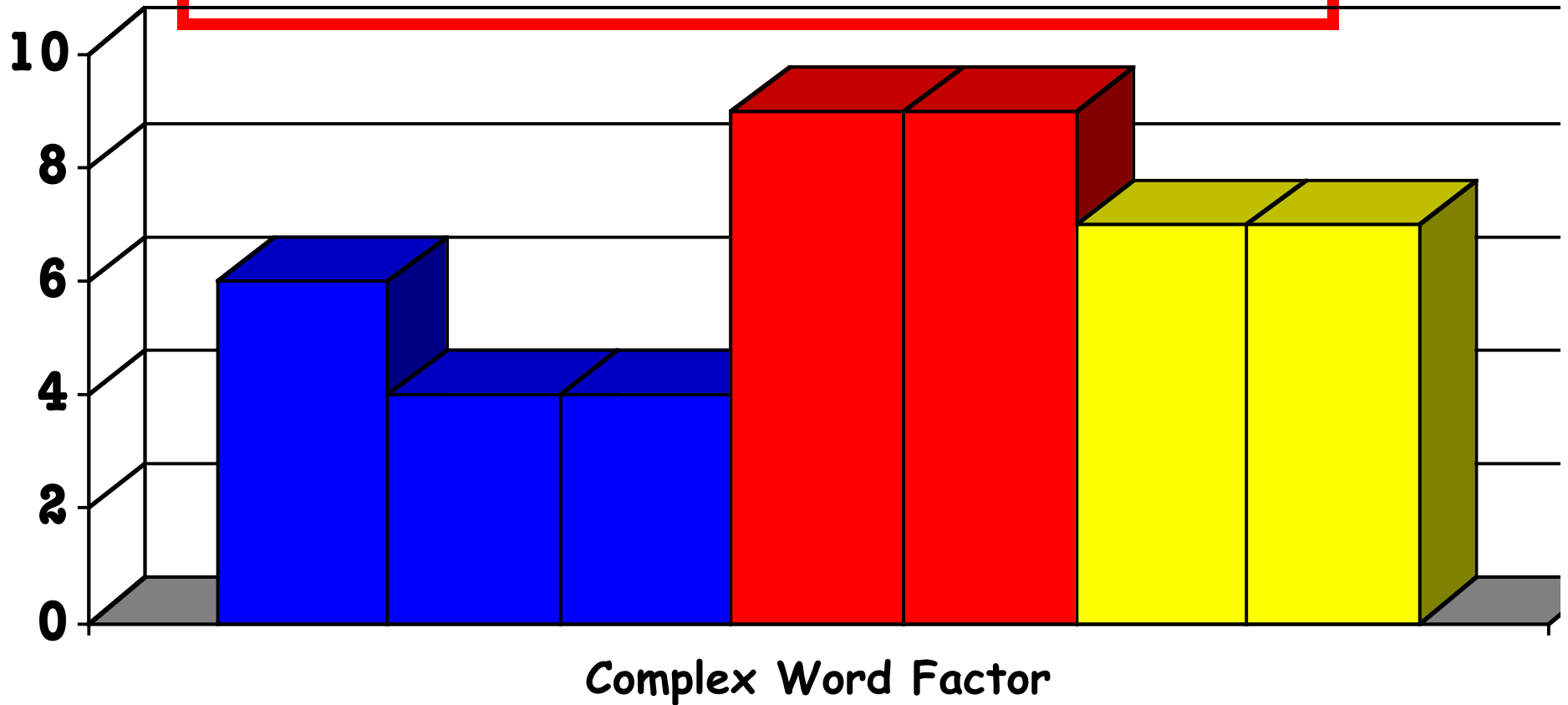
## Educating Arthur

Arthur loved chewing old slippers for fun, but today there were more important things to do. Arthur had to help Melanie fix her bike. Melanie's mother needed Arthur's help potting plants. Arthur had to help Grandpa bake a cake. Grandpa wasn't sure that Arthur was really helping at all.

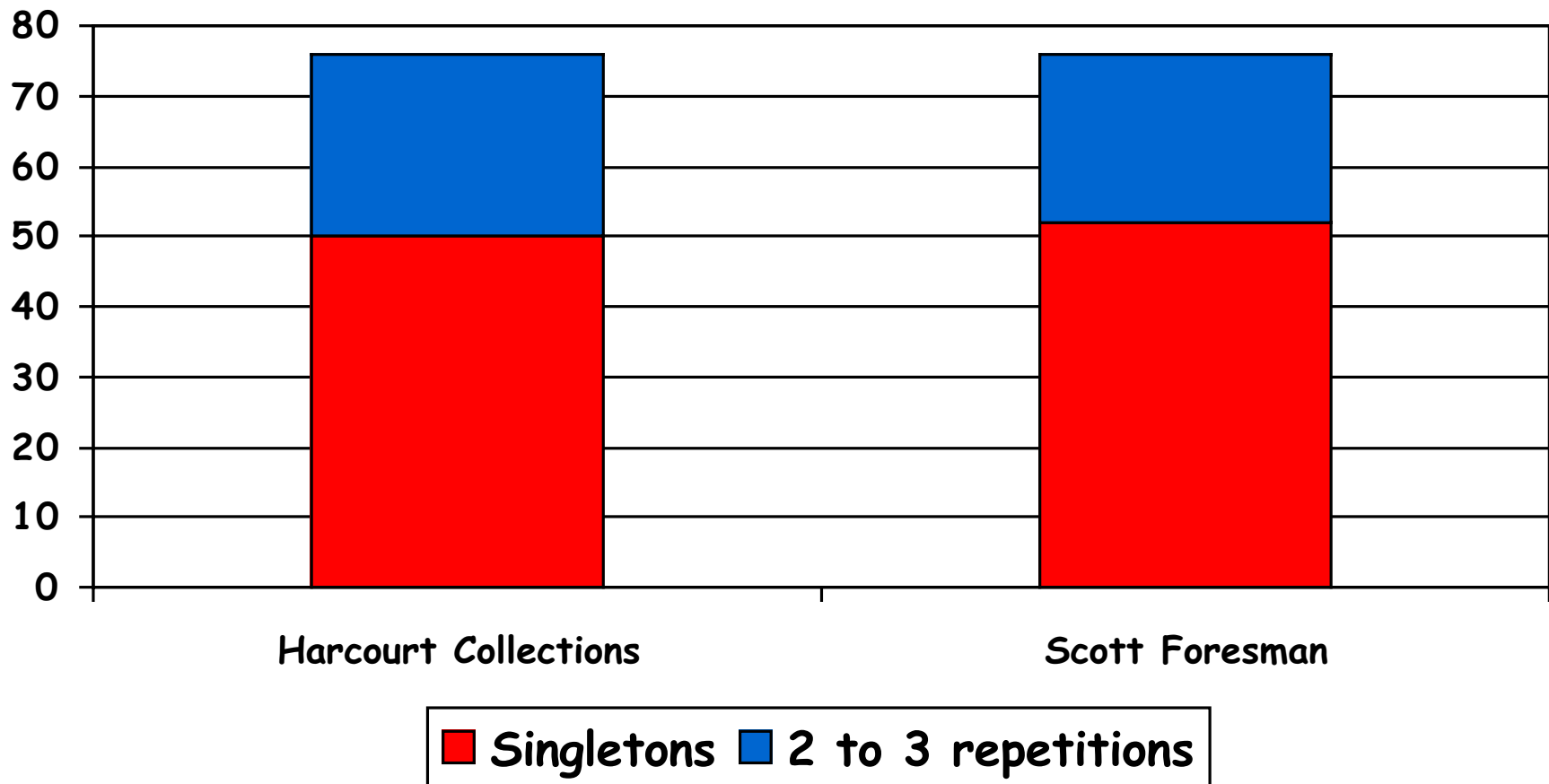
## Arturo's Baton

Arturo was a famous conductor. When he waved his baton, the orchestra played. He waved it wildly, and the trumpets blared. He waved it gently, and the violins sighed. "More! More!" shouted the people in the audience. After the concert they swarmed around Arturo just to be near him.

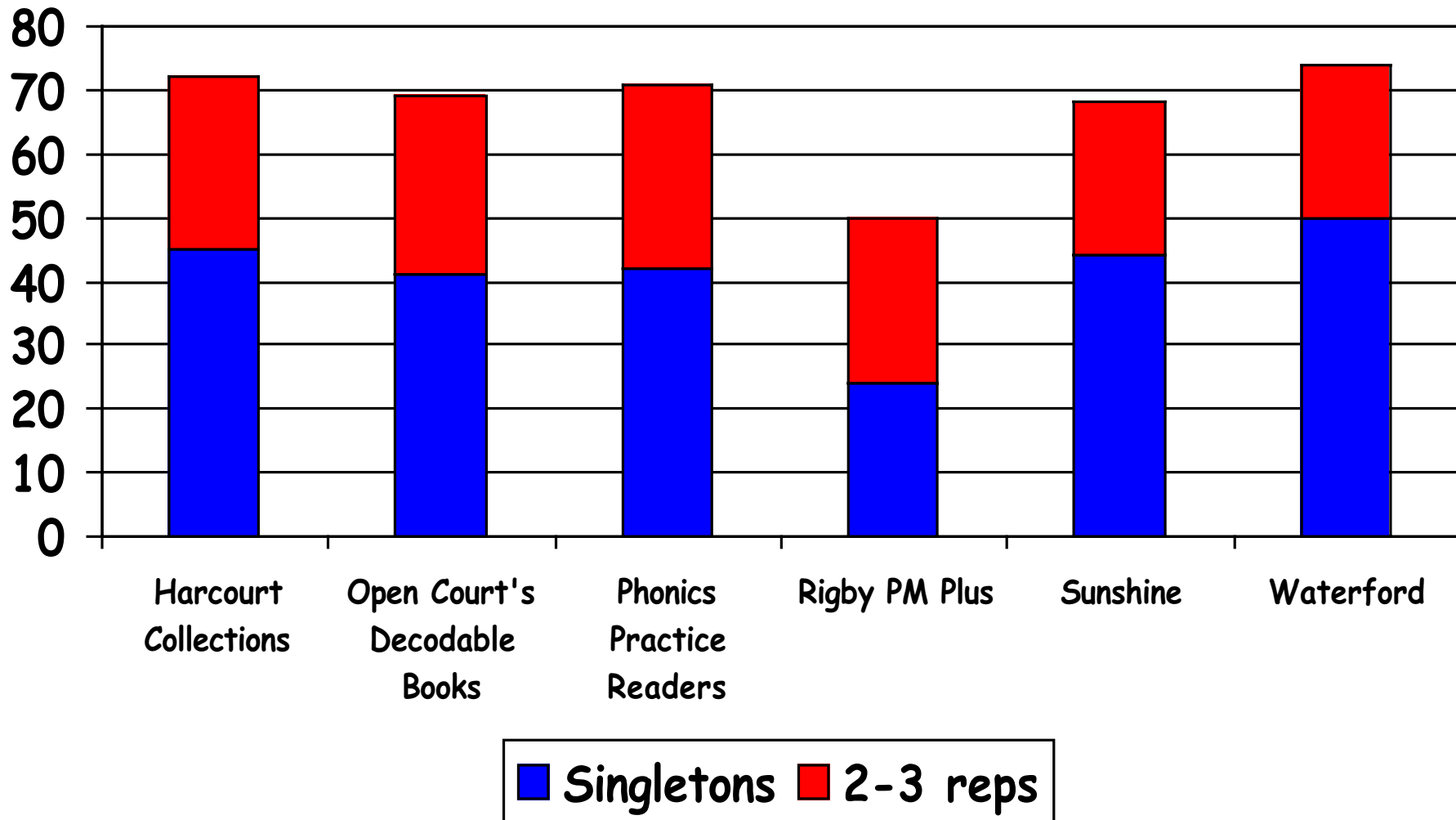
# How Difficult are Current 3rd-Grade Texts?



# How Difficult are Current 3rd-Grade Texts? SINGLETONS

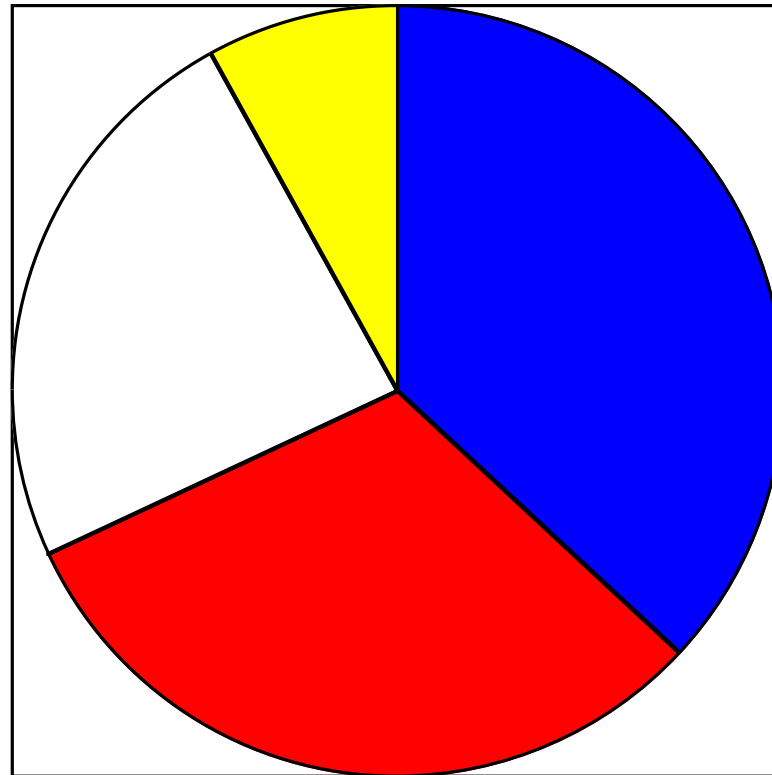


# The Singleton Issue: Begins in Gr. 1



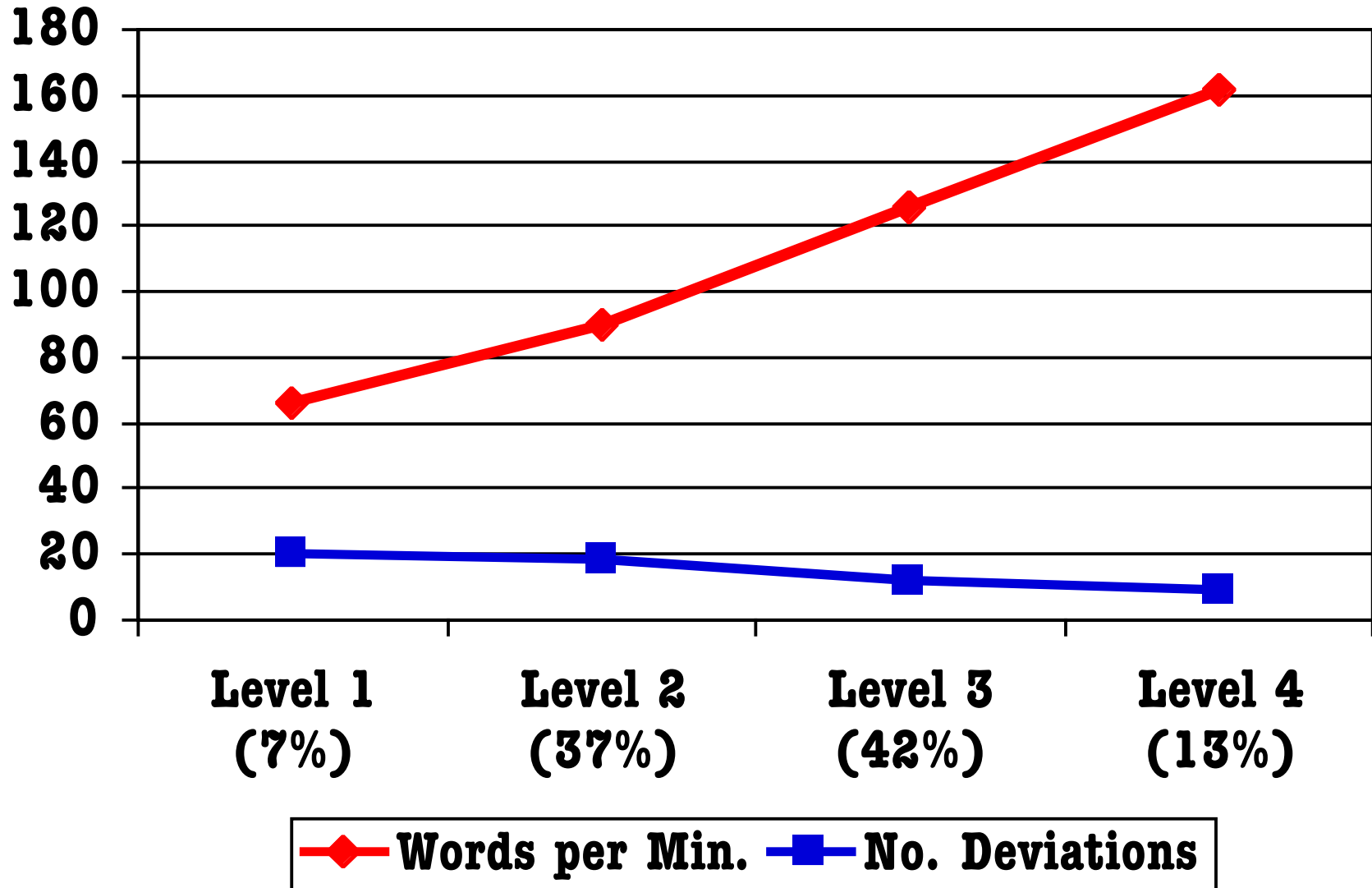
# HOW ARE STUDENTS DOING?

## NAEP, 2000

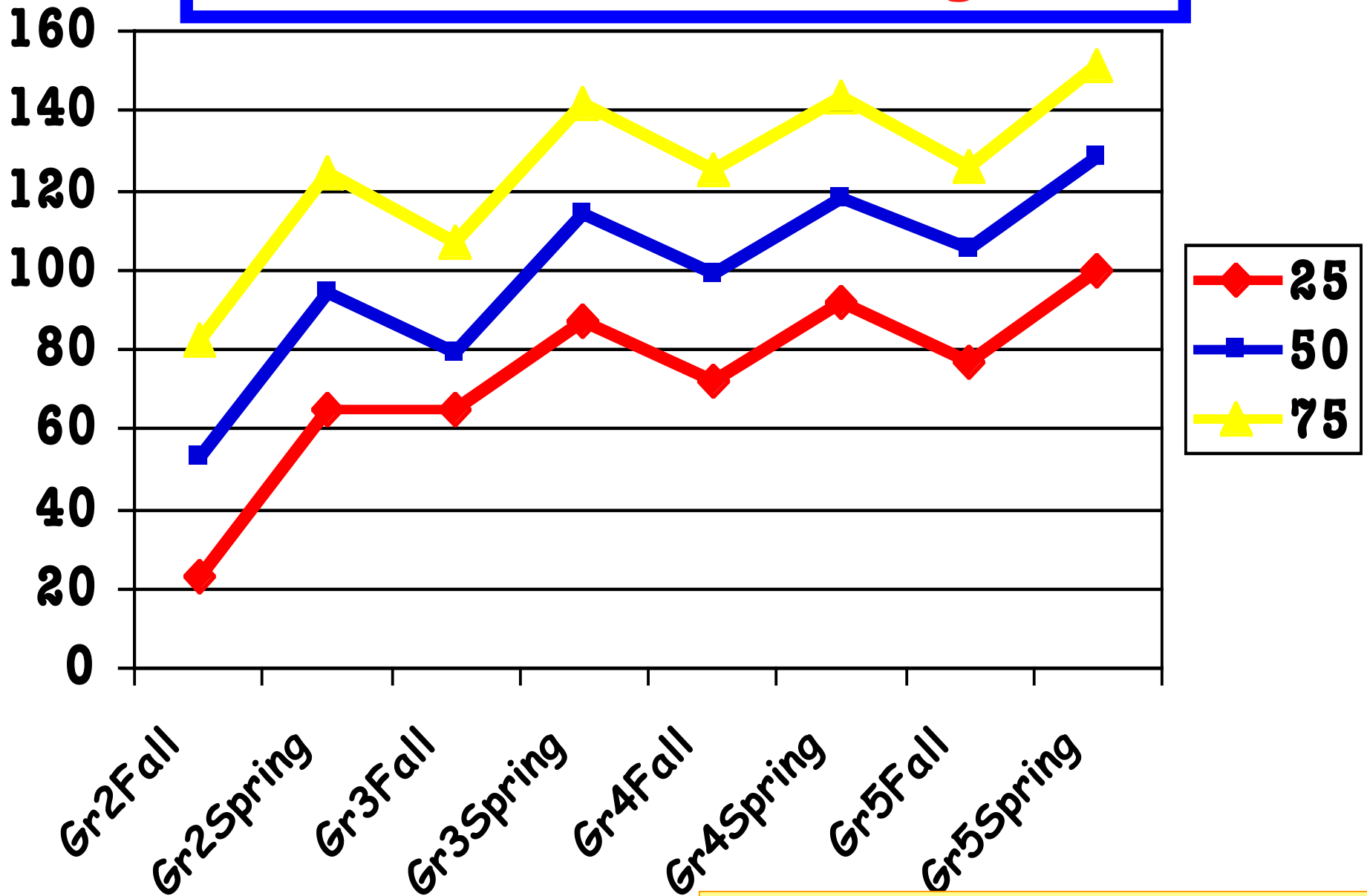


■ Below Basic ■ Basic □ Proficient ■ Advanced

# Study of Children's Oral Reading (NAEP, 1995)



# The Growth of Reading Rate



From Hasbrouck & Tindal (1992)

# HOW CAN TEACHERS MAKE IT HAPPEN?:

- *SUPERVISED* reading *CONSISTENTLY* of *TEXTS OF APPROPRIATE DIFFICULTY*

- Supervised = instructional sessions where teachers monitor student progress and coach them on a small but critical set of strategies

- Consistently = at least 15 minutes daily

- Texts of appropriate difficulty = accurate assessments by teacher and, by middle of second grade and above, recording by students



**CHALLENGED  
READERS:**

**Daily  
opportunities  
PLUS taped  
rereadings in  
classroom & at  
home**

## APPROPRIATE TEXTS SUPPORT:

- **Word Knowledge:**
  - 1,000 most frequent words, simple derivatives of the 1,000 most frequent words, & consistent & common vowel patterns in single-syllable words
- **Comprehension**
  - Predicting, Clarifying, & Summarizing
- **Vocabulary:**
  - Opportunities to gain concepts/vocabulary on critical topics in social studies, science, and fine arts

## Potential Sources for Appropriate Texts\*

- Capstone Curriculum Publishing (variety of theme-pack little books such as wildlife)
  - Dominie: Topics such as Marine Life, Habitats of the World
  - Pacific Learning's Orbit Chapter books (half are informational)
  - Pearson Learning's Very First Chapters (some of which are informational)
  - Rigby's PM Collection (includes narrative as well as informational)
  - Steck-Vaughn's Pair-it books
  - Wright Group's Wildcats
- Note: Texts from these programs have NOT yet been analyzed for text difficulty.

# A Specific Intervention (QUICKREADSTM): GOALS

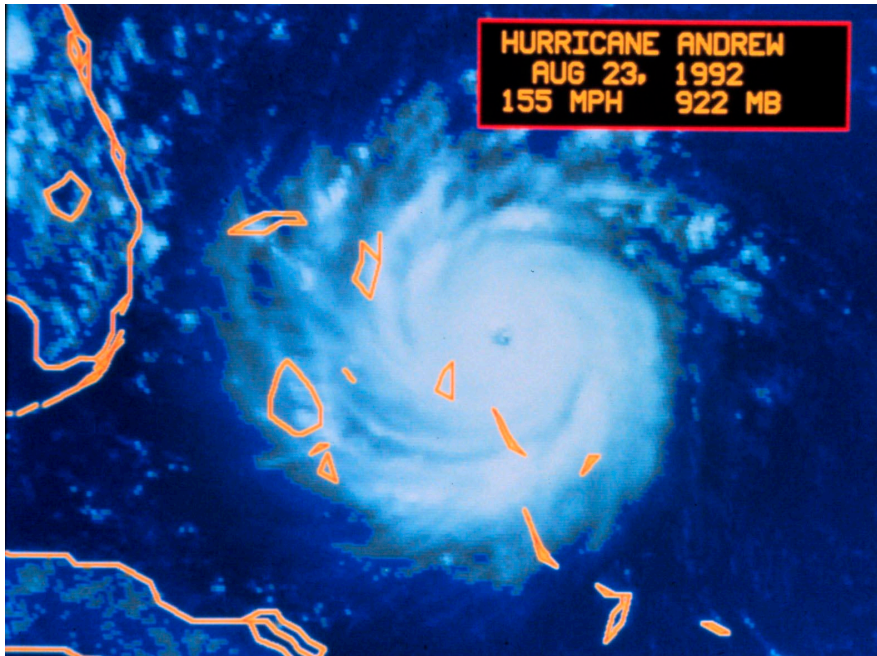
- Fluency
- Critical comprehension strategies
- Core concepts/vocabulary--  
remembering, not simply  
comprehending

**A Specific Intervention  
(QUICKREADS™):  
INSTRUCTIONAL CONTENT**

- **Appropriate Texts**
- **Instructional Routine**
- **Assessment--including self-assessments by students**

# • APPROPRIATE TEXTS

## What is a Hurricane?



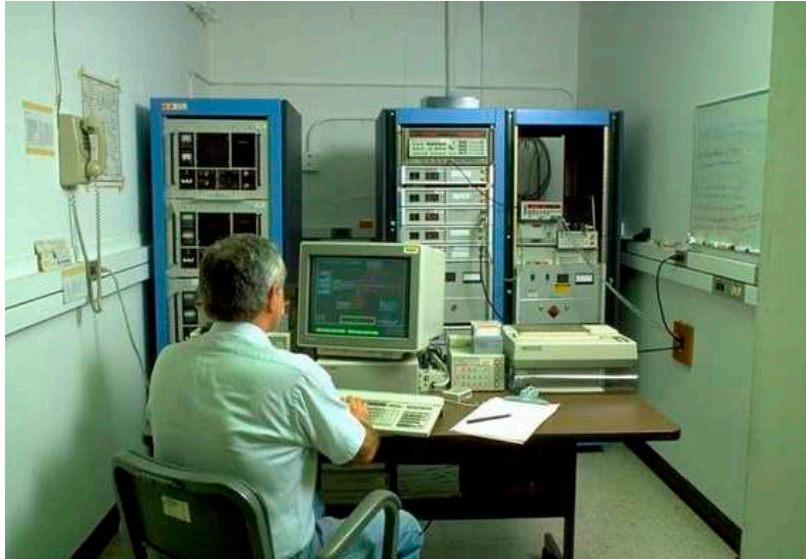
A picture of the winds of a hurricane

Hurricanes start out at sea. As the sun beats down on the sea, the water gets hot. The hot water starts<sup>25</sup> to evaporate. Evaporate means that the water turns into clouds.

As the clouds get big with the evaporated water, the air around the clouds starts<sup>50</sup> to move very fast. When these winds are moving at 74 miles per hour, the storm is called a hurricane.

Many storms never reach land.<sup>75</sup> But when a hurricane does reach land, the winds can blow roofs off of houses. Winds of 74 miles per hour or more also make big waves that cause floods.<sup>105</sup>

## Tracking Hurricanes



There are people who keep track of hurricanes with computers.

People need to know when a hurricane is coming. There are people who keep track of hurricanes with computers. With computers, they know<sup>25</sup> when a hurricane has started out at sea. Computers also help them know how fast the wind is blowing and if the hurricane is heading<sup>50</sup> to land.

Hurricanes are about five to six days long. But a hurricane does not stay over land for five to six days. When the<sup>75</sup> hurricane gets over land, the rain in the clouds starts to fall. The wind starts to slow down. Soon, the hurricane is over. But there is lots to clean up.<sup>105</sup>



There is lots to clean up after a hurricane.

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## Hurricane Cleanup

When a hurricane is over, parts of trees, houses, bikes, and cars are all over the ground. There is no water or food.<sup>25</sup>

There are no lights. Some people have lost their homes. Some people have lost their cars and bikes. Some people cannot find their pets.

After<sup>50</sup> a big hurricane hits, people come from many places to help clean up. They tell people where it is safe to go. They look for<sup>75</sup> people who are lost. They give water and food to people. Sometimes, homes have to be fixed or new ones made. The cleanup after a hurricane can take a long time.<sup>106</sup>

## Pets in Hurricanes



During hurricanes, pets often hide.

When a hurricane is about to hit, people have to leave their homes. They cannot take their pets with them to shelters.<sup>25</sup> Pets are left in their homes. Some pets run away. But most dogs and cats do not run very far. Dogs and cats often hide<sup>50</sup> in places where they feel safe. When people come back to their homes, they should look for their pets at home and at pet shelters.<sup>75</sup>

People should always be sure that their pets have tags that tell where they live. That way, if pets run away during a hurricane, they will not be lost for long.<sup>106</sup>

## Hurricane Names

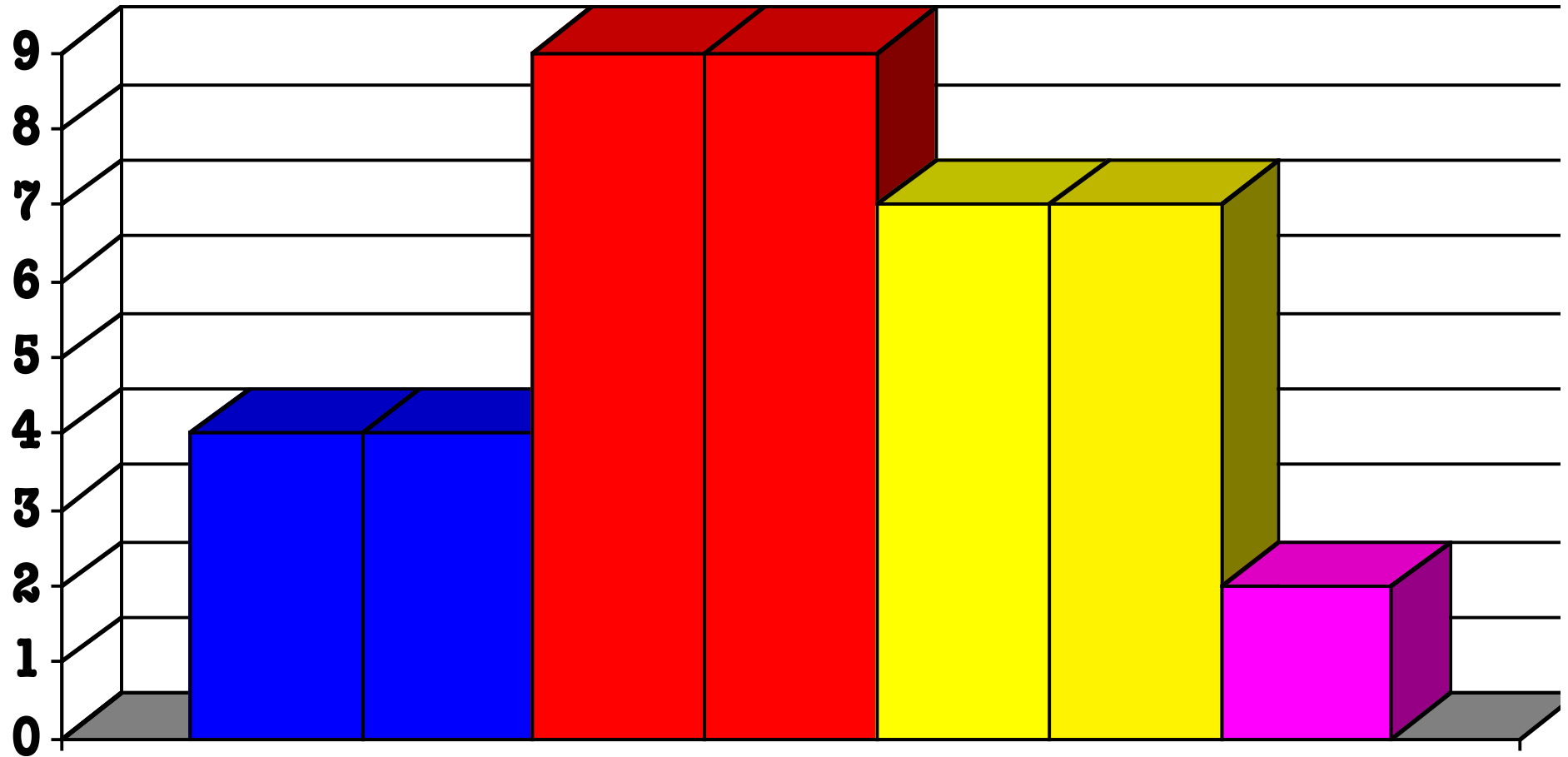


Hurricane Andrew was a very big storm. Andrew will not be on the list of hurricane names again.

Names help people to keep track of a hurricane. Each year, 21 names are picked for hurricanes. The first hurricane in a year<sup>25</sup> starts with the letter A. If a girl's name is first one year, the next year will start with a boy's name. This year, the<sup>50</sup> first hurricane was called Alberto which is a boy's name. Next year, the first hurricane will be named for a girl.

The names of very<sup>75</sup> big storms are not on the list again. The first hurricane in 1992, Hurricane Andrew, was a very big storm. The name Andrew will not be on the list again.<sup>105</sup>

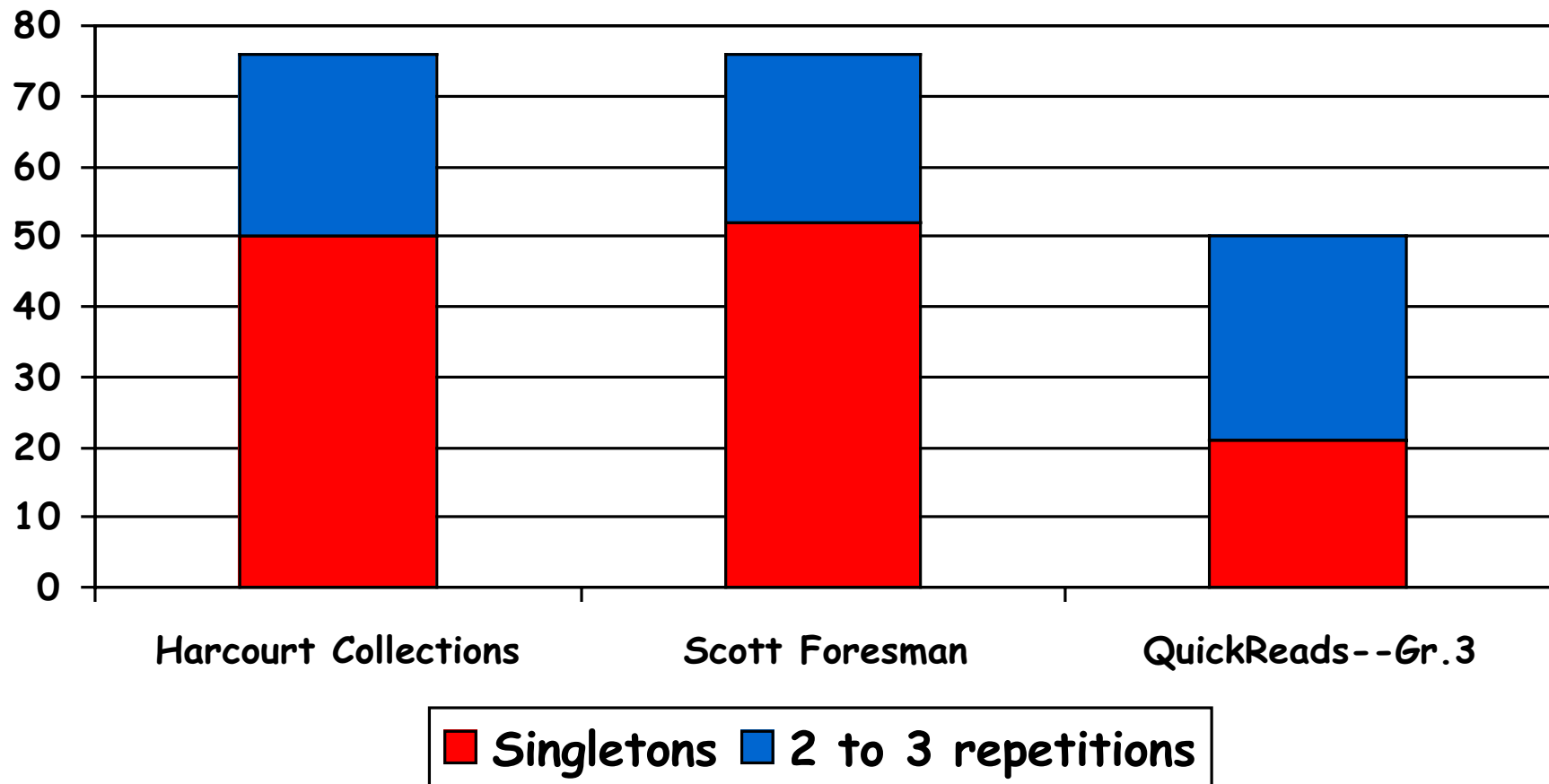
# TEXTS OF APPROPRIATE DIFFICULTY



Complex Word Factor

■ SAT-3 ■ QRI3 ■ Gr3B ■ Gr3E ■ Intervention1 ■ Intervention2 ■ QuickReads

# APPROPRIATE TEXTS: SINGLETONS



**• Consistent  
Comprehension  
Strategies**

What is a Hurricane?

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Tracking Hurricanes

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### What I've Learned About HURRICANES

Hurricane Cleanup

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Pets in Hurricanes

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Hurricane Names

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# INSTRUCTIONAL ROUTINE:

## A SAMPLE QUICKREAD LESSON

- 1stRead** •Before you read, you think about the topic.  
•Next, look for 2 words that might be new for a reader.  
[1stRead of text--silent reading]  
•Write down one or two phrases on the back page that will help you remember what is important about this topic.
- 2ndRead** •On the 2ndRead, you read the text more quickly. I'm going to read the text out loud and you're going to read along silently.  
[2ndRead with teacher reading aloud]  
•What is one thing the author wants you to remember?
- 3rd Read** •On the 3rdRead, you're going to read the text as fast as you can. You're going to see how much of the text you can read in a minute.  
[3rdRead of text]  
•Record how far you got in the minute.  
•Review in your mind what's important to remember from this text.

# ASSESSMENT DATA--INCLUDING SELF-ASSESSMENT

## MY AUTOMATICITY DIARY

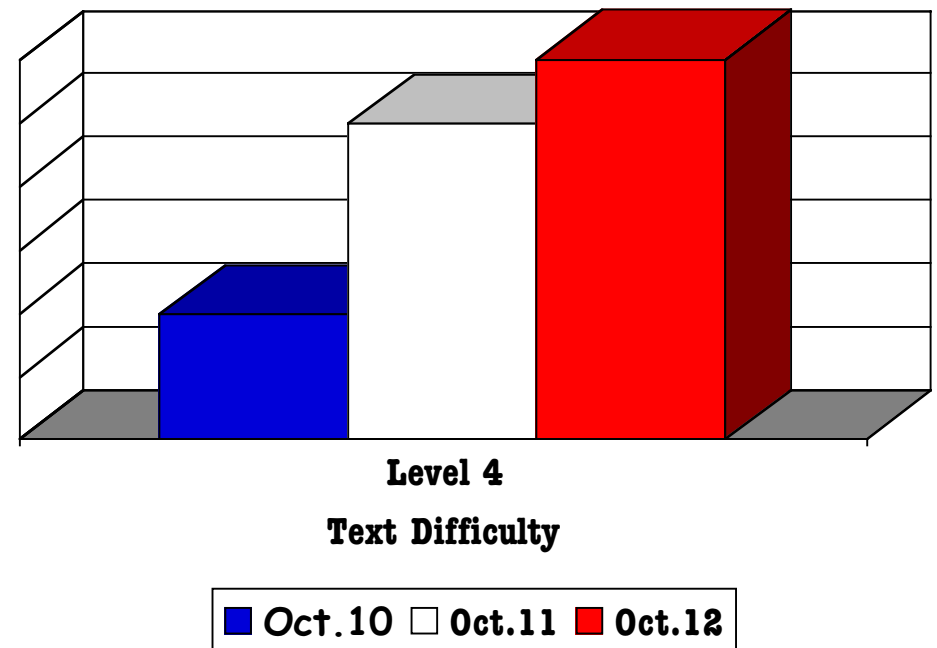
Before I read, I:

- think about ideas/words that go with the title.
- scan the article for “challenge” words & figure them out

After I read, I:

- name one important idea from the text.

Record of Rate for 1 minute



# • COMPREHENSIVE VOCABULARY/CONCEPTS

## SOCIAL STUDIES

**GEOGRAPHY/  
ECONOMICS**

**HISTORY**

**CIVICS**

• Symbols Of  
Our Country

## SCIENCE

**PHYSICAL  
SCIENCE**

**EARTH  
SCIENCE**

**LIFE  
SCIENCE**

• Hurricanes

# QUICKREADS WITH Gr.2 CONTENT--DIFFERENT LINGUISTIC "LOADING" THAN GR.3

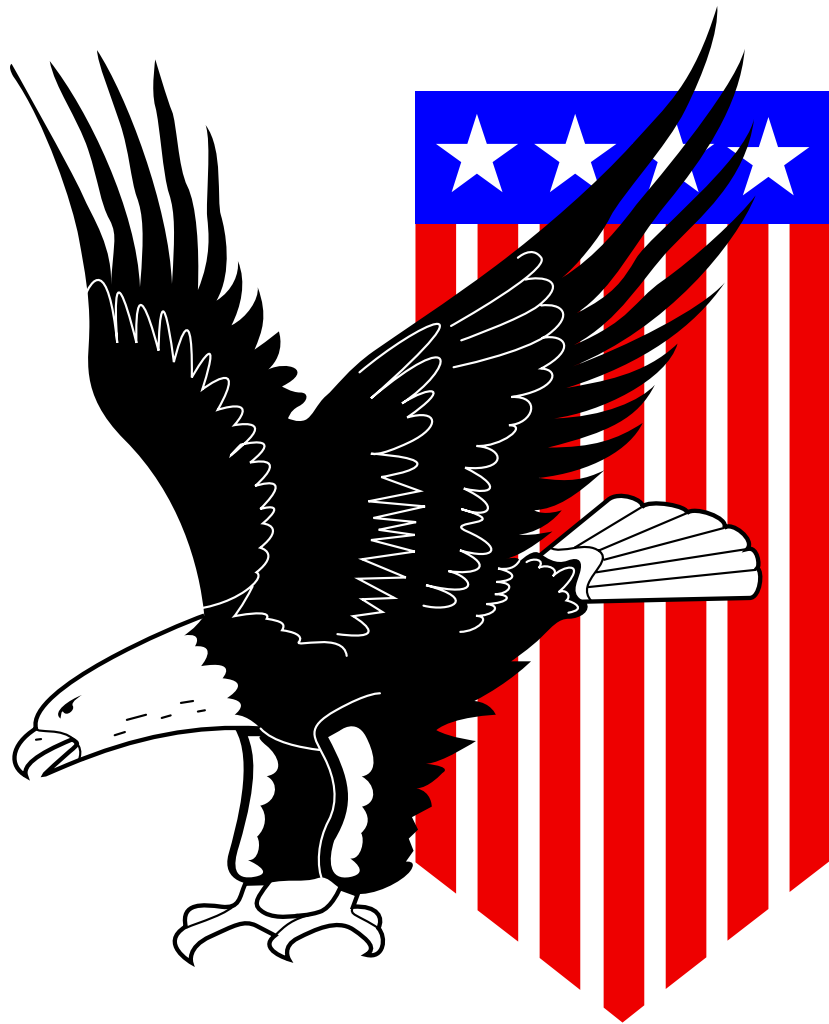
## Red, White, and Blue



People fly red, white and blue flags on the Fourth of July to show love for our country.

If you have a sports team you like, you know that the team always wears the same colors. Colors can also<sup>25</sup> be symbols. People who want to show they like a sports team wear the colors of that team.

Red, white, and blue are colors that<sup>50</sup> are symbols of our country. These are the colors on the flag. On the 4th of July, people fly red, white, and blue flags on<sup>75</sup> their houses. On the 4th of July, people also wear red, white, and blue to show they love our country.<sup>95</sup>



**The bald eagle is a symbol for our country.**

## **Bald Eagle**

The bald eagle is our country's bird. The bald eagle was picked because it is a strong and beautiful bird. The bald eagle<sup>25</sup> is a symbol of our country.

The bald eagle has white feathers on its head. The rest of the bald eagle's feathers are dark. People<sup>50</sup> used to hunt bald eagles. In the 1970s, there were not many bald eagles left. Laws were passed to keep bald eagles safe. Now there<sup>75</sup> are four times as many bald eagles as there were in the 1970s. The laws of our country worked!<sup>94</sup>

Symbols of Our Country

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Stars and Stripes

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**What I've Learned About  
SYMBOLS OF OUR COUNTRY**

Red, White, and Blue

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Bald Eagle

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Pledge of Allegiance

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# Design of Project

- **Assessments:** Rate, accuracy, & comprehension of a text before & after intervention; SAT-9 (not yet available)
- **Instruction:** For 9 weeks prior to SAT-9 assessment, 1 QuickRead topic @ week (plus an extra for take-home reading or independent reading); Intervention teachers had students read one of 5 passages of a topic daily for short periods of time (15-20 minutes). Procedures that teachers were asked to implement emphasized summarizing critical ideas on topical semantic maps and, on the third and final reading of a passage, reading for speed.

Design of Project: Grade, Native Language, & Initial Achievement Level:  
Number in Sample

Grade

	Inter- vention	Baseline
Gr2	36	37
Gr3	121	96
Gr4	95	66
	252	199

Native Language

	Inter- vention	Baseline
ELL	86	69
Non- ELL	166	130
	252	199

## Results: Initial Achievement Level

	Intervention		Baseline		
	Initial	Final	Initial	Final	
1 (25 Per & below)	49	83	48	75	7
2 (26-50 percentile)	83	108	85	101	9
3 (51-75 percentile)	109	133	108	123	9
4 (76 & above)	146	159	143	147	9
All achievement levels	96	120	96	112	8

# Conclusion of Study

An intervention that involves students with texts that are “loaded” on the 1,000 most frequent words & their derivatives as well as words with consistent vowel patterns in single-syllable words results in an increase of a word a week in reading rate.

- While making gains, students in the bottom quartile made slightly smaller gains than their higher-achieving peers.
- Grade 2 and 4 students made greater gains than Grade 3 students.
- English Language Learners gained about double the number of words per minute from the intervention than the non-English Language Learners.

If no child is to be left behind,  
3rd grade instruction (& beyond)  
need to focus on:

- Fluency
- Vocabulary, &
- Text Comprehension.

