



GRIFFIN REGIONAL EDUCATIONAL SERVICE AGENCY

Making Lexiles Work for You

Robbin Dykes,
School Improvement
rdykes@griffinresa.net

Serving South Metro County School Systems since 1966
BUTTS – FAYETTE – HENRY – LAMAR – NEWTON – PIKE – SPALDING – UPSON
Dr. Stephanie L. Gordy, Executive Director



Learning Goals

How does the issue of using Lexile measures align with current reading research?

How might teachers and students benefit from the Lexile tools?

What steps do we, as educators, need to take to meet current and future expectations?



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Professional Learning Class Norms

Griffin RESA strives to provide a rewarding experience for every member of our learning communities. By adhering to the norms below, we show respect for one another and the learning process as well as demonstrate the behavior and dispositions we expect to see in our school settings.

- Arrive on time
- Use electronic devices only for relevant work; silence your phone to incoming calls and avoid texting in class
- Participate as an active listener
- Avoid negative references to any individual or group with whom you work

For classes in which Professional Learning Units (PLUs) may be earned, we award credit to those who are present for the duration of the class

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Understanding the Expectation and Rigor of the Reading Standards:

CCGPS Reading Standard #10



Unpacking Activity

Table Discussion- analyze the skills and behaviors necessary to reach mastery of reading (literacy and Information) standard 10.

Report out-

“We noticed...”



CCGPS Reading Standards

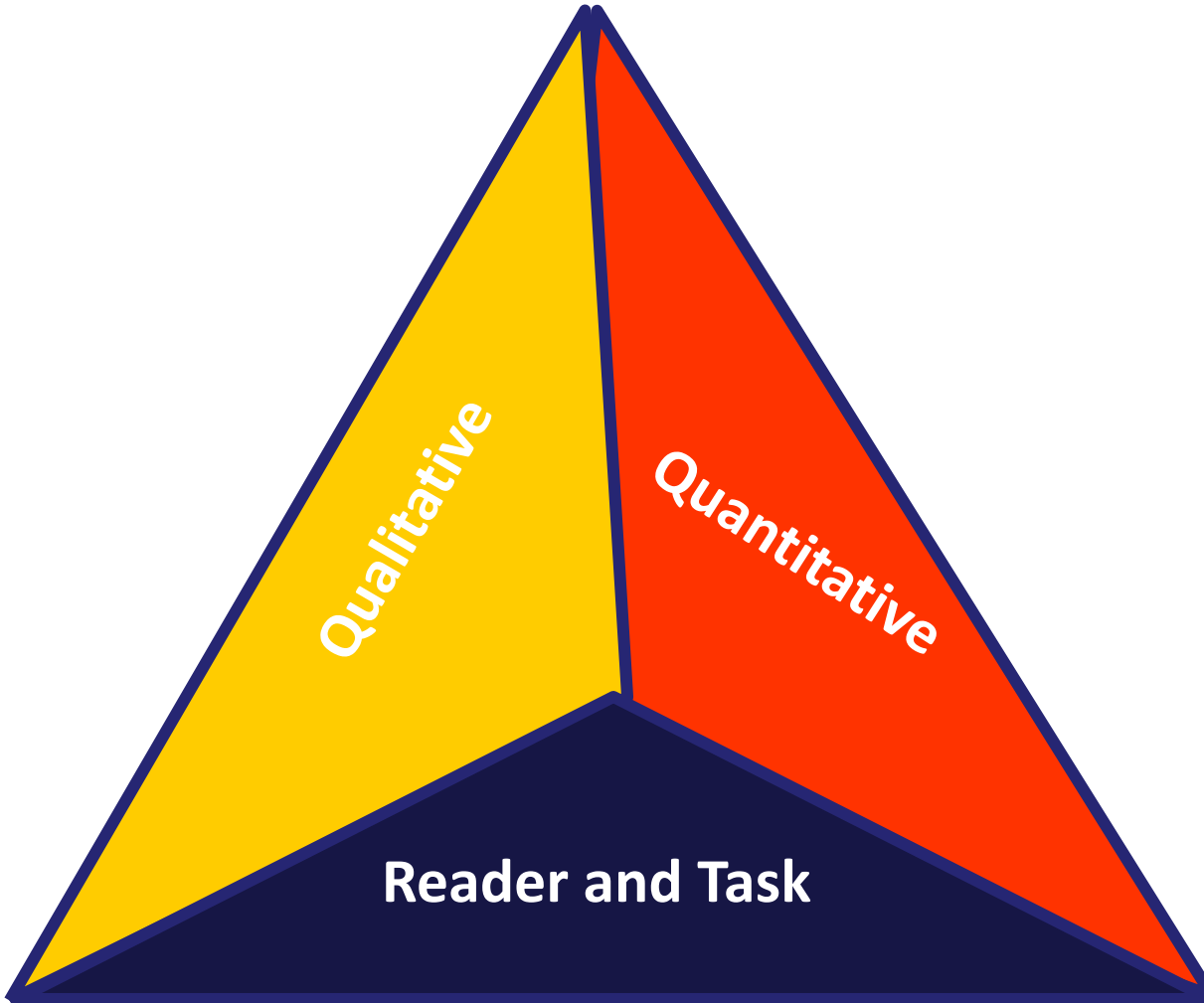


Anchor 1 –
Anchor Standard:
Reading Closely
Reading 1
Reading Closely

Anchor Standard:
Reading 10



Three Components of Text Complexity





Qualitative Measures

Qualitative Dimensions

Levels of Meaning
Structure

Language Conventionalty and Clarity
Knowledge Demands





Qualitative Dimensions

Hunger Games

Levels of Meaning

Symbolism; complex views of futuristic societies; variety of simple and complex relationships.

Structure

Basically narrative (chapters) with incidences of flashback to build background; events occur quickly due to turbulent action.





Qualitative Dimensions

Hunger Games

Language Conventionalality and Clarity

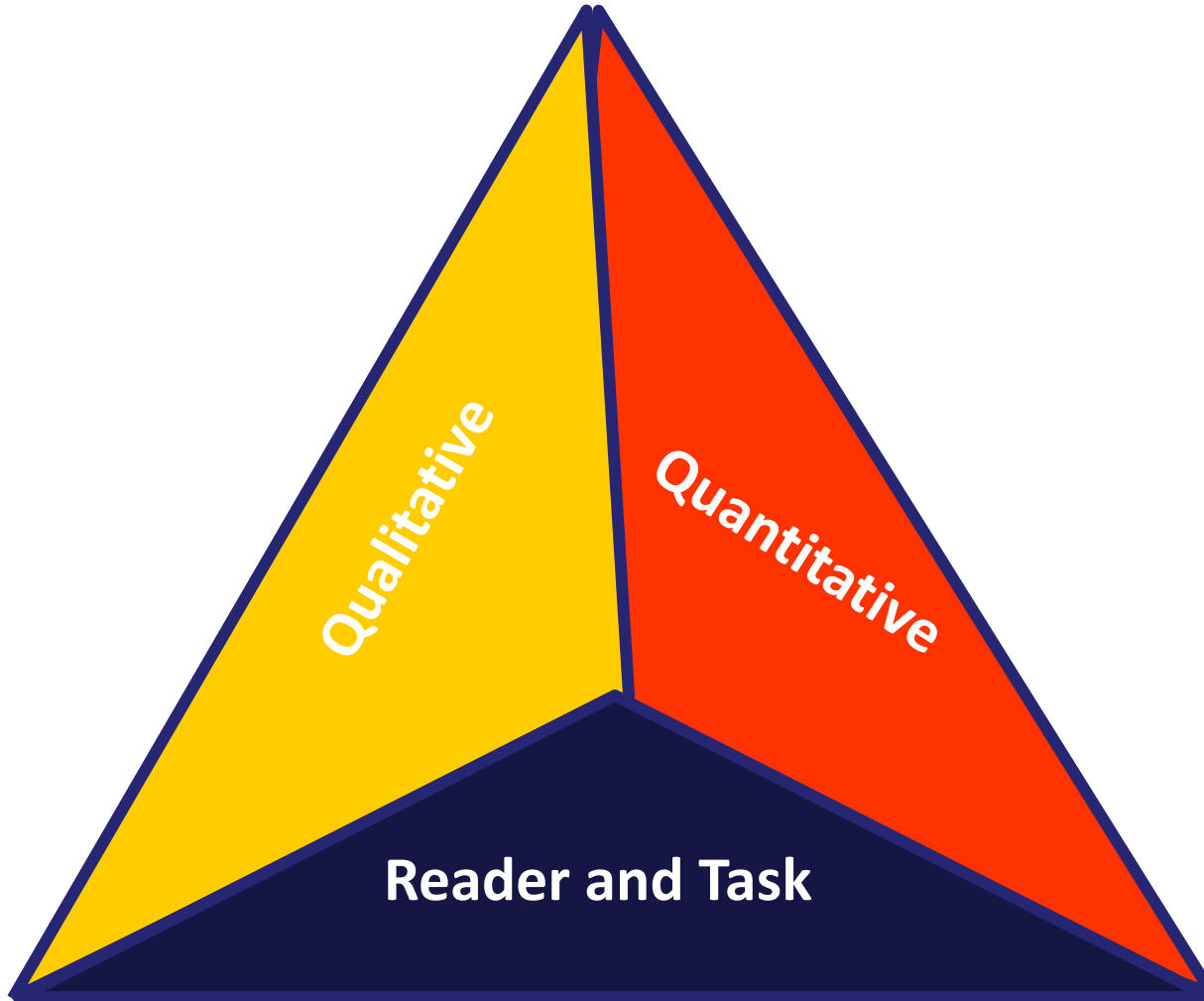
Dialogue between characters; descriptive language for settings and characterization; clear sentence structures.

Knowledge Demands

Dystopia genre of young adult literature; elements of building alliances, survival, cruelty, and death.



Components of Text Complexity





Quantitative Dimensions

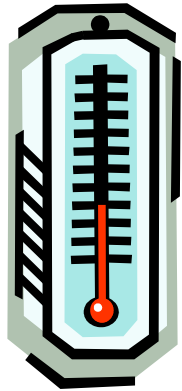
- Readability formulas have been in existence for one hundred years.
- Most formulas measure the complexity of the sentence.
- Computer technology has enabled the creation of systems that match readers to text levels.





Common Units of Measure

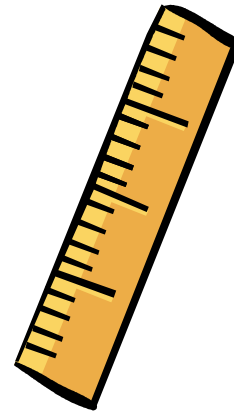
Temperature



Time



Measure



Reading



What Georgia educators need: The same measure for reader ability and text difficulty.



Definitions

Text Difficulty

The difficulty of reading materials (based on characteristics of the text)

Reader Ability

The ability of readers to construct meaning from text (as measured on tests)



Text Readability

- **Syntactic Complexity**
 - The number of words per sentence
 - Longer sentences are more complex and require more short-term memory to process
- **Semantic Difficulty**
 - The frequency with which words appear in MetaMetrics' Corpus of written text (which contains over 600-million words)
 - Less familiar words impede reading fluency and affect comprehension





Lexile Formulation

Sample texts are electronically scanned.

Vocabulary and Sentences are examined:

20% of score - based on vocabulary

80% of score - based on sentence length
and structure

Readability score is calculated.

Final review of text and Lexile measure.





Quantitative Dimensions

Hunger Games

Lexile Level

810 L

340 pages

ages 12-100

scholastic.com



Lexiles' Advantages

- *Metametrics'* advantage is that the *Lexile Scale* is the only readability scale that is used for students and texts.
- Georgia now reports standardized reading tests with Lexile measures.
- The Lexile advantage is a match between the classroom materials and the state assessment program.





Limitations of Leveling Systems

Books and Beyond by Optiz, Ford, and Zbaracki (2006)

- A computerized algorithm does not measure all the factors related to text complexity.
- The context of assessing the student's reading level is clinical when compared to authentic classroom practices.
- The students' reading level was determined void of the reading process.





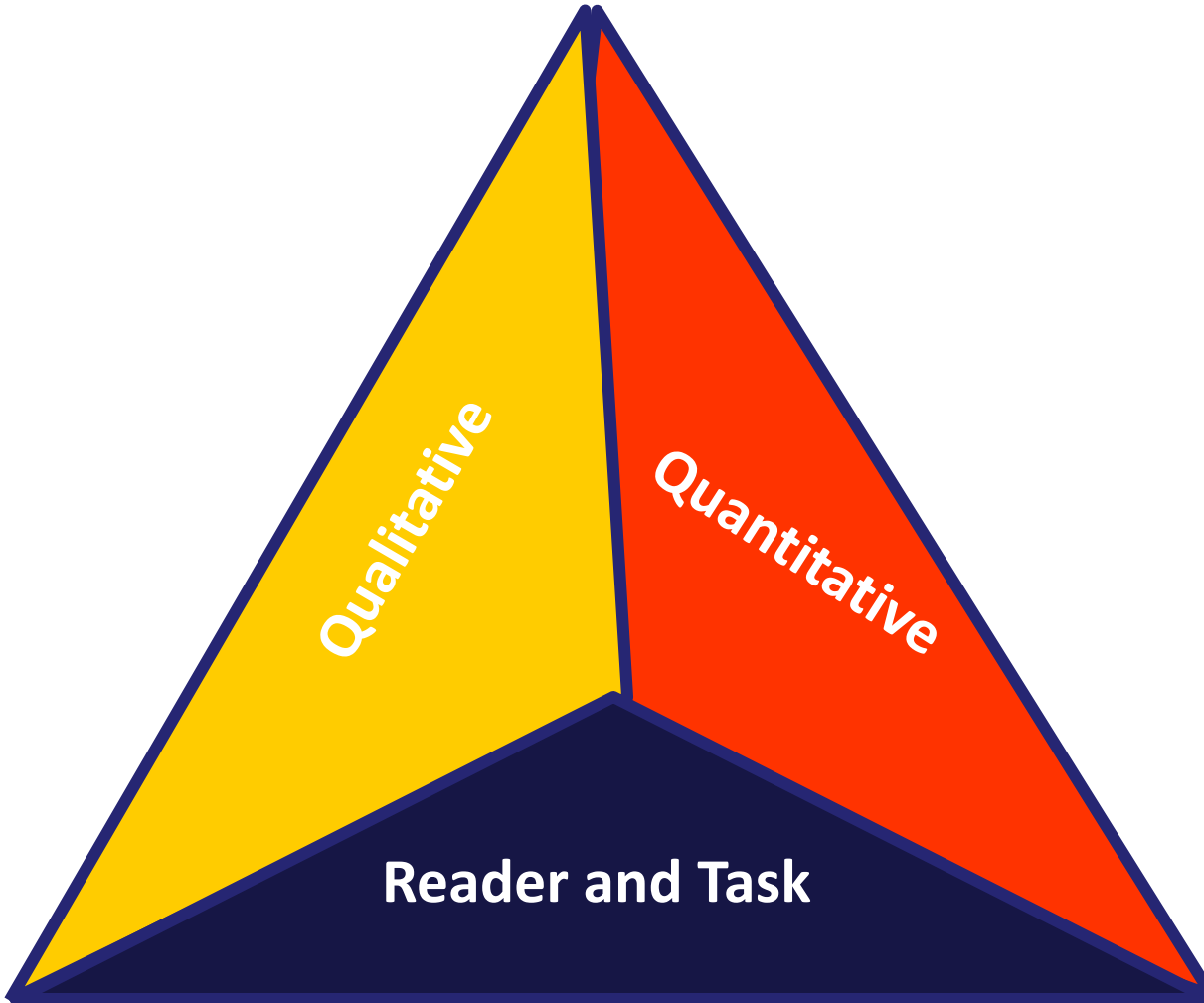
Limitations of Leveling Systems

- There is contradictory research about matching reader's and text's levels.
- The leveling system “priveleges the texts” that are classified and categorized by the company.
- Reading best practices does not support a system that inherently censors students' text choices.





Components of Text Complexity





Reader and Tasks

Designing and scaffolding reading tasks involve-

the social configuration
amount of available time
form of response (performance task)

Elfreida H. Hiebert, U. of CA, Santa Cruz





Hunger Games: Reader and Tasks

Differentiation by Tasks and Groupings

Whole group to discuss qualitatively complex passages

Use tiered activities for skills-building tasks

Students will be heterogeneously grouped for culminating task. Groups will have choice for format of task.



Text Complexity Model

In summary, reading professionals will need to-

- ✓ evaluate the Lexile/reading levels data
- ✓ supplement with the qualitative dimensions
- ✓ apply knowledge of students and the situations relating to the reading task





Grade-Level Task

Meet in grade-level groups.

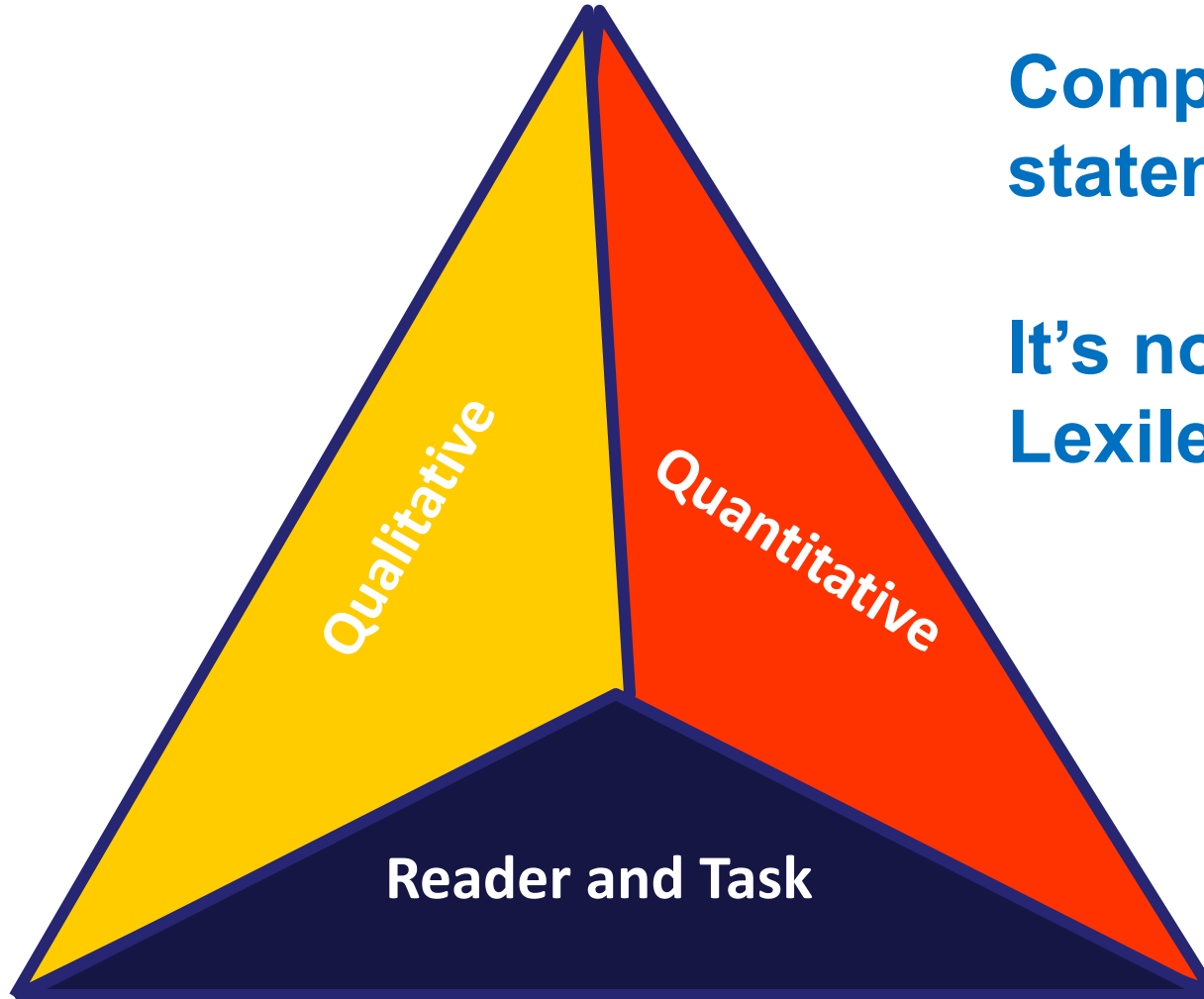
Imagine you have selected an extended text for a unit of study. The text is in the middle of your grade-level stretch band. How will you support the readers who are **on or near** the text's Lexile, **below** the Lexile, and **above** the text's Lexile. Plan activities that will scaffold and differentiate for each kind of reader.





Summary

Text Complexity



Complete this statement.

It's not just about Lexiles, but...



Using the Lexile Scale with Your Students



The Lexile Map

Lexile scale ranges from 200L to 1700L

Georgia's Lexile Map

Georgia's Lexile Stretch Bands

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx>



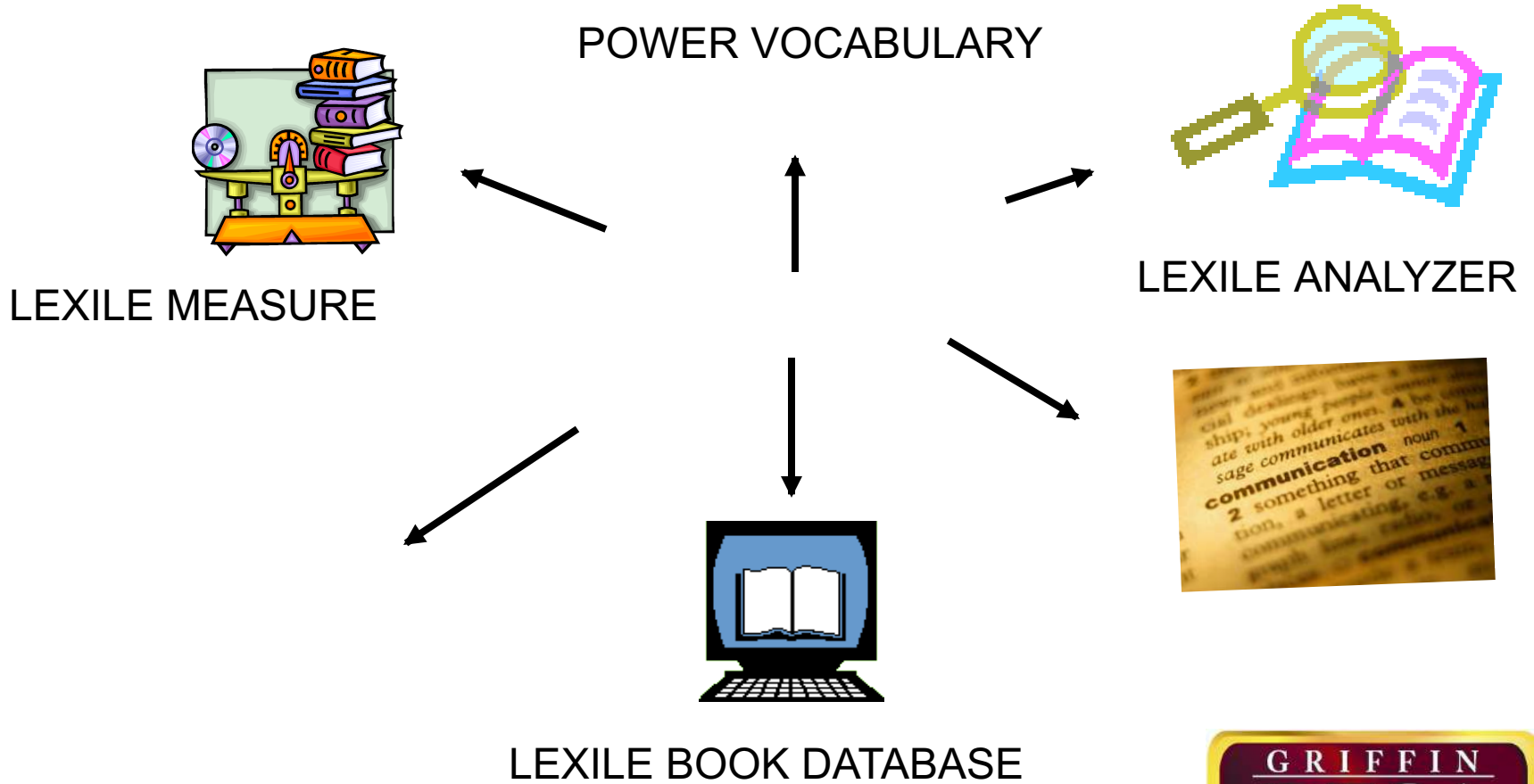
Using Lexile Scale

- A reader's Lexile range is 100L below and 50L above the student's Lexile score.
How can this range be monitored and adjusted?
- The range boundary allows for no frustration, while difficult enough to make measurable progress.
- Matching text to a student's level predicts a 75% comprehension rate.





Lexile Website





Balancing Reading Instruction

Combining Lexile,
Text Complexity, and
Reading Best Practices



Balanced Reading Model

Using the T-W-I Model

Reading To...

readability is above most levels

Reading With...

readability is at the instructional level
instruction should be scaffolded based on student readiness

Reading Independently-

readability is at the independent level





Using the T-W-I Model

Reading To-

Text complexity is above the reading levels of the majority of the students

The adult reader is modeling for a pre-planned, focused purpose

Consider using “chunks”, or excerpts, that supported the focused purpose

This part of the lesson such not exceed fifteen minutes, but can occur over days





Using the T-W-I Model

Reading With-

Select texts with a complexity within the grade-level Lexile range (Use the three components of text complexity)

Review various reader ability data

Plan differentiated and scaffolded instruction to support **students' navigation of the texts**





Planning Close Reading

Select short, worthy passages from the core text

Design the purpose and essential questions to cause students to re-read

Ask students to “read with a pen in hand”

Plan discussion opportunities that require students to rely on the notes

Plan, using text sets, that support thinking across multiple texts

Close Reading and Writing from Sources (Fisher & Frey)





Reading Independently

Use Simple
Accountability

Avoid "Crayola
Curriculum"

BALANCE LEXILE RANGE
VS. FREE CHOICE

**SUMMER READING
LOSS**

Application stage-
previously taught
skills/purposes

Promote
"Wide Reading"





What Do Students Need?

Students need-
to read a variety of formats for different purposes,
opportunities to read at their independent and instructional levels,
and to hear at their frustration level.
Students also need novelty, choice, and social opportunities.





Struggling Students

What the research says about text complexity:

Struggling readers engage in the act of reading less than able readers due to the frustration of reading.

Struggling students make greater gains when reading books at a level providing at least 95% accuracy (independent level).

Difficult texts require scaffolding and supports.

Effective supports (such as tutorials, vocabulary, decoding and strategy instruction) make difficult texts accessible.

“What Research Says About Text Complexity and Learning to Read”, Allington et al (*Reading Teacher*, April 2015).





Lexiles and CCRPI

Lexiles with CRCT Readiness Indicators

Lexiles	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Common Core Stretch Text – Lower Limit	520	740	830	925	970	1010
Common Core Stretch Text – Upper Limit	820	940	1010	1070	1120	1185
On Track	625	775	845	930	970	1070
Commendable	890	990	1085	1155	1210	1265
Reader – Lower Limit	330	445	565	665	735	805
Reader – Upper Limit	700	810	910	1000	1065	1100
2013 Median	790	860	940	1070	1095	1210





2014 Lexile and CCRPI

The Lexile indicator is under the Achievement Score in the “Post _____ School Readiness” section.

Grade 3-650

Grade 5-850

Grade 8-1050

Grade 11-12-1275

What is your school's Lexile data?



CCRPI/Lexile Data Dig

Look at the three years of CCRPI Lexile scores.

1. What patterns or trends do you notice?

2. What kinds of similarities/differences exist between the Lexile indicator and other available reading data (grades, formative assessments)?

3. What conjectures can you make about the reading instruction in your school?





Learning Goals

How does the issue of using Lexile measures align with current reading research?

How might teachers and students benefit from the Lexile tools?

What steps do we, as educators, need to take to meet current and future expectations?



Memorable Ideas

What are some ideas or activities that you plan to implement in your school setting?

