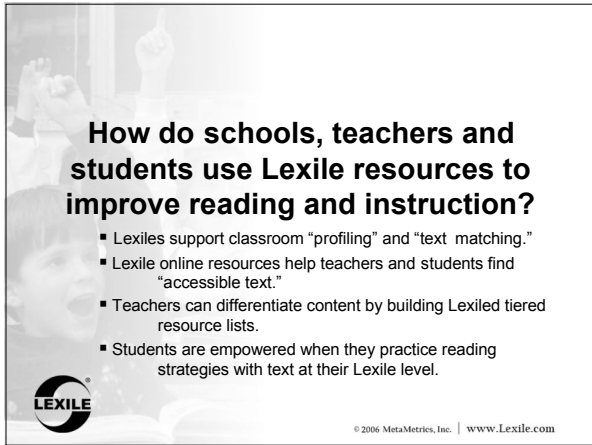The Lexile Framework® for Reading

Lexiles in the Classroom:

III. Growing <u>Smarter</u> as Readers and Teachers:
How Teachers (and Students) Use Lexile Resources and Reading Strategies to "Work Smarter"

Presented by: Rick Dills, Ed.D
Retired Gresham-Barlow Director of Student Achievement
Facilitator, MetaMetrics, Inc.
Consultant, Educational Design & Development

LEXILE®

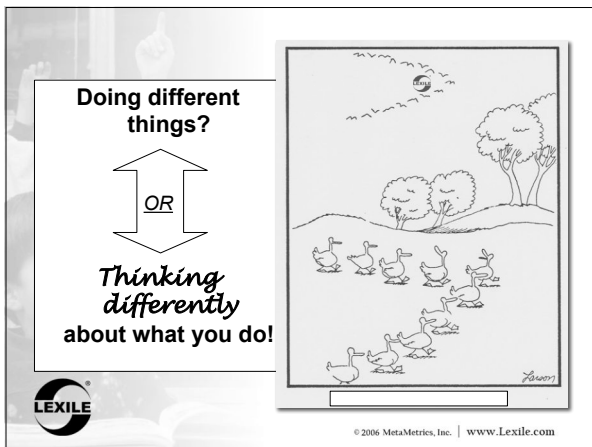© 2006 MetaMetrics, Inc. | www.Lexile.com

---

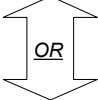**How do schools, teachers and students use Lexile resources to improve reading and instruction?**

- Lexiles support classroom "profiling" and "text matching."
- Lexile online resources help teachers and students find "accessible text."
- Teachers can differentiate content by building Lexiled tiered resource lists.
- Students are empowered when they practice reading strategies with text at their Lexile level.

LEXILE®
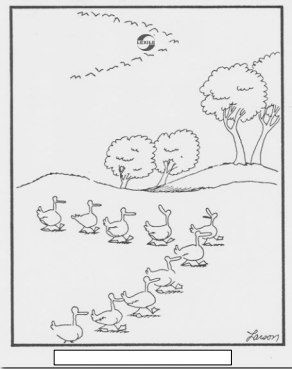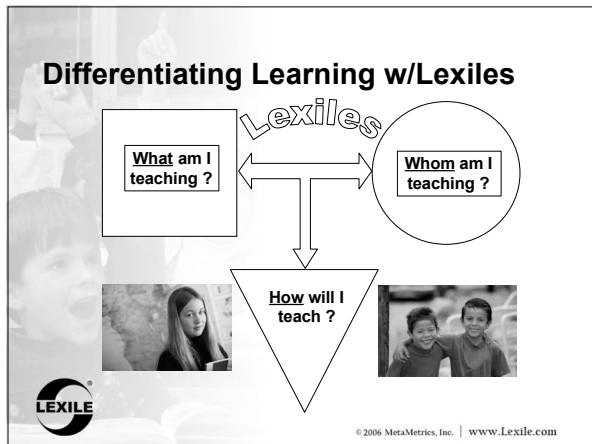
© 2006 MetaMetrics, Inc. | www.Lexile.com

Doing different things?

OR

Thinking differently **about what you do!**

LEXILE®

© 2006 MetaMetrics, Inc. | www.Lexile.com

Differentiating Learning w/Lexiles

Lexiles

| What am I teaching ? | | Whom am I teaching ? |

How will I teach ?

© 2006 MetaMetrics, Inc. | www.Lexile.com

**Using Lexile Resources
to Support and Differentiate
Instruction**

Big Idea:

Lexiles help teachers respond to students' needs by…
Matching Readiness and Content
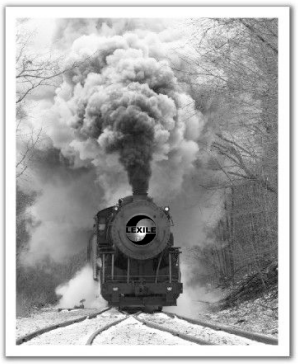
© 2006 MetaMetrics, Inc. | www.Lexile.com

What is Differentiated Instruction?
Carol Ann Tomlinson's Model (1999)

A teacher's response to learners' needs

Teachers can differentiate …

| Content | Process | Product |

According to students'…

| Readiness | Interests | Learning Profiles |

© 2006 MetaMetrics, Inc. | www.Lexile.com
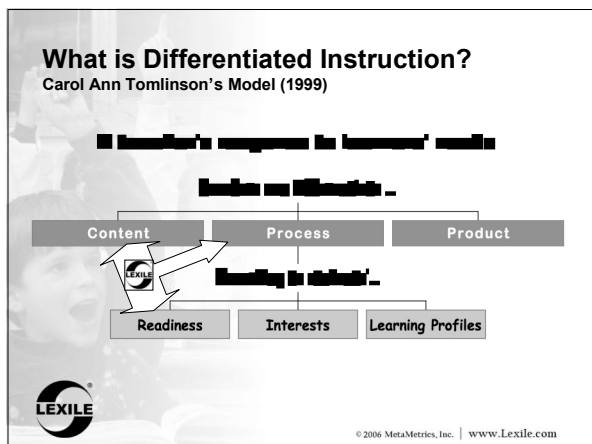
The future is already upon us…

Lexile-based resources such as…

Achieve 3000
KidBiz
TeenBiz

Scholastic Read 180

90-Minute Instructional Model
Small-Group Rotations

Whole-Group Direct Instruction — 20 minutes

Whole-Group Wrap-Up — 10 minutes

60 minutes

- Intervention based on Lexile theory
- Matches texts to readers based on Lexiles and interests
- Uses multi-media to build interest and background
- Instructional model translates to regular classroom

Making a Difference Now…
Without Spending a Dime

- How are teachers using Lexiles to measure and foster their students' authentic growth as readers?

Slide 1

Activity

Lexiles and Differentiation
Diagnosing and Planning Instruction

- **Profiling:** How does what I am teaching (text Lexile measure) match my students' Lexile measures?
- **Assessing Readiness:** What do I know or can I learn about my students' readiness for learning?
- **Assessing Interest:** How can I learn about my students' interests and combine this with Lexile levels?

LEXILE

© 2006 MetaMetrics, Inc. | www.Lexile.com

Slide 2

Classroom Profile for Text Matching

Text Range Targets

Typical Grade 4 Text Demands: 650-850L

Science Text 790L

	Text Range Targets
Need alternative materials & instruction	350L & below
Will need alternative materials and/or scaffolding to comprehend content, avoid frustration, and grow	250L-550L
May need supplemental (lower Lexile) text to build background and promote growth	500L-700L
Able to read and comprehend text independently *and* grow as readers	600L-900L
May need supplemental (higher Lexile) text to grow	850L-1050L
Need alternative materials & instruction	

Slide 3

Lexile Internet Resources
That Support Differentiated Instruction

- Lexile.com
  - Book Database
  - Calculator
  - Analyzer
- EBSCO, ProQuest or other databases
- Other Lexiled teaching resources:
  - Scholastic SRI, Reading Counts, Read 180
  - NetTrekker.com
  - EdGate Total Reader
  - Achieve 3000 KidBiz and TeenBiz

LEXILE

© 2006 MetaMetrics, Inc. | www.Lexile.com

Lexiles And Differentiation
Finding Appropriate (Matched) Text

- **Matching Text:** How can I supplement my teaching materials to reach more of my students at their Lexile level?
  - **Develop tiered book lists:** Use the Lexile Book Database, your school/community library, and on-line resources to find relevant books at varied Lexile levels.
  - **Develop tiered resource lists:** Use online resources and the Lexile Analyzer to find supplementary materials to address topics or themes you are teaching.
  - **Empower students and families** to use Lexile resources to find materials that match their Lexile levels and interests.

LEXILE

© 2006 MetaMetrics, Inc. | www.Lexile.com

Lexiling Your Library

- Web site—www.Lexile.com (http://educators.lexile.com)
  - Free
  - Continuously updated
- Library Software Services
  - Follett Software Company's Find-a-Book Service
  - Update MARC Record Tag 521
  - Similar services also available through Alexandria and Sagebrush

LEXILE

© 2006 MetaMetrics, Inc. | www.Lexile.com

Use the <u>Lexile Book Database t</u>o:

- Determine the Lexile measure of a book (using title, author, or ISBN#)
- Find books related to a topic or theme in a targeted Lexile range through a Keyword Search

Title or Author Search

Title:	
Author:	
Sort By:	Title
Results per page:	10

Search

OR

Lexile Range or Keyword Search

Lexile Range:	Min 489 Max 639
Keyword:	Mammals
Sort By:	Title
Results per page:	10

Search

LEXILE
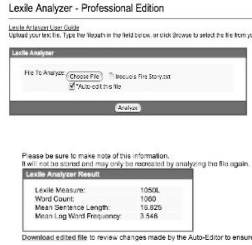
© 2006 MetaMetrics, Inc. | www.Lexile.com

Use the <u>Lexile Analyzer</u> to:

- Determine the readability level of:
  - Documents saved as text (.txt) files
  - Teacher-prepared materials
  - Scanned documents (translated to text with optical character recognition - OCR - software)
  - Text copied from the Internet

Lexile Analyzer - Professional Edition

Lexile Analyzer User Guide
Upload your text file, Type the filepath in the field below, or click Browse to select the file from yo

Lexile Analyzer

File To Analyze: (Choose File) filecode's File Story.txt
☑ Auto-edit this file

(Analyze)

Please be sure to make note of this information.
It will not be stored and may only be recreated by analyzing this file again.

Lexile Analyzer Result

Lexile Measure:	1050L
Word Count:	1060
Mean Sentence Length:	19.825
Mean Log Word Frequency:	3.548

Download edited file to review changes made by the Auto-Editor to ensure

---

Use Internet databases (<u>EBSCO</u>, <u>Proquest</u>) to:

- Find on-line periodical articles and instructional resources by Lexile measure

- Build tiered supplemental reading lists on content topics (to support differentiated instruction)

- Support student web-quest activities

Activity
Using Lexile Tools to Build a
Tiered Reading/Resource List

1. Identify a theme or topic.
2. Review the text range targets from your classroom profile.
3. Use Internet search engines to find interesting, relevant text that matches your text range targets:
   - Lexile Book Database
   - Lexiled Resource Databases (EBSCO, ProQuest)
   - Teacher Search Tools (NetTrekker)
   - Google (or other search engines)
4. Use the Lexile Analyzer to measure the level of any text not already Lexiled.
5. Build a student web quest worksheet.

Making a Difference with Lexiles
Appropriate Text: A Tiered Reading List

- **Class:** 9th grade Integrated Science
- **Lexile range:** 700-1320+
- **Topic:** Stem Cell Research
- **Teacher Resources:** EBSCO, Google, Lexile Analyzer
- **Activities:** Web Quest, article jigsaw, concept mapping (graphic organizer)

Making a Difference with Lexiles
Appropriate Text:
A Tiered Reading List
(continued....)

Activity
Building a Webquest Worksheet

- Use the Internet to find resources at targeted Lexile levels.
- Record resource information in the worksheet.
- Build in links to resource web sites.
- Sort by Lexile levels?
- Email worksheet to students.

Lexiles And Differentiation
Grouping

- **Grouping:** How can I organize learning (grouping) based on what I know about my materials, students, and their readiness?
  - **Ability groups:** Use Lexile and pre-test information to put students in ability-based groups some of the time.
  - **Interest groups:** Jigsaw (reorganize) students in cross-Lexile heterogeneous groups some of the time.
  - **Experts:** Organize students and materials so that all students are "experts" in some area, and the entire group/class depends on their expertise.

Differentiating Instruction Using Lexile Measures and OSLIS

Developing Targets for Student Success

Module I

ODE Standards-based Examples

- Available at: www.ode.state.or.us

  http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/lexiles/standbasedlesson.aspx

Lexiles And Differentiation
Measuring and Celebrating Growth

- **Assessment:** How can I measure improvement in students' reading levels?
  - Use classroom-level assessments (e.g., SRI) - along with state/district tests - to measure Lexile growth over time.
- **Charting Progress:** How can I represent and communicate improvement?
  - Develop a classroom **Lexile Reading Growth Chart** or **Lexile Map** to communicate where students are and how they are progressing.
- **Empowerment:** How can I involve students and families as partners?
  - Use **Lexile.com** resources to empower students/families.

LEXILE

© 2006 MetaMetrics, Inc. | www.Lexile.com

Michelle - 7th Grade Reading/LA

- **Profiled all 7th grade reading classes** for Lexile text matching - provided **scores to students**
- Taught students (and parents) about Lexiles and **lexile.com resources**
- Tracked **reading growth** with Lexile scores
- **Organized curriculum** (Lit anthology), independent reading logs, and research assignments around Lexiles
- Taught **reading strategies** in relation to matched text
- Sent home **newsletters and end-of-year growth summaries** focused on Lexiles

60% of students _exceeded_ standards; average growth of 160L!

LEXILE

© 2006 MetaMetrics, Inc. | www.Lexile.com

Debbie - High School Health

- **Existing Context:** A problem-based environmental health unit for 9th grade students
  - Given a problem (e.g., asbestos, nuclear testing) and a community (e.g., a Canadian mountain town, a Marshall Island village)
  - Research the environmental health problem
  - Develop a community site map
  - Produce a paper and group media presentation
- **NEW:** Organized materials/topics by Lexile level and students by Lexile scores (to facilitate text matching)
- **NEW:** Assigned students to find additional resources on their topic _at their Lexile level_ (using EBSCO)

All students successfully completed the project (a first)!

LEXILE

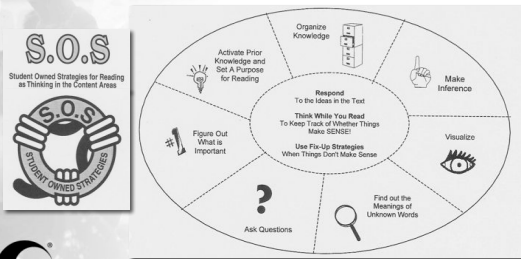© 2006 MetaMetrics, Inc. | www.Lexile.com

Students are *empowered* when they *know…*

- What Lexiles are and how they **measure reader ability and text readability**
- How **"tall'** (their Lexile levels from tests) and **"strong"** (the lexile levels of books they've read) **they are as readers**
- Why reading **matched text** can help them grow as readers, and how to chart and **track reading growth**
- How to use **Lexile.com resources** and **Internet search tools** such as EBSCO
- How and when to use good **reading process** and **strategic reading skills** (e.g., *Mosaic of Thought* [Keene, 1997] or S.O.S. [Munroe, 2003]) to increase comprehension

---

SOS: Student Owned Strategies
for Active Reading

Source: MaryBeth Munroe, Southern Oregon ESD

Activity

Empowering Your Students
and Their Parents

- How might you help your students (parents?) understand Lexiles?
- How might you share Lexile scores and growth information with your students and their parents?
- How might you teach students and parents to use Lexile resources?
- How might empowering students change the way you structure your assignments?

© 2006 MetaMetrics, Inc. | www.Lexile.com

Activity

An Empowering Assignment

- Develop a plan for sharing Lexile scores with students and teaching them how to use Lexile resources.
- Identify a topic/theme you will be teaching.
- Assign students to find __ additional resources on the topic *at their Lexile level*. Invite parents to participate.
- Design a jigsaw activity so that students will share what they have found and learned.

© 2006 MetaMetrics, Inc. | www.Lexile.com

Contact Information

- 1.888.LEXILES
  (1.888.539.4537)

- www.Lexile.com

- profdev@lexile.com

- rick_dills@gbsd.gresham.k12.or.us

© 2006 MetaMetrics, Inc. | www.Lexile.com