The Lexile® Framework for Reading

Using Lexile Resources to Support Instruction and Encourage Reading Growth

Presented by:
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MetaMetrics®, Inc.
jscott@Lexile.com
The Lexile Workshop Goals:

• Spend time discussing the use of Lexiles as a reading measurement system
• Share how to profile students, forecast comprehension, and match readers to text
• Examine the connection between Lexiles and the Common Core
• Provide an overview of online resources
• Explore differentiation opportunities for all readers
The Lexile Framework for Reading is linked to:

- State Assessments
- Norm-Referenced Assessments
- Formative Assessments
- Reading Programs
Assessments Used in Wyoming

- Criterion-Referenced Assessment in Reading and Mathematics (PAWS-Proficiency Assessments for Wyoming Students), Grades 3-8
Individual Student Report:

**Student Report**

**First Name:** Madison  
**Middle Initial:** P  
**Last Name:** Allen  
**Grade:** 3  
**Birthdate:** 07/14/2006  
**Student ID:** 84738475  
**Test Window:** 03/03/14 - 03/28/14  
**School:** School 1 of District 1  
**District:** District 1  

**Purpose of Report**
This report provides information about your child’s performance on the Proficiency Assessment for Wyoming Students (PASW) and the Student Assessment of Writing Skills (SAWS). This report will help you understand your child’s performance in reading and writing (grades 3-8), science (grades 4 and 8), and writing (grades K and 7) for the 2013-2014 school year.

**Glossary of Terms**
- **Scale Score:** Your child’s raw score (total number of points earned) transformed into a score on a scale.
- **Score Range:** The range of scale score points assigned to each proficiency level. Each subject area has a unique range of points.
- **Domain Performance:** Describes your child’s performance in sub-categories (domains) of each content area. The Scale Score column indicates your child’s performance in relation to the overall reading scale (above). The Domain Performance column shows your child’s percent correct in each of the measured domains.
- **State Percentile Rank:** State Percentile Rank indicates your child’s performance in relation to other Wyoming students in the same grade. The percentile shows the percentage of Wyoming students in the same grade who obtained scores equal to or less than your child’s score.
- **Lexile Measure:** Helps readers select materials at their reading level. This can serve as a guide in selecting books for your child.
- **Quantile Measure:** Similar to the Lexile and can help you identify books that are appropriate for your child. These books will help your child practice mathematical skills leading to increased mathematical understanding.

**CONTENT PERFORMANCE BY DOMAIN**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Scale Score</th>
<th>Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>620</td>
<td>100%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>810</td>
<td>100%</td>
</tr>
<tr>
<td>Science</td>
<td>NA</td>
<td>10%</td>
</tr>
<tr>
<td>Writing</td>
<td>10</td>
<td>80%</td>
</tr>
</tbody>
</table>

**SAWS**

<table>
<thead>
<tr>
<th>Reporting Area</th>
<th>Total Possible</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Total:</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Idea Development</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Organization</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Voice</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Conventions</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Informative/Explanatory Total:</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Idea Development</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Organization</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Voice</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Conventions</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Lexile Measure:** 1111L  
**Quantile Measure:** 100Q
A child entering gr. 7 from gr. 6 with a 855L measure on the grade 6 PAWS, must grow a minimum of 195L in grade 7 to be considered Proficient at the end of the year.

Table 1. PAWS performance standards in the Lexile metric.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>410L and Below</td>
<td>415L to 595L</td>
<td>600L to 860L</td>
<td>865L and Above</td>
</tr>
<tr>
<td>4</td>
<td>715L and Below</td>
<td>720L to 815L</td>
<td>820L to 1215L</td>
<td>1220L and Above</td>
</tr>
<tr>
<td>5</td>
<td>710L and Below</td>
<td>715L to 925L</td>
<td>930L to 1155L</td>
<td>1160L and Above</td>
</tr>
<tr>
<td>6</td>
<td>850L and Below</td>
<td><strong>855L to 1020L</strong></td>
<td><strong>1025L to 1220L</strong></td>
<td>1225L and Above</td>
</tr>
<tr>
<td>7</td>
<td>875L and Below</td>
<td>880L to 1040L</td>
<td><strong>1045L to 1270L</strong></td>
<td>1275L and Above</td>
</tr>
<tr>
<td>8</td>
<td>915L and Below</td>
<td>920L to 1085L</td>
<td>1090L to 1325L</td>
<td>1330L and Above</td>
</tr>
</tbody>
</table>

Test Administration. PAWS will be administered March 2nd through March 27th, 2015.
# Norm-Referenced Assessments Linked to the Lexile Framework

<table>
<thead>
<tr>
<th>Assessment Provider</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| CTB McGraw-Hill     | • TerraNova (CAT/6 and CTBS/5)  
                      • Tests of Basic Education (TABE) |
| Pearson             | • Stanford 9 & 10  
                      • MAT 8  
                      • Aprenda 3 |
| Riverside Publishing| • The Iowa Tests  
                      • Gates-MacGintie Reading Test |
| ERB                 | • ERB: Comprehensive Testing Program, 4th Edition |
# Formative Assessments Linked to The Lexile Framework for Reading

<table>
<thead>
<tr>
<th>Company</th>
<th>Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida Center for Reading Research</td>
<td>Florida Assessments for Instruction in Reading</td>
</tr>
<tr>
<td>Scantron</td>
<td>Performance Series</td>
</tr>
<tr>
<td>Pearson</td>
<td>Stanford Diagnostic Reading Test, 4th Edition</td>
</tr>
<tr>
<td></td>
<td>Stanford Learning First</td>
</tr>
<tr>
<td></td>
<td>PASeries Reading</td>
</tr>
<tr>
<td></td>
<td>AIMSweb</td>
</tr>
<tr>
<td>North West Evaluation Association</td>
<td>MAP</td>
</tr>
<tr>
<td>American Education Corporation</td>
<td>A+ LearningLink</td>
</tr>
<tr>
<td>Measured Progress</td>
<td>Progress Towards Standards 3</td>
</tr>
<tr>
<td>Scholastic</td>
<td>Scholastic Reading Inventory</td>
</tr>
<tr>
<td>Dynamic Measurement Group</td>
<td>DIBELS Next®</td>
</tr>
</tbody>
</table>
## Reading Programs Linked with The Lexile Framework for Reading

<table>
<thead>
<tr>
<th>Hampton Brown</th>
<th>Achieve3000</th>
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</thead>
<tbody>
<tr>
<td>• The Edge</td>
<td>• KidBiz3000</td>
</tr>
<tr>
<td>• The Insider</td>
<td>• TeenBiz3000</td>
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</table>

<table>
<thead>
<tr>
<th>Houghton Mifflin</th>
<th>EdGate</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Earobics</td>
<td>• Total Reader</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pearson/Longman/Prentice Hall</th>
<th>Scholastic</th>
</tr>
</thead>
<tbody>
<tr>
<td>• MyReadingLab</td>
<td>• Read 180</td>
</tr>
<tr>
<td></td>
<td>• Reading Counts!</td>
</tr>
<tr>
<td></td>
<td>• System 44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sopris West</th>
<th>StudySync</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Language!</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capstone Digital</th>
<th>Expanded Learning Voyager</th>
</tr>
</thead>
<tbody>
<tr>
<td>• myOnreader</td>
<td>• Passport Reading Journeys</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EdSphere</th>
<th>LaunchPad learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Same metric, different application

Miles Per Hour: Different Maximum Speed Limits

NEW YORK

IDAHO
Fahrenheit: Different Perceptions of Comfort

Boston 70°F Miami
“Just as we have comparability in the measurement scales in these examples, we have this same comparability in the realm of educational assessments that report Lexile measures.

The good news is that students reading at 725L on any assessment are reading at the same level.”
What IS the Lexile Framework for Reading?

• **LINK** reader to text under a common measure
• **FORECAST** levels of comprehension
• **DIFFERENTIATE** instruction
• **TRACK** growth over time
A quick look at the scale...
The Lexile Framework For Reading Map

SAMPLE TITLES

- The Lord of the Rings: The Fellowship of the Ring (2001)
- The Lord of the Rings: The Return of the King (2004)
- The Da Vinci Code (2006)
- The Da Vinci Code (2009)
- The Lord of the Rings: The Return of the King (2004)
- The Da Vinci Code (2011)
- The Da Vinci Code (2012)

EXAMPLES:

- The Last of the Mohicans (1992)
- The Da Vinci Code (1998)
- The Da Vinci Code (2006)
- The Lord of the Rings: The Return of the King (2004)
- The Da Vinci Code (2009)
- The Da Vinci Code (2011)
- The Lord of the Rings: The Return of the King (2004)
- The Da Vinci Code (2012)

INFOGRAPHICS:

- The Legend of Sleepy Hollow (1991)
- The War of the Worlds (1953)
- The Legend of Sleepy Hollow (1991)
- The War of the Worlds (1953)
- The Legend of Sleepy Hollow (1991)
- The War of the Worlds (1953)
- The Legend of Sleepy Hollow (1991)
- The War of the Worlds (1953)
Beginning Reader

• Reader or text measures at 0L and below are assigned a measure of BR
• BR currently incorporates a fairly wide range of books
• There is a need to create more than one level of measure in the current BR range
When a student continues to receive a BR...

Return instructional focus to:

**reading behaviors** - tracking text, using picture cues, look for words they know, etc.

phonemic awareness
phonics/decoding
vocabulary development
reading fluency
reading and retelling familiar stories
http://www.fcrr.org

Florida Center for Reading Research

The Florida Center for Reading Research was established in January, 2002. It is jointly administered at Florida State University by the Learning Systems Institute and the College of Arts and Sciences.

The Center’s Four Part Mission:

- To conduct basic research on reading, reading growth, reading assessment, and reading instruction that will contribute to the scientific knowledge of reading and benefit students in Florida and throughout the nation.
- To disseminate information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade.
- To conduct applied research that will have an immediate impact on policy and practices related to literacy instruction in Florida.
- To provide technical assistance to Florida’s schools and to the State Department of Education for the improvement of literacy outcomes in students from pre-K through 12th grade.

Featured Items at FCRR

FSU NEWS: How Do Children Learn to Read Silently? Study at Florida State Uses Eye-Tracking Technology to Chart Oral-to-Silent Reading Transition

FCRR awarded $38 million grant (FSU Radio Clip)

FCRR awarded $38 million to help spur public education improvements
texts for kindergarten and grade 1 may not be appropriate for quantitative analysis, as they often contain difficult-to-assess features designed to aid early readers in acquiring written language.

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>&quot;Stretch&quot; Lexile Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>N/A</td>
</tr>
<tr>
<td>2-3</td>
<td>420L-820L</td>
</tr>
<tr>
<td>4-5</td>
<td>740L-1010L</td>
</tr>
<tr>
<td>6-8</td>
<td>925L-1185L</td>
</tr>
<tr>
<td>9-10</td>
<td>1050L-1335L</td>
</tr>
<tr>
<td>11-CGR</td>
<td>1185L-1385L</td>
</tr>
</tbody>
</table>
What do the Common Core Grade Bands mean?

Published in 1997 measured 880L

Text Complexity Demands in 1997: gr. 6-8

Book has a measure of 880L in 2014 at Lexile.com

Common Core State Standard Initiative in 2010: gr. 4-5
CCSSI Exemplar titles

Grade Band K-1:
(from CCSSI exemplar list)

- **Hi! Fly Guy** by Tedd Arnold: 280L
- **Frog and Toad Together** by Arnold Lobel: 330L
- **Little Bear** by Else Holmelund Minarik: 370L
CCSSS Exemplar titles

Grade Band 2-3: 
(420L-820L)

Sarah, Plain and Tall
560L

FROM SEED TO PLANT
660L

So You Want to Be President?
730L
CCSSI Exemplar titles

Grade Band 4-5: (740L-1010L)

- Tuck Everlasting (770L)
- A History of US (820L)
- My Librarian is a Camel (980L)
CCSSl Exemplar titles

Grade Band 6-8: (925L-1185L)

- 1010L
- 1070L
- 1130L
CCSSI Exemplar titles

Grade Band 9-10: (1050L-1335L)

- Candide (1110L)
- The Race to Save the Lord God Bird (1150L)
- Black, Blue & Gray (1280L)
CCSSI Exemplar titles

Grade Band 11-CCR: (1185L-1385L)

1210L | 1260L | 1320L
Let’s find the Common Core Exemplar titles:

• Open a search engine
• Type in: Common Core ELA Appendix B
• [www.corestandards.org/assets/Appendix_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)
Informs curriculum literacy in all areas

COMMON CORE STATE STANDARDS FOR

English Language Arts
&
Literacy in
History/Social Studies,
Science, and Technical Subjects

Appendix B: Text Exemplars and
Sample Performance Tasks
“One of the key requirements of the Common Core State Standards for Reading is that all students must be able to *comprehend* texts of steadily increasing complexity as they progress through school.”

-from the Common Core State Standards
The Lexile Framework IS NOT:

- A reading program
- A test or method of assessment
- Educational software
How do Lexiles Measure Text Readability?
Text Characteristics that Influence Complexity

• **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
Limitations of Lexile Measures

What Lexiles *don’t* address!

**Reader Characteristics**
- Interest and Motivation
- Background Knowledge
- Reading Context and Purpose

**Text Characteristics**
- Age Appropriateness of Content
- Text Support
- Text Quality

- Lexiles only measure text readability.
- Therefore, input from readers, parents, teachers, and librarians is always necessary.
What is Text Complexity?

The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations.

-from the Common Core State Standards
Lexile Measures & Text Complexity

- Qualitative: Lexile Codes provide more information about a book's characteristics (e.g., genre)
- Quantitative: Lexile Measure and syntactic dimensions
- Reader and Text: Lexile Find-a-Book offers genre selection in book search (e.g., student knowledge, motivation, and interests)
Two Underlying Concepts of the Lexile Framework

- **Text Readability**
  - The difficulty of reading materials (based on dimensions or characteristics of the text)
- **Reader Ability**
  - The ability of readers to construct meaning from text (as measured on tests)

Based on the relationship between **Reader Ability** and **Text Readability**, it is possible to...

- Forecast Reading Comprehension
- Differentiate Instruction
- Measure Reader Progress and Growth
Components of The Lexile Framework for Reading

Lexile Map

Lexile Analyzer®

Linking Technology

Test of Reading Development
**Activity: Analyzing Text Readability**

- Read and examine *Camping is Fun*.
- Easy to read? Hard? Why?
- Determine Lexile measure.
- Share your observations with your neighbors.
- Share with the whole group.
Camping is Fun
(M. Garcia)

We went camping. On Monday, we put up the tent. The tent fell down! On Tuesday, we hiked. It rained and we got wet! On Wednesday, we fished. Uncle Pete caught a boot! On Thursday, we left food on the table. The raccoons ate it! On Friday, we cooked marshmallows. They fell in the fire! On Saturday, we heard a strange noise. We were too scared to sleep! On Sunday, we went home. "Did you like camping?" asked Uncle Pete. "Yes!" we said. "Camping is fun!"
We went camping. On Monday, we put up the tent. The tent fell down! On Tuesday, we hiked. It rained and we got wet! On Wednesday, we fished. Uncle Pete caught a boot! On Thursday, we left food on the table. The raccoons ate it! On Friday, we cooked marshmallows. They fell in the fire! On Saturday, we heard a strange noise. We were too scared to sleep! On Sunday, we went home. "Did you like camping?" asked Uncle Pete. "Yes!" we said. "Camping is fun!"

200L
Activity: Analyzing Text Readability

• Read and examine an excerpt from the *First Inaugural Address of George Washington*

Easy to read? Hard? Why?

• Determine Lexile measure.

• Share your observations with your neighbors.

• Share with the whole group.
Among the vicissitudes incident to life no event could have filled me with greater anxieties than that of which the notification was transmitted by your order, and received on the 14th day of the present month. On the one hand, I was summoned by my Country, whose voice I can never hear but with veneration and love, from a retreat which I had chosen with the fondest predilection, and, in my flattering hopes, with an immutable decision, as the asylum of my declining years--a retreat which was rendered every day more necessary as well as more dear to me by the addition of habit to inclination, and of frequent interruptions in my health to the gradual waste committed on it by time.
Among the vicissitudes incident to life no event could have filled me with greater anxieties than that of which the notification was transmitted by your order, and received on the 14th day of the present month. On the one hand, I was summoned by my Country, whose voice I can never hear but with veneration and love, from a retreat which I had chosen with the fondest predilection, and, in my flattering hopes, with an immutable decision, as the asylum of my declining years—a retreat which was rendered every day more necessary as well as more dear to me by the addition of habit to inclination, and of frequent interruptions in my health to the gradual waste committed on it by time.
How to use Lexiles to Forecast Comprehension
Reader Level

John’s Lexile reported on an assessment is 940L
Lexile Range: 840L-990L

Text Readability

*The Old Man and the Sea* has a Lexile measure of 940L

= 75% Comprehension
(Independent reading measure of a student)
Why 75% Comprehension?

*Years of MM research suggests that at 75%...*

- A reader can have a **successful reading experience** without frustration or boredom
- A reader can achieve “**functional comprehension**” of the text
- A reader will be **sufficiently challenged** (by vocabulary and syntax) to improve

“75% is the “right amount of challenge””
Managing Comprehension

- Readers can experience **frustration** when...
  - Text readability is **100L+ above** their Lexile level
- Readers can experience **ease** when...
  - Text readability is **50-100L below** their Lexile level
- Readers can experience **growth** when...
  - Text readability is **within their Lexile range**

**General Reading Recommendation:**

Targeted text range of **100L below to 50L above** the student’s Lexile level

*Note: This range may vary based on text type, reading context and purpose, reading strategies and support, and reader motivation.*
http://www.readworks.org/
No one buys shoes by age, so why sell books this way?
Instructional Strategies to consider when using Targeted Text to foster Reading Growth and Differentiation across the curriculum.
Using Lexile student measures & targeted text to support...

...Schema or Background Knowledge development
...Reading Strategy Instruction
...Story Elements: Fiction & Non-fiction understanding
Frontload Schema

3-2-1 Strategy Chart

Name of article: _______________________________________

Source: _____________________________________________

Three things you learned:
1. __________________________________________________
   __________________________________________________
   __________________________________________________

2. __________________________________________________
   __________________________________________________
   __________________________________________________

3. __________________________________________________
   __________________________________________________
   __________________________________________________

Two things that interest you and you’d like to learn more about:
1. __________________________________________________
   __________________________________________________
   __________________________________________________

2. __________________________________________________
   __________________________________________________
   __________________________________________________

One question you still have: ________________________________
   ____________________________________________________
Once a teacher has modeled:

- **Making Connections**: (T to T, T to S, T to W)
- **Asking Questions about the text**: (before, during & after reading)
- **Visualizing**: (making mental images of the text)
- **Making Inferences**: (reading between the lines)
- **Determining Importance**: (finding the essence of the text)
- **Synthesizing the Text**: (the bringing together of text & schema to form new ideas on which to build understanding)

Students can then practice the above strategies that good readers use in targeted, comprehensible text, at their independent level.

Making Connections with Text

http://readinglady.com (elementary resources)
www.opencourtresources.com (middle and high school posters)
Using Lexiles to achieve Differentiation an Integration of Curriculum:

*Teachers can differentiate:*

- Content
- Assessments
- Performance Tasks
- Instructional Strategies

*Lexiles can be instrumental in all of the above.*
Using Lexiles to create Grouping Opportunities:

- Ability Groups
- Interest Groups
- Experts
- Literature Circles, Book Clubs
- Research Clubs
- Author, Illustrator, or Genre Study Groups
Using our Book Database, targeted text can be found for a unit on The United States Constitution:

<table>
<thead>
<tr>
<th>Books</th>
<th>Lexile Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>US Constitution</td>
<td>250L</td>
</tr>
<tr>
<td>The Constitution</td>
<td>430L</td>
</tr>
<tr>
<td>Creation of the US Constitution</td>
<td>620L</td>
</tr>
<tr>
<td>Shaping the Constitution</td>
<td>690L</td>
</tr>
<tr>
<td>Bill of Rights</td>
<td>710L</td>
</tr>
<tr>
<td>Shh! We’re Writing the Constitution</td>
<td>950L</td>
</tr>
<tr>
<td>The Constitution</td>
<td>1020L</td>
</tr>
<tr>
<td>Creating the Constitution</td>
<td>1120L</td>
</tr>
<tr>
<td>Spirit of the Constitution</td>
<td>1200L</td>
</tr>
</tbody>
</table>
Lexiles and Current Events

Newsela.com

https://newsela.com/

News articles assigned a Lexile measure.

Levels of articles can be adjusted.
Using Lexiles in Science classes...

1. Targeted weekly science readings to provide schema of topics
2. Key word searching to promote understanding
3. Context Clues-Roots, Prefixes and Suffixes study to build vocabulary.
“I have no intention of lowering standards of rigor, regardless of students’ ability level. My intention is to give students something to read that is worthy of their time, something they actually have the potential to understand—and maybe even finding a piece of text that will turn the kids onto the content.”

Lexiles can empower...

**Teachers:**
- Differentiate instruction
- Match text to student

**Students:**
- Connect to accessible text
- Monitor and celebrate their own growth

**Families:**
- Participate in child’s development
Lexiled Classroom Resources

Available by Subscription
Librarians can share how to access!

http://gowyld.net/
Some Subscriptive Web Resources

- netTrekker
- Alexandria
- EBSCO
- Follett
- Grolier Online
- NewsBank
- ProQuest
- Questia
- Infotrac
- Thomson Gale
Online Periodical Resources:

*Using your periodical database, you can find short articles to print out for any areas of the curriculum.*

**Photosynthesis:**

- Changing Colors (650L)
- Chemistry is Illuminating! (790L)
- Turn Over a New Leaf (830L)
- Response of a Deciduous Forest to the Mount Pinatubo Eruption: Enhanced Photosynthesis (920L)
- Losing the green (970L)
- Life's greatest inventions: Photosynthesis (1090L)
- The Photosynthesis "Oxygen Clock" Gets a New Number (1120L)
- Human Appropriation of Photosynthesis Products (1230L)
- Molecular Evidence for the Early Evolution of Photosynthesis (1380L)
- Antioxidants in Photosynthesis and Human Nutrition (1420L)
New Ocean Animals Found!

The scientists are from all over the world. As they work, they find animals that no one has seen before.

A New Octopus
This is a new kind of octopus. It was found in the cold Southern Ocean. It is about the size of a baby dolphin.

There are five oceans in the world. The Southern Ocean was named in 2001.
1220L targeted text article on a scientist...
WDE partners with MetaMetrics for free summer learning

Posted: Saturday, May 31, 2014 12:00 am

CHEYENNE, Wyo. — The Wyoming Department of Education in partnership with MetaMetrics, is trying to negate the effects of summer learning loss with two new summer learning initiatives: Find a Book, Wyoming, and The Summer Math Challenge. Wyoming students grow in their reading and mathematics abilities during the academic school year. However, students can slip in their abilities over the summer months. This phenomenon is called “summer learning loss,” and is well documented by researchers throughout the country. The following two programs are specially geared to help stop summer learning loss and are free to Wyoming students.

Find a Book, Wyoming: Research shows that when students read high-interest, ability appropriate books over the summer, they can actually grow and improve their reading ability. The Find a Book, Wyoming tool supports and facilitates this research-based solution. Find a Book, Wyoming enables students, educators and parents to build custom reading lists based on their reading ability as well as personal interests. The tool also enables students, parents and educators to check the availability of books at their local library, as well as submit a pledge to read this summer. To access the Find a Book, Wyoming tool, visit lexile.com/fab/wy.

The Summer Math Challenge: The Summer Math Challenge is a math skills maintenance program based on grade-level state standards for mathematics. The program is targeted to students who have just completed second through fifth grade and is designed to help them retain math skills learned during the previous school year. Parents who enroll their child, receive daily emails with targeted activities and resources to help children retain the math skills learned during the previous school year. The Summer Math Challenge begins June 23 and runs until Aug. 1. For more information about the Summer Math Challenge, visit quantiles.com/content/summer-math-challenge.

Both learning tools use measures that are reported on the Proficiency Assessments for Wyoming Students for grades 3-8 and 11. Find a Book, Wyoming uses a student’s reading score, reported as a Lexile measure, to provide a corresponding list of texts that fall within the student’s reading ability. The Summer Math Challenge uses a student’s mathematics score, reported as a Quantile® measure, to produce activities tailored to the student’s mathematical ability. Both tools have features that allow students, parents and educators to estimate a Lexile or Quantile measure if it is not known. For more information, contact Julie Magee at julie.magee@wyo.gov or 307-777-8740.
Activity: Lexiles and the News

- USA Today
- Wall Street Journal
- New York Times
- Washington Post
- Chicago Tribune
- Reuters
- Associated Press
Lexiles and The News

- USA Today (1200L)
- Associated Press (1310L)
- Chicago Tribune (1310L)
- Wall Street Journal (1320L)
- Washington Post (1350L)
- NY Times (1380L)
- Reuters (1440L)
Activity: Lexiles and International News

- Japan: Japan Times
- Saudi Arabia: Arab News
- China: China Daily
- Russia: The Moscow Times
- India: Times of India
- Chile: Santiago Times
- France: France Daily
Activity: Lexiles and International News

- India: *Times of India* *(1340L)*
- Japan: *Japan Times* *(1350L)*
- Saudi Arabia: *Arab News* *(1370L)*
- Chile: *Santiago Times* *(1380L)*
- China: *China Daily* *(1400L)*
- Russia: *The Moscow Times* (1400L)
- France: *France Daily* *(1400L)*
## Activity: Primary Source Documents

<table>
<thead>
<tr>
<th>Primary Source Documents</th>
<th>Lexile Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill Of Rights</td>
<td>1660L</td>
</tr>
<tr>
<td>Declaration of Independence</td>
<td>1480L</td>
</tr>
<tr>
<td>Gettysburg Address</td>
<td>1490L</td>
</tr>
<tr>
<td>Constitution</td>
<td>1520L</td>
</tr>
<tr>
<td>Emancipation Proclamation</td>
<td>1990L</td>
</tr>
<tr>
<td>Magna Carta</td>
<td>1880L</td>
</tr>
</tbody>
</table>

1/2014
Activity: Lexiles and Lifelong Reading

- Federal Tax Form W-4
- Aetna Health Care Discount Form
- GM Protection Plan
- Medical Insurance Benefit Package
- Application for Student Loan
- CD-DVD Player Instructions
- Installing Your Child Safety Seat
- Microsoft Windows User Manual
Lexiles and Lifelong Reading

- CD-DVD Player Instructions (1080L)
- GM Protection Plan (1150L)
- Microsoft Windows User Manual (1150L)
- Installing Your Child Safety Seat (1170L)
- Federal Tax Form W-4 (1260L)
- Application for Student Loan (1270L)
- Medical Insurance Benefit Package (1280L)
- Aetna Health Care Discount Form (1360L)
What is the Lexile measure of the Wyoming Driver’s Handbook?

1060L

NM 1000L/TX 1320L
CONTACT US

For more information about Lexile or Quantile measures, visit www.Lexile.com or www.Quantiles.com.

For more information about MetaMetrics, visit www.MetaMetricsInc.com.

For more information on today’s presentation contact: jscott@Lexile.com

Phone: 919.547.3400
Toll Free: 1.888.LEXILES (539.4537)
Email: feedback@Lexile.com

CONTACT WY

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