

The Lexile Framework for Reading in Action

Georgia Department of Education

Introduction

This project, *The Lexile Framework for Reading in Action*, is intended to assist Georgia educators in their efforts to apply the Lexile Framework for Reading as a tool to differentiate instruction in the classroom. Despite many advances in our understanding of reading comprehension, many students continue to struggle with required texts, a struggle often marked by frustration and an inability to draw meaning and significance from their interaction with those texts. This failure is particularly acute in the content areas outside of English/Language Arts where the textual demands are often most severe and marked by a high degree of conceptual density. Concept density, when coupled with an increasingly sophisticated use of sentences and words, often produces an even greater level of text demand, thereby diminishing the chance of extracting meaning from the text.

An increasing awareness of the value of differentiating instruction - of matching the student's abilities to the sources of content and the methods of delivery - has led many educators to develop or implement strategies and practices designed to supplement or support difficult texts. Meaningful differentiation, however, has proven difficult to achieve, and many attempts fail to result in significant progress – an outcome as frustrating for educators as it is for students.

While meaningful differentiation is never easy to achieve, the Lexile Framework has provided a tool to ease these efforts in the classroom setting and to reduce the frustration of both student and educator. By matching students to targeted or matched text, educators ensure that students are more likely to have a successful reading experience. Furthermore, by employing certain well-established strategies and practices, along with the Lexile Framework for Reading, educators thereby increase the likelihood that students will comprehend particularly tough texts across content areas – even those with a readability measure above the reader level of a given student.

The purpose of this project is twofold. First, this project attempts to draw an explicit connection between the Lexile Framework for Reading and specific, real strategies and practices that can be used in most classrooms. To that end, a significant number of well-established strategies and task suggestions are presented and described. These strategies and task suggestions were neither developed nor created by MetaMetrics Inc. Instead, the strategies and tasks presented here are long-standing, well-established strategies and practices that have been developed and refined over a long period of time. These strategies and task suggestions complement the instructional use of the Lexile Framework for Reading across the major content areas. Second, and perhaps most importantly, this project aims to link strategies and tasks to Georgia Performance Standards (GPS) and to preview *possible* task suggestions that can be further implemented using the Lexile

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Framework for Reading in conjunction with multiple web resources.

To achieve this linkage, we have chosen a sample of standards from the Georgia Performance Standards and linked each selection to a variety of resources, resources across a wide range of Lexile measures. Additionally, for each GPS, we have linked at least one resource to a specific strategy or task suggestion found within the project.

It is our sincere hope that Georgia educators will find this project useful for implementing the Lexile Framework for Reading within their classrooms. We believe that use of the task suggestions presented – along with the many resources provided – will allow for differentiation across all reading levels. Furthermore, by differentiating instruction across all content areas, educators have the opportunity to reduce the various obstacles that impede reading fluency.

Note: Unless otherwise indicated, all resources are drawn from databases powered by GALILEO.

How to Use

This project is divided into six sections. The first section is an introduction to the scope and intent of the project. This section provides the reader with a broad understanding of the essential components of the *Lexile Framework for Reading in Action* project.

English Language Arts: The second section, *English Language Arts*, is a collection of resources which have been linked to select Georgia Performance Standards from English Language Arts. In each instance, we have attempted to match each selected standard to six (6) resources which have been linked to the Lexile scale. The included resources represent a wide range of text difficulty. Unless otherwise noted, each resource was obtained through GALILEO.

In addition, for each selected standard we have provided a task suggestion which corresponds to one of the available resources. Wherever possible, we have provided an example for each task suggestion. It is our hope that these resources and task suggestions may serve as a model for differentiating instruction, and that educators will be able to utilize these resources to target instruction for Georgia students.

Social Studies: The third section, *Social Studies*, is a collection of resources which have been linked to select Georgia Performance Standards from Social Studies. In each instance, we have attempted to match each selected standard to six (6) resources which

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have been linked to the Lexile scale. The included resources represent a wide range of text difficulty. Unless otherwise noted, each resource was obtained through GALILEO.

In addition, for each selected standard we have provided a task suggestion which corresponds to one of the available resources. Wherever possible, we have provided an example for each task suggestion. It is our hope that these resources and task suggestions may serve as a model for differentiating instruction, and that educators will be able to utilize these resources to target instruction for Georgia students.

Science: The fourth section, *Science*, is a collection of resources which have been linked to select Georgia Performance Standards from Science. In each instance, we have attempted to match each selected standard to six (6) resources which have been linked to the Lexile scale. The included resources represent a wide range of text difficulty. Unless otherwise noted, each resource was obtained through GALILEO.

In addition, for each selected standard we have provided a task suggestion which corresponds to one of the available resources. Wherever possible, we have provided an example for each task suggestion. It is our hope that these resources and task suggestions may serve as a model for differentiating instruction, and that educators will be able to utilize these resources to target instruction for Georgia students.

Career, Technical, and Agricultural Education: The fifth section, *Career, Technical, and Agricultural Education (CTAE)*, is a collection of resources which have been linked to select Georgia Performance Standards from CTAE. In each instance, we have attempted to match each selected standard to six (6) resources which have been linked to the Lexile scale. The included resources represent a wide range of text difficulty. Unless otherwise noted, each resource was obtained through GALILEO.

In addition, for each selected standard we have provided a task suggestion which corresponds to one of the available resources. Wherever possible, we have provided an example for each task suggestion. It is our hope that these resources and task suggestions may serve as a model for differentiating instruction, and that educators will be able to utilize these resources to target instruction for Georgia students.

Mathematics: The sixth section, *Mathematics*, is a collection of resources which have been linked to select Georgia Performance Standards from Mathematics. In each instance, we have attempted to match each selected standard to five (5) or six (6) resources, many which have been linked to the Lexile scale. Though not all resources have been linked to the Lexile scale, they represent a wide range of readability. The included resources represent a range of text difficulty. Unless otherwise noted, each resource was obtained through GALILEO.

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In addition, many of the selected resources offer suggested student activities or lesson plans to reinforce a particular skill or concept. In certain instances, additional, stand-alone activities may be found within the resource. It is our hope that these secondary resources and task suggestions may serve as a model for differentiating instruction, and that educators will be able to utilize these resources to target instruction for Georgia students.

The seventh section, titled *Strategies and Task Suggestions*, provides examples of specific strategies and practices which can be used to support students' interaction with text material. For each strategy or task provided, we have offered detailed instructions on utilizing the practice and an explanation of when the practice is to be used, how it works, and ways to differentiate instruction using that particular strategy or task. Wherever possible, we have provided a template of the strategy being explained along with an example of that strategy or task in actual practice.

The final section is a collection of *Case Studies and White Papers*. The case studies detail the significant successes that individual districts or schools have had in implementing the Lexile Framework for Reading. The results of their implementation – from an increase in their overall reading comprehension scores to a deeply instilled love of reading – are presented for each reader to consider. The selection of *White Papers* is moderately technical, but offers an excellent overview of the Lexile Framework for Reading and answers many difficult questions that often arise when considering reading comprehension and assessment.

It should be noted that not every article may be appropriate for every age group. In designing this guide, we have paid special attention to both the readability level of the articles and the alignment of the articles with Georgia Performance Standards. It is up to each educator to decide what is thematically and age appropriate. In cases where an educator elects to utilize one of the articles or task suggestions presented here, we encourage a thorough review of the content for developmental appropriateness.

It is our hope that this project will assist educators in utilizing the Lexile Framework for Reading as a tool for meaningful differentiation. We hope that educators no longer have to choose between content and readability, and that the strategies and task suggestions provided allow them to focus on relevant standards with an eye toward readability and comprehension. We encourage educators to use this project as a model and develop their own resources for differentiating difficult content so that every student may grow into a successful reader.