



# Reading Strategies to Raise Lexile Levels

WCMS  
August 1, 2012

## Increased Comprehension = Increased Lexile Levels

Teachers cannot assume that students will improve their comprehension strategies simply by reading more. Teachers need to provide direct, explicit instruction in strategies throughout the reading process (National Reading Panel, 2000). These comprehension strategies should be stressed before, during, and after the reading of a selection.



# Everyone Teachers of Reading

[http://dww.ed.gov/Adolescent-Literacy/Comprehension-Strategies/practice/?T\\_ID=23&P\\_ID=60#](http://dww.ed.gov/Adolescent-Literacy/Comprehension-Strategies/practice/?T_ID=23&P_ID=60#)





**Consistent  
Explicit  
Vocabulary  
Instruction**

**Close Reading**

**Lexile  
Growth**

**Self-  
Questioning  
Strategies**

**Summarizing**

**Advance  
Organizers  
(ThinkingMaps)**

**Differentiating  
or  
"Staircasing"  
Text to  
Individual  
Lexile Levels**

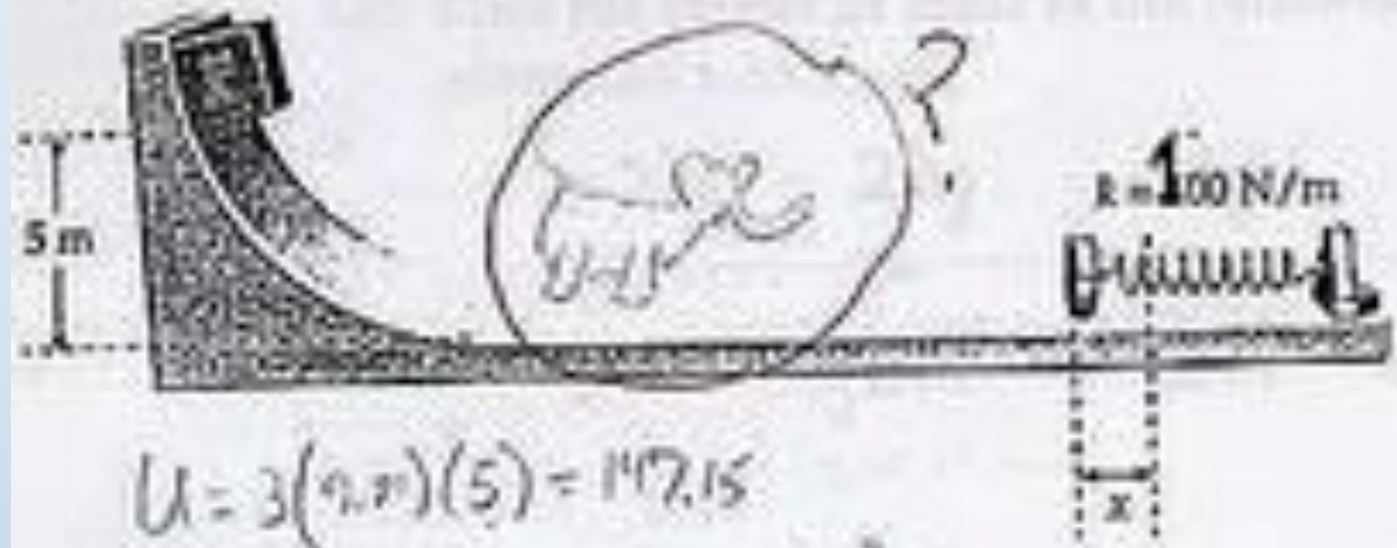
## Strategies That Most Impact Achievement

Rank	Strategy	Effect Size	Percentile Gain
1	Extending Thinking Skills	1.61	45
2	Summarizing	1.00	34
3	Vocabulary In Context	.85	33
4	Advance Organizers	.73	28
5	Non-Verbal Representations	.65	25

(Marzano / A SCD, 2001  
US Department of Education: 2002)

2. A 3-kg object is released from rest at a height of 5m on a curved frictionless ramp. At the foot of the ramp is a spring of force constant  $k = 100 \text{ N/m}$ . The object slides down the ramp and into the spring, compressing it a distance  $x$  before coming to rest.

- 10 (a) Find  $x$ .
- 5 (b) Does the object continue to move after it comes to rest? If yes, how high will it go up the slope before it comes to rest?



$$U = 3(9.8)(5) = 147.15$$
$$U_s = \frac{1}{2}(100)x^2 = 50x^2 \dots ?$$

NO. there is an elephant in the way.



Expand  $2(x + y)$

$$2(x + y)$$
$$2(x + y)$$
$$2(x + y)$$
$$2(x + y)$$

- The fattest knight at King Arthur's round table was **Sir Cumference**. He acquired his size from too much **pi**.
- She was only a whiskey maker, but he loved her **still**.
- A rubber band pistol was confiscated from algebra class, because it was a weapon of **math disruption**.
- A grenade thrown into a kitchen in **France** would result in **Linoleum Blownapart**.
- In a **democracy** it's your vote that counts. In **feudalism** it's your count that votes.





# **Vocabulary Instruction: Making it Count for Lexile Growth**

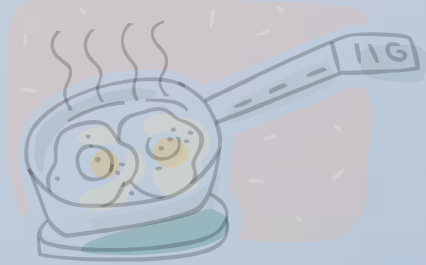

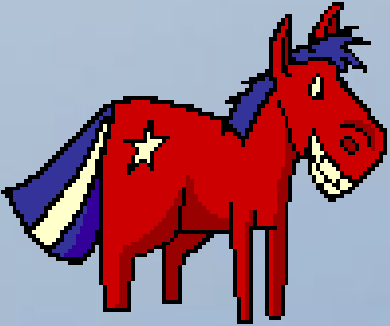
- School-wide emphasis
- School-wide critical vocabulary lists (Tier 2 and Tier 3).
- Vocabulary Journals
- Systematic
- Fidelity

[http://dww.ed.gov/Adolescent-Literacy/Vocabulary-Instruction/see/?T\\_ID=23&P\\_ID=59](http://dww.ed.gov/Adolescent-Literacy/Vocabulary-Instruction/see/?T_ID=23&P_ID=59)

# Vocabulary Journals: K.I.S.S.


My Vocabulary	My Definition	My Visual	New Insights
<p><b>Median</b></p>	<p>The number in the middle of a set of numbers</p>	<p>{9, 2, 1, 6, 3} {1, 2, <b>3</b>, 6, 9}</p>	<ul style="list-style-type: none"> <li>•I have to make sure I put my numbers in order first!</li> <li>•If I have an even amount of numbers I have to average the middle to get my median.</li> <li>•Think about the median of a highway...it's in the middle.</li> </ul>
<p><b>Box &amp; Whiskers Plot</b></p>	<p>I use this to show the median, the main average, the low average and the high average of a bunch of numbers or data.</p>		<ul style="list-style-type: none"> <li>•There are four sections...they are called quartiles...just remember there are four quarters in a dollar. There are four quartiles in a box plot.</li> </ul>
<p><b>Tone</b></p>	<p>How a story sounds overall. Like is it sad, formal, negative, scary...</p>		<ul style="list-style-type: none"> <li>•I have to figure this out by thinking about the plot of the story and what happens.</li> <li>•Sometimes knowing about the life of the author can give me hints about the tone.</li> <li>•Sometimes different chapters can have different tones, but the whole book usually has an overall tone.</li> </ul>

# Vocabulary Journals: K.I.S.S.


My Vocabulary	My Definition	My Visual	New Insights
<b>Conduction</b>	The transfer of heat through solids when they are joined or touching		<ul style="list-style-type: none"> <li>•It happens when substances directly touch</li> <li>•Good conductors make heat travel fast like copper, iron, steel.</li> </ul>
<b>Citizen Participation in Government</b>	A government is made up of different groups of people who make ,enforce, and change policies and laws in a place where people live. Sometimes the people get to have a voice (Participate) in who runs their government and sometimes they don't get to.		<ul style="list-style-type: none"> <li>•There are different kinds of government in different parts of the world.</li> <li>•U.S. Is democratic government. The people get a voice.</li> </ul>
<b>Democratic government</b>	Gives everyone a voice to decide who runs the government and how it is run.		<ul style="list-style-type: none"> <li>•We get to vote for president</li> <li>•We can vote for laws</li> <li>•Democratic has high citizen participation.</li> </ul>

# CLOSE READING



A close-up photograph of a man's face, looking slightly to the right. He has a serious expression. A white speech bubble with a black border is overlaid on the right side of the image, containing text.

**Has anyone really been far  
even as decided to use even  
go want to do look more like?**



**You've got to be kidding me. I've been further even more decided to use even go need to do look more as anyone can. Can you really be far even as decided half as much to use go wish for that? My guess is that when one really been far even as decided once to use even go want, it is then that he has really been far even as decided to use even go want to do look more like. It's just common sense.**



- A backward poet writes inverse.
- When cannibals ate a missionary, they got a taste of religion.
- If you jumped off the bridge in Paris, you'd be in Seine.
- A vulture boards an airplane, carrying two dead raccoons. The stewardess looks at him and says, "I'm sorry, sir, only one carrion allowed per passenger."
- Two Eskimos sitting in a kayak were chilly, so they lit a fire in the craft. Unsurprisingly it sank, proving once again that you can't have your kayak and heat it too.
- Two hydrogen atoms meet. One says, "I've lost my electron." The other says "Are you sure?" The first replies, "Yes, I'm positive."



# What is Close Reading?

## How will it help raise Lexile levels of my students?

- **Close Reading** is a careful and purposeful **re**-reading of a text.
- Close Reading is a **concrete** strategy to teach the **abstract** thinking required for your students to have deep understanding of what they have read.
- It teaches students how to read for deeper meaning in literature.
- It teaches students how to find the relationship between the skills, vocabulary, and concepts in science, math, social studies, and technical subjects.
- How much you understand of what you read is what determines your Lexile level.

# 7<sup>th</sup> Grade Science

After reading scientific sources on variation in organisms, write an article for younger readers that argues the causes of variation among species and explains the effects of differences among species, such as color and other physical attributes. What implications can you draw? Support your discussion with evidence from the texts.

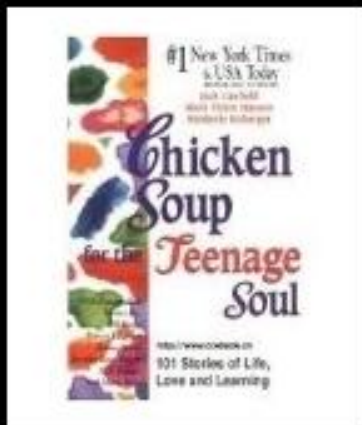
# 8<sup>th</sup> Grade Social Studies

What problems did the South encounter in the post-Civil War era? After reading primary and secondary sources on the post-Civil War era, write an essay that identifies a problem related to economic issues faced by the South and argues for a solution that could have been (or was) used to aid its economic recovery. Support your position with evidence from the texts?

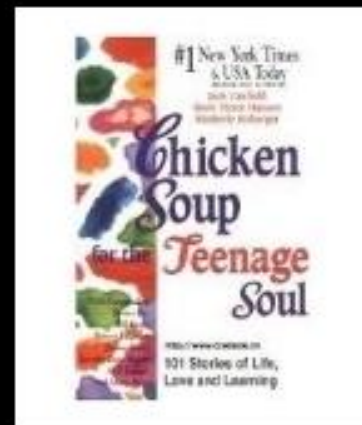
# 6<sup>th</sup> Grade ELA

In the introduction, the editors of Chicken Soup for the Teenage Soul claim, “This is a book you never finish.” This phrase has two possible meanings. It could mean that you will love the book so much you will read it over and over again. However, it could also mean that you will hate it so much, you will quit reading it. **Based on what you have read so far**, which opinion of the book do you hold? In your introduction, write a thesis statement that clearly states your point of view on the topic. **Using evidence from the book** such as direct quotes, summaries of stories, and paraphrasing, write an argument to defend your opinion on the book. Conclude by summarizing your argument to convince your classmates to love or hate this book. A solid essay **should use evidence from at least three stories** from the book and analyze positive and negative aspects of the book.

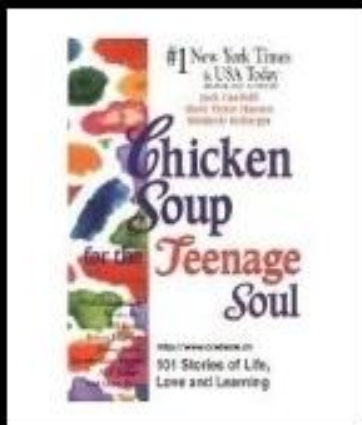
# Assignment: Read Chicken Soup Book



What DOE thinks students read



What Administration think students read



What Teachers think students read



What Students think students read

# Steps to Close Reading

1. Read Aloud.
2. Students Re-Read.
3. Set the purpose/focus for Close Reading. Read again.
4. Using guiding questions, discuss the deeper meanings of the text based on evidence found during the close reading. You may re-read parts of the text as you discuss.
5. Writing task requiring evidence from the text.

# Remember the Steps

1. Read, Read, Read with purpose

Guided questioning.

Discuss the evidence found in text

Discover deep meanings.

Now Write!

2. Read, Guide, Discuss, Discover, Write, Write, Write!

3. **R**eal **G**ators **D**iscuss **D**eeply to **W**rite.

# Steps to Close Reading Strategy

1. Without any discussion, either read the text aloud or have students read the text silently.



2. Have students re-read the text and ask “What is this text mainly about?” Record 2-4 ideas on chart paper, SmartBoard, etc...

3. Have students read again, but first set a **specific** focus or **specific** parameters for reading.
- Examples: vocabulary, imagery, main idea, author's purpose, key math words, figurative language, symbolism, opinions, adjectives, patterns, etc...
  - This step is key: it teaches kids how to self-question or think about their thinking.
  - It is what good readers do automatically.
  - It teaches them specific things they should be thinking about while they read.

4. Discuss the text based on the students' findings during the close reading.

## We will read for:

Group 1: **Vocabulary** (Adjectives),

Group 2: **Main Idea** (Topics of the stories), and

Group 3: **Author's Purpose** (Effects the stories have on people).

Using a pencil, underline and/or circle key words and phrases. Write any thoughts you may have in the margins.

**5. Using the evidence recorded by students during the close reading activity, ask guiding questions to discuss the deeper meanings of the text. This should model how close reading, or reading with a purpose, and self-questioning provides clues for discovering the deep meaning of text.**

- Based on the adjectives and describing sentences we discussed, what do you think the tone will be of *Chicken Soup for the Soul* books, including *Chicken Soup for the Teenage Soul*? Are they the same?
- Why has *Chicken Soup for the Teenage Soul* been so popular?
- Based on our discussion of how the *Chicken Soup* books affect people, how do you think the publishers decide which stories get to be in the books?

# Summarizing Strategy: Ticket out the door

Journal Quick Write:

Citing evidence from the article, tell why you think *Chicken Soup for the Teenage Soul* has been so popular among young readers.

# 6<sup>th</sup> Grade ELA

In the introduction, the editors of Chicken Soup for the Teenage Soul claim, “This is a book you never finish.” This phrase has two possible meanings. It could mean that you will love the book so much you will read it over and over again. However, it could also mean that you will hate it so much, you will quit reading it. **Based on what you have read so far**, which opinion of the book do you hold? In your introduction, write a thesis statement that clearly states your point of view on the topic. **Using evidence from the book** such as direct quotes, summaries of stories, and paraphrasing, write an argument to defend your opinion on the book. Conclude by summarizing your argument to convince your classmates to love or hate this book. A solid essay **should use evidence from at least three stories** from the book and analyze positive and negative aspects of the book.

<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>Technical Subjects</b>
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
<b>Figurative Language</b>	<b>Relationship of mathematical concepts</b>	<b>Relationship of scientific concepts</b>	<b>Author's Purpose</b>	<b>Relationship of content concepts</b>
<b>Tone</b>	<b>Key math words</b>	<b>adjectives</b>	<b>Figurative Language</b>	<b>Cause/ effect relationships</b>
<b>Mood</b>	<b>Number of steps in a word problem</b>	<b>Cause/ effect relationships</b>	<b>Fact/opinion</b>	<b>opinions</b>
<b>Author's Purpose</b>	<b>?</b>	<b>?</b>	<b>?</b>	<b>?</b>
<b>?</b>				



# Final Thoughts:

- Close Reading activities are embedded in many of the CCGPS Unit tasks.
- Implementing the Close Reading Strategies will prepare the students to successfully tackle the CCGPS Unit writing tasks.
- Everyone must become teachers of reading. Implementation of reading strategies will increase comprehension and understanding of complex text, which is the key to raising Lexile levels.
- Lexile Levels will be used for school and teacher evaluations.

# Homework

For your content area, bring in one of the following when we meet the week of \_\_\_\_\_ :

- Student work samples of Close Reading and/or Vocabulary Journals.