

Leveled Reading Frequently Used Terms

Leveling – A method of determining the gradient of difficulty of texts used for instruction; mostly in the primary grades.

Readability Formulas – A formula for determining the difficulty of a text using sentence length and syllable count.

Types of Leveling

Guided Reading Level – By observing and reading behaviors, instructional levels can be determined in order to group children who demonstrate a common understanding of the reading process. Guided Reading Levels are based on the works of Irene Fountas and Gay Su Pinnell and reflect a broader gradient of texts. This leveling form uses an alphabetic code.

Lexile Level –The Lexile Framework for Reading is a scientific, proven approach to reading and text measurement. The Lexile Framework consists of two main components: a Lexile measure and the Lexile scale. A Lexile measure is the numeric representation of a reader’s ability or a text’s difficulty, both followed by an “L” (for Lexile). The Lexile scale is a developmental scale for reading ranging from 200L for beginning readers to above 1700L for advanced text. The Lexile Analyzer is the engine that powers the Lexile Framework. It is a software program designed to evaluate the reading demand, or *readability*, of books and test items. This process is referred to as measuring, and the result is a text measure that represents the difficulty of analyzed text. Lexile measures are based on two factors: Word frequency and sentence length, which are more formally called *semantic difficulty* and *syntactic complexity*. <http://www.lexile.com>

DRA Level - Measures level of independent reading in a student. This system, developed by Joetta Beaver, uses a numeric code that reflects the broader need for guided reading sessions to change over time.

EDL Level – EDL is the Spanish language DRA level.

Dominie Level – Based on a numbering system that runs from 1-34 in ascending gradient of text difficulty.

Guided Reading Level - The levels identified by the letters A - Z and organized along a continuum of increasing difficulty. Levels are assigned based on different factors including, book length, layout, illustrations, internal text structure, content, and theme.

Intervention Level – Intervention leveling was created for use in one-on-one tutorial programs or small group settings with children who are experiencing reading difficulty. These levels require a finer gradient with smaller increments of difficulty than guided reading. Intervention is not necessarily for regular classrooms

Dale-Chall – The Dale-Chall Formula is based on an average sentence length and the number of unfamiliar words, using a list of 3,000 words commonly known by fourth grade children. The idea behind this formula is that readers typically find it easier to read, process and recall a passage if the words are familiar. The Dale-Chall formula is applied only to books appropriate for students in grades four and up.

Intervention Programs

Reading Recovery – Reading Recovery is a highly effective short-term intervention of one-on-one tutoring for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching. In Reading Recovery, individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can read within the average range of their class and demonstrate that they can continue to achieve, their lessons are discontinued, and new students begin individual instruction.

<http://www.readingrecovery.org>

Descubriendo la lectura - Spanish Language Reading Recovery

Assessment

Assessment - Data gathered in order to understand the strengths and needs of a student; data can include observation, formal and informal testing, surveys and samples of students work.

DRA – (Developmental Reading Assessment) A quick, accurate assessment program that helps educators target students’ instruction to help them become independent successful readers. .

EDL – (Evaluación del Desarrollo de la Lectura) - Based on DRA the EDL program enables teachers to identify reading strengths and weaknesses in each student and drives skill instruction to meet their individual needs.

DRWAP – (Dominie Reading and Writing Assessment Portfolio) – Assessment of students’ understanding of written language concepts used in informational books, including the use of nonfiction text features such as a glossary and index.

Teaching Methods

Guided Reading - A teaching method in which students read orally and the teacher provides direct instruction in Phonics and Comprehension

Shared Reading – A teaching method in which the teacher and the students read together from a text that is visible to all, to help develop reading strategies, increase fluency, and extend phonological awareness.

Independent Reading - A teaching method that allows students to practice strategies being learned develops fluency and encourages successful problem solving.

Read Aloud – A teaching method for sharing a story aloud, developing vocabulary, modeling structure and fluency, and introducing content.

Other Important Terms

Book Room – A room in which carefully chosen reading material is stored, grouped by level in order to facilitate matching of books to student’s reading level for optimal learning and comprehension.

Access to Print – US DOE Reading First Final Guidance (E-5, Improving Reading Instruction, d, ix) requires all Reading First programs to include access to print to support instructional reading programs. Specifically, students need to have access to school and classroom libraries that include books at various levels of difficulty that expose children to a wide variety of genres, authors and books in a series.

Concepts of Print – Basic elements of reading, including book handling, directionality, reading the punctuation, recognizing letters and words, and matching sound to letter.

English Language Learner - A designation (ELL) used for students who speak a primary language other than English when the language of classroom instruction is English.

Sources:

Chall, J.S. and Dale, E. (1995) Readability revisited: *The new Dale-Chall readability formula.*, Cambridge, MA: Brookline Books. 159.

Fountas, Irene and Pinnell, Gay Su. (1996) *Guided Reading Good First Teaching for All Children.* Portsmouth, NH: Heinemann

Swartz, Shook, Klein, et al. (2003) *Guided Reading & Literacy Centers.* Carlsbad, CA: Dominic Press

... (2005). *Lexile Framework for Reading.* Website. Retrieved April 22, 2005, from www.lexile.com

... (2001-2004). Reading Recovery Council of North America. Website. Retrieved April 22, 2005, from www.readingrecovery.org