

Agenda
Leveling and Libraries
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I. Introductions

II. Mathematical Readability Calculations

- A. Expressed in grade level and month of school year (such as 4.3)
- B. Examples: SMOG, Fry, Flesch-Kincaid
- C. Word length and sentence length commonly used for calculations
- D. **Activity:** Calculate the SMOG level of sample books

III. Lexile levels (MetaMetrics)

- A. System also uses mathematical calculation formulas
- B. Levels not expressed in grade levels, but range from 100 to 2300
- C. Removes grade level stigma from reading level
- D. Students are assessed using the same Lexile units
- E. Proprietary systems must be licensed by users

IV. Qualitative Leveling

- A. Expressed by letter sequencing
- B. Examples: Guided Reading (Fountas Pinnell), Reading Recovery, Developmental Reading Assessment (DRA)
- C. Level determined by trained people using multiple criteria
- D. **Activity:** Review criteria for Guided Reading Level F books

V. Accelerated Reader (Renaissance Learning, ATOS levels)

- A. Reading program with recommended books, leveling system and comprehension quizzes
- B. Quizzes given to student after a book is read
- C. Points are awarded based on difficulty of the book and number of correct responses
- D. Scores are provided to teachers to indicate student progress, but are often used as incentives or for competition
- E. Allows students to read a large number of titles even if a teacher has not read all of them
- F. Encourages daily sustained reading

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VI. Librarians and Leveling

- A. **Read and discuss:** “Making the Library a Place to Find Readable Books,” pp. 109-111 in *Tools for Matching Readers to Text* by Heidi Anne E. Mesmer.
- B. The “Five Finger Test”

VII. Resources

- A. Online calculators
- B. Leveling databases

VIII. Questions and Answers