

*Looking “Within” the Lexile
for More Guidance: Word
Frequency & Sentence Length*



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TEXTPROJECT

Goal of Text Complexity Standard of Common Core State Standards/English Language Arts (Standard #10)



- By the time they complete high school, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers.

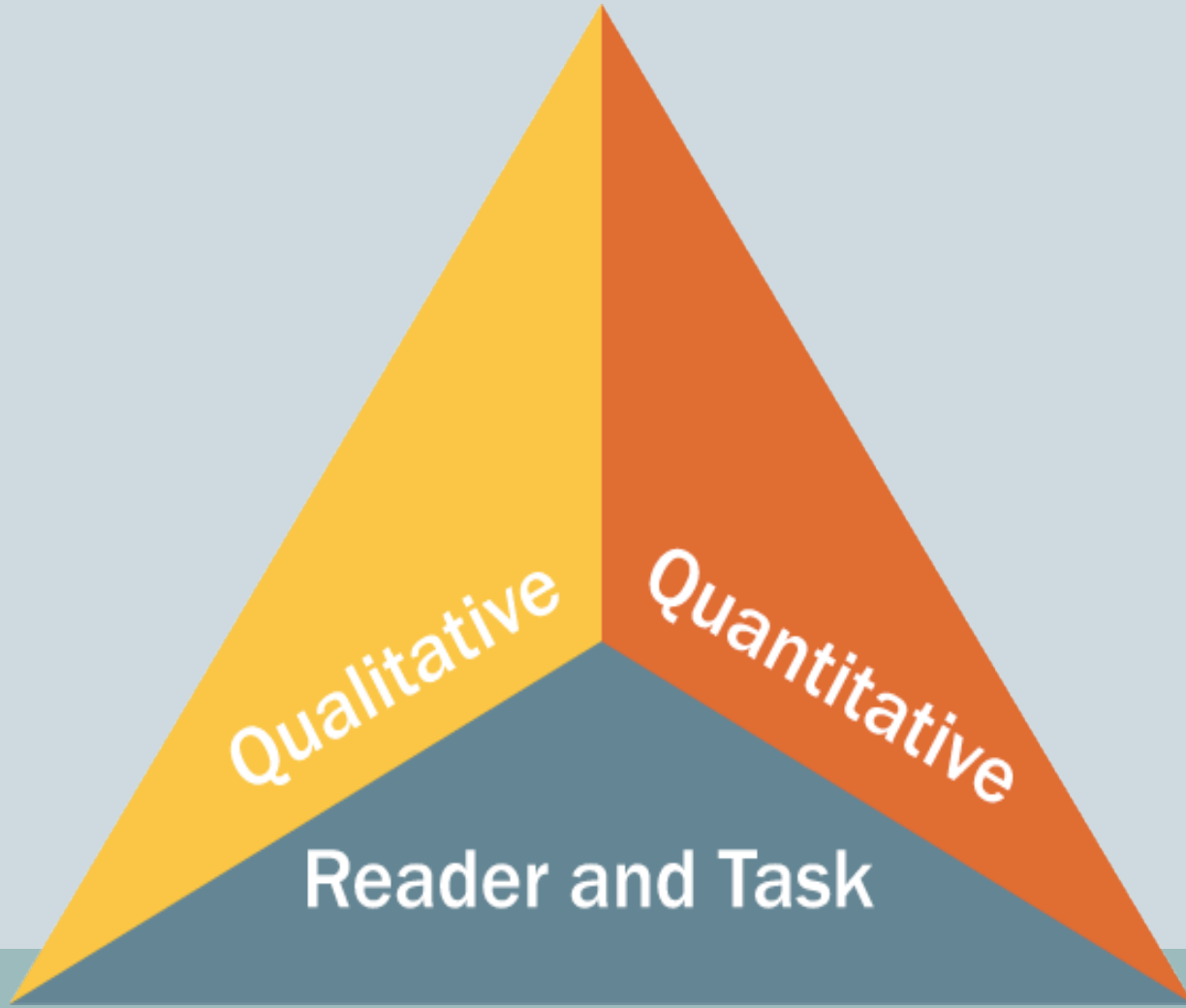
The view of text difficulty within the Common Core State Standards



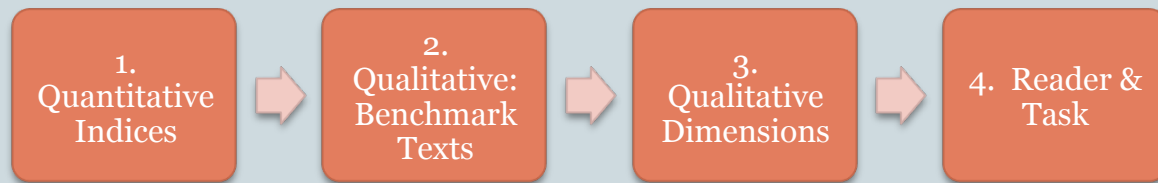
Qualitative

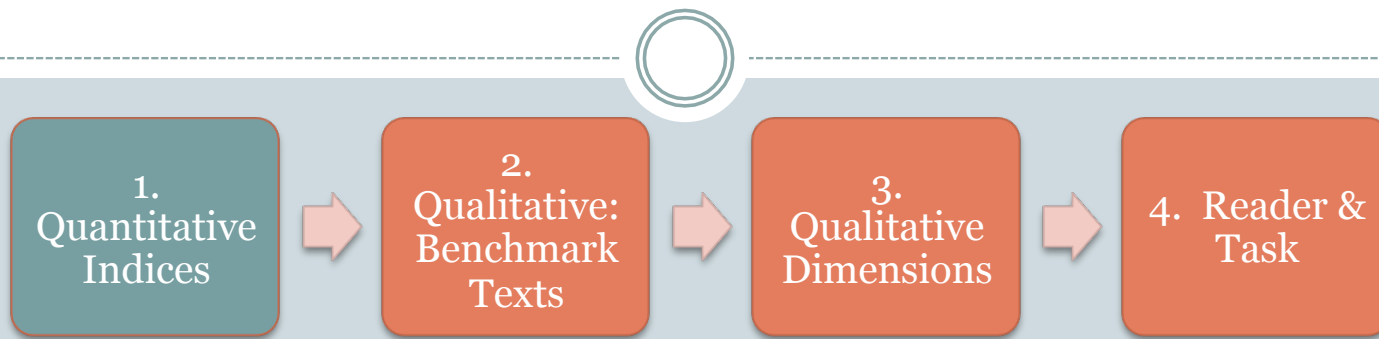
Quantitative

Reader and Task



Text Complexity Multi-Index





Text Complexity Grade Bands and Associated Lexile Ranges (in lexiles)



Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectation
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

1. Quantitative Indices



- Sarah: Plain & Tall: **430L** (CCSS: High 1st Gr.)
- Henry & Mudge: **460L** (CCSS: Low 2nd Gr.)
- The Fire Cat: **480L** (CCSS: Low 2nd Gr.)

- Every-single-day,” I told him for the second time this week. For the twentieth time this month. The hundredth time this year? And the past few years?

“And did Papa sing, too?”

“Yes. Papa sang, too. Don’t get so close, Caleb. You will heat up.” He pushed his chair back. It made a hollow scraping sound on the hearthstones. (*Sarah: Plain & Tall*)

- Then he found Mudge. Mudge had floppy ears, not pointed. And Mudge had straight fur, not curly. But Mudge was short. Because he's a puppy, Henry said. “He'll grow.”

And did he ever! He grew out of his puppy cage. He grew out of his dog cage. He grew out of seven collars in a row. (*Henry & Mudge: The First Book*)

- Joe took Pickles to the Chief, who was sitting at his desk.

“Oh!” said the Chief. “I know this young cat. He is the one who chases little cats.”

“How do you know?” asked Joe.

The Chief answered, “A Fire Chief knows many things.”

Just then the telephone began to ring. (*The Fire Cat*)

1. Quantitative Indices



Sarah: 430L

- Sentence Length: 8.4
- Word Frequency: 3.84
- Cohesion: .18



Henry & Mudge: 460L

- Sentence Length: 8.0
- Word Frequency: 3.65
- Cohesion: .36



Fire Cat: 480L

- Sentence Length: 8.7
- Word Frequency: 3.76
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What are ranges of Word Frequency?



Word Frequency Index	Example Text
4.05	Green Eggs & Ham
3.85	Sarah, Plain & Tall
3.65	Henry & Mudge
3.45	The one-eyed giant
3.25	About Time
3.05	Moonshot
2.95	Telescopes

Intra-Lexile Measures



CCS/ELA Exemplar Sample (Hiebert, 2010)

- Lexile & Sentence Length: .86
- Lexile & Word Frequency: -.51

K-1 set of 444 texts (Hiebert & Pearson, 2010)

- Lexile & Sentence Length: .57
- Lexile & Word Frequency: .06

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*Simple vocabulary to
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motherless children & a
mail-order bride.*

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Mudge, drooled, soapy—good words for applying word recognition skills but ones that are rare.



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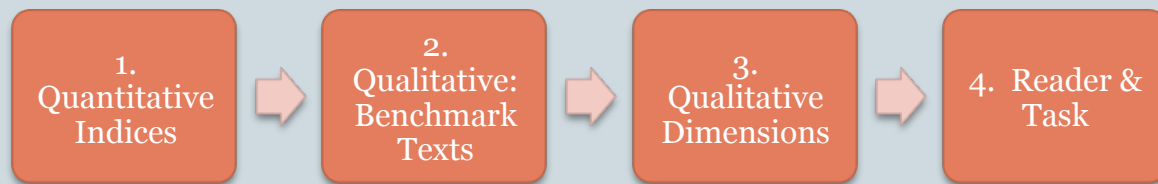
*Somewhat longer sentences & some rare words (e.g., *Pickles*, *Goodkind*) inflate lexile.*

Summary of 1st step of TCM I



- When the intra-lexile measures are considered, the ordering of the difficulty of the text is precisely the opposite of that of the overall lexile.
 - ✦ *Fire Cat* is appropriate for a second grader who is below-basic.
 - ✦ *Henry and Mudge* is appropriate for a second grader who is basic or proficient.
 - ✦ *Sarah* is appropriate for third graders who are at basic and above.

Text Complexity Multi-Index





- www.textproject.org

Research Brief: *Looking “Within” the Lexile
for More Guidance: Word Frequency & Sentence Length*

Reading Research Report series: *Establishing Text
Complexity: A Case for Using Multiple Sources*