

# MDC Project: Editorial Notes for Reading Passages

Linda Weber

## 1. Reading passages: Informational text

- 7 passages -- 1 per grade K-6
- All passages were developed to support the MDC lesson
- All passages were developed with a target grade in mind, but teachers may wish to use them for other grades should Lexile levels overlap.

## 2. Content

The reading passages were designed to support the focuses indicated on the MDC website:

<http://www.healthyeating.org/Schools/Mobile-Dairy-Classroom.aspx?Referer=dairycouncilofca>

Lower Elementary, Grades K-3

- Focus: life cycles and anatomy concepts
- Primary Vocabulary

Upper Elementary, Grades 4-6

- Focus: explain the ruminant digestive system, lactation cycle, agriculture technology and milk processing
- Upper Grade Vocabulary

## 3. Text appropriate for quantitative analysis (prose only)

After following Metametric's guidelines below, all reading passages were analyzed and received a Lexile measure.

Source: <https://www.lexile.com/tools/lexile-analyzer/using-the-professional-analyzer/>

### What Texts Can Receive a Lexile Measure?

Certain categories of text should not be measured as a Lexile measure. Because The Lexile Framework for Reading was built upon the measurement of **professionally edited, complete, conventional prose text**, the Lexile Analyzer will return an inaccurate Lexile measure for other kinds of text. Follow these guidelines as you choose texts to measure:

Entire texts	
You should measure...	You should not measure...
<ul style="list-style-type: none"><li>• Newspaper and magazine articles</li><li>• Books</li><li>• Short stories and reading selections</li><li>• Passages, interviews</li></ul>	<ul style="list-style-type: none"><li>• Student writing</li><li>• Poetry*</li><li>• Multiple-choice questions</li><li>• Fill-in-the-blank questions</li><li>• Non-prose</li><li>• Plays/drama</li><li>• Recipe lists, song lyrics</li><li>• Instant messages, text language</li></ul>

\*Note: There are a few exceptions to this list. For example, narrative poetry that is conventionally punctuated may be measured with the Lexile Analyzer.

## 4. Leveling of Prose Passages (informational text)

Lexile levels are estimates generated by the professional Lexile Analyzer on this website.

<https://www.lexile.com/analyzer/results/2798294/>

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All procedures were carefully followed for preparing each text for analysis. The “lexile” version of each passage contains the measurable text submitted for leveling according to the requirements shown below. Any text that was not be appropriate for analysis was removed before submitting it to the analyzer.

**Important:** Any editing of a submitted passage risks changing the Lexile level. Even simple changes to sentence structure or word choice can make a difference, especially if the syllable count changes. Should any editing be needed, the passage must be run through the Lexile analyzer again. <https://www.lexile.com/analyzer/> If assistance is needed, please contact Linda Weber.

If the Lexile level did change, use the **Typical Text Measures by Grade** chart on the next page to be sure it still fits within the desired Lexile range for the target grade.

**Important:** In order to level a passage, plain text files must be made and submitted to the Lexile Analyzer. Not all text is appropriate for leveling. Within each set of story documents submitted for this project, there are two “leveled” files. The word doc has the measurable text used to make the plain text file. Passages that are poetry were not leveled using the Lexile system (see next page).

You <b>should</b> measure:	You <b>should not</b> measure:
<ul style="list-style-type: none"><li>• Paragraphs of standard prose</li><li>• Captions that are complete sentences</li><li>• Bulleted/numbered lists in which the list items are complete sentences</li><li>• Dialogue; sentences within quotation marks</li><li>• Numbers and dates</li><li>• Acronyms</li><li>• Foreign words</li><li>• Names</li><li>• Parenthetical phrases or clauses within sentences</li></ul>	<ul style="list-style-type: none"><li>• Incomplete sentences</li><li>• Sentences with unconventional punctuation</li><li>• Page headers and footers, page numbers</li><li>• Chapter and section titles</li><li>• Captions that are incomplete sentences</li><li>• Headings and sub-headings</li><li>• Bulleted/numbered lists in which the list items are incomplete sentences</li><li>• The leading name and colon conventionally used in interview notation</li><li>• Footnotes and endnotes</li><li>• Poetry/song extracts</li><li>• URLs</li><li>• Tables and graphs</li><li>• Abbreviations</li><li>• Phonetic pronunciation guides</li><li>• Parentheses which contain complete sentences</li><li>• Frontmatter (forewords, prologues, prefaces, tables of contents)</li><li>• Backmatter (afterwords, epilogues, glossaries, indexes, bibliographies)</li></ul>

Historical notes, introductions, "About the author" pieces, and previews of the next book in a series should typically be removed. Such text is often written separately from the main text. However, some frontmatter and backmatter may be a legitimate part of the larger text and should be included. As a general guideline, if text appears to be written by the same author for the same audience, then it should be included for Lexile analysis.

You can either delete sections of text that should not be analyzed, or you can enclose them in double brackets ('[[ ' and ']]') to prevent them from being analyzed. Be careful in using double brackets, as improper use can prevent the analyzer from returning a Lexile measure.

<https://www.lexile.com/tools/lexile-analyzer/step-2-prepare-your-text-for-measurement/>

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### 5. Lexile Ranges by Grade

Note: CCSS requirements for complex text begin at grade 2.

#### Typical Text Measures, by Grade

Grade	Text Demand Study 2009 25th percentile to 75th percentile (IQR)	2012 CCSS Text Measures*
1	230L to 420L	190L to 530L
2	450L to 570L	420L to 650L
3	600L to 730L	520L to 820L
4	640L to 780L	740L to 940L
5	730L to 850L	830L to 1010L
6	860L to 920L	925L to 1070L
7	880L to 960L	970L to 1120L
8	900L to 1010L	1010L to 1185L
9	960L to 1110L	1050L to 1260L
10	920L to 1120L	1080L to 1335L
11 and 12	1070L to 1220L	1185L to 1385L

Source:

<https://www.lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/>

Common Core Band	The Lexile Framework®
2 <sup>nd</sup> – 3 <sup>rd</sup>	420 – 820
4 <sup>th</sup> – 5 <sup>th</sup>	740 – 1010
6 <sup>th</sup> – 8 <sup>th</sup>	925 – 1185
9 <sup>th</sup> – 10 <sup>th</sup>	1050 – 1335
11 <sup>th</sup> – CCR	1185 – 1385

Source: Supplemental Information for Appendix A of the Common Core State Standards, pg. 4

[http://www.corestandards.org/assets/E0813\\_Appendix\\_A\\_New\\_Research\\_on\\_Text\\_Complexity.pdf](http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)

### 6. Formatting & Images

#### Layout

Page breaks, text organization and layout can affect understanding and should be carefully considered if reformatting is required. This is particularly important for K-2.

#### Images and Diagrams

All images inserted with the reading should be considered as examples (place holders) for DCC selections.

Pictures and illustrations are very important to include, especially for K-2. For young readers, pictures and illustrations should be text-linked--positioned on the same page and adjacent to related text.

**Important:** Grade 2 includes a full page diagram to go with the reading passage.

#### Font Size

Font size and line spacing should be larger for young readers--gr. K-2.

#### Bold & Italicized Text

Bold and/or italicized text are text features that are addressed in the CCSS. Please format so both appear if they are indicated in the questions and the passages.

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### 7. About the Questions and Answer Key

“The Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they’ve read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.” Source: <http://www.corestandards.org/ELA-Literacy/>

**Important:** CCSS requires close reading and analysis of the text, therefore, all questions for the passages are text dependent and require answers from the text only. No answers should include personal experience or knowledge gained from other sources. The goal is for students to fully understand and be able analyze what they read.

### 8. Passages for comparing different texts (CCSS expectation)

Several handouts would be appropriate for comparisons. However, there are others that should not be used because they contain facts that are at odds with MDC data and/or contain errors in math.

**Important:** All resources should be reviewed for accuracy and consistency with MDC data before recommending them for use with a story. Otherwise the process of comparison ends up drawing attention to the problems.

<b>R.CCR.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>
<b>Informational Text</b>
<b>Kindergarten</b> RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>Grade 1</b> RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>Grade 2</b> RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
<b>Grade 3</b> RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>Grade 4</b> RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>Grade 5</b> RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.