



# Developing Academic Language Instruction Using Lexile Levels

4-9-2024



# Agenda

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- Introduction to LAS Links
- Importance of Measures to monitor Language Development
- LAS Links and Lexile Measures: The Connection
- Connecting Lexile Measures to Classroom Strategies
- Upcoming LAS Links/Lexile Webinars
- Support



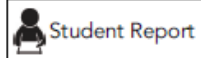
# Introduction to LAS Links

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- Nationally recognized English and Spanish language proficiency assessments designed to assess the core language domains:
  - **preLAS:** PK3 to K (Oral Language and Pre-Literacy)
  - **LAS Links:** K–12 (Speaking, Listening, Reading, and Writing)
- Utilized to monitor the language skills of students, providing data to teachers to assist in classroom instruction as well as providing information to parents and other stakeholders
- Provides robust district, school, class and student [reports](#) including student academic language reports and longitudinal reports allowing stakeholders to track student progress for each student and cohort between grades and year-over-year.

# Introduction to LAS Links





Student ID #:	08F026	School:	PARK ELEMENTARY
Birthdate:	12/9/2008	District:	USA SCHOOL DISTRICT
Gender:	F	Test Date:	02/19/2019
Grade:	04	Form/Level:	D Level 4-5
Class:	MARTINEZ, B		

### About the LAS Links Assessments

LAS Links® is an integrated suite of English and Spanish language proficiency assessments and instructional tools designed to strengthen your language learning program.

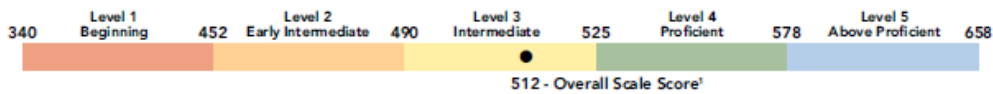
### Student Overall Proficiency Level

Level 1: Beginning	Level 2: Early Intermediate	Level 3: Intermediate	Level 4: Proficient	Level 5: Above Proficient
		✓		

### Proficiency Level Definitions

<b>Level 1: Beginning</b> At Level 1, student is beginning to develop the ability to communicate at school. The student may communicate nonverbally or through the home language.	<b>Level 2: Early Intermediate</b> At Level 2, student is developing the ability to communicate for different purposes at school. The student makes errors that can interfere with communication.	<b>Level 3: Intermediate</b> At Level 3, student is developing the ability to effectively communicate for different purposes at school. The student may make errors that interfere with communication.	<b>Level 4: Proficient</b> At Level 4, student can effectively communicate for different purposes at school. The student may produce some errors.	<b>Level 5: Above Proficient</b> At Level 5, student effectively communicates for social and academic purposes with few, if any, errors.
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### Student Results



Reporting Category	Scale Score	Proficiency Level	Student's Performance									
			Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient					
Listening (LI)	492	3	320	456	457	481	482	514	515	570	580	640
Speaking (SP)	500	3	330	440	447	473	474	507	508	558	559	625
Reading (RD)	547	4	330	450	457	502	503	531	532	585	586	680
Writing (WR)	509	3	290	424	425	495	496	531	532	582	583	680
Comprehension <sup>2</sup> (LI + RD)	519	3	325	484	485	505	506	525	526	542	543	640
Oral <sup>3</sup> (SP + LI)	496	3	325	449	450	477	478	513	514	574	575	637
Literacy <sup>4</sup> (RD + WR)	528	3	325	450	451	500	501	533	534	585	586	680
Productive <sup>5</sup> (SP + WR)	504	3	325	440	441	485	486	520	521	570	571	657

N/A = Not Applicable    INV = Test Invalidation

<sup>1</sup>Overall Scale Score is an average of Speaking, Listening, Reading, and Writing.  
<sup>2</sup>Comprehension is based on all items in the Listening and Reading skill areas.  
<sup>3</sup>Oral is based on all items in the Speaking and Listening skill areas.

<sup>4</sup>Literacy is based on all items in the Reading and Writing skill areas.  
<sup>5</sup>Productive is based on all items in the Speaking and Writing skill areas.

# Student Proficiency Report



➔ Indicates Overall Proficiency Level

➔ Proficiency Level Definitions provide stakeholders with information about each level

➔ Shows Scale Score and Proficiency Level for each domain and composite score as well as where “in the level” the student is performing



# Student Proficiency Report

Academic Report	Speaking			Listening			Reading			Writing		
	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA
Social, Intercultural, and Instructional Communication	13 ▲	13	11	7 ▲	8	6	13 ▲	14	9	8 ▲	10	8
Academic	13	28	20	5	12	7	7	16	8	10	22	13
Foundational Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language Art, Social Studies, History	6	14	9	3	6	4	4 ▲	8	4	5	11	6
Mathematics, Science, Technical Subjects	7	14	11	2	6	3	3	8	4	5	11	6
<b>Total Score</b>	<b>26</b>			<b>12</b>			<b>20</b>			<b>18</b>		

N/A = Not Applicable    INV = Test Invalidation    RGA = Reference Group Average    ▲ = Student achieved at or above the RGA



Provides specific academic language strand scores, allowing teachers to pinpoint areas of need and focus

## Reading Links - LAS Links 2nd Edition

This report provides a list of books based on your student's performance. It can be used to assist your student in improving reading skills.

Recommended Lexile® Range = 570L-720L  
Student's Lexile® Measure = 670L

Suggested Titles	Author	Lexile
The Bamboo Flute	Disher, Gary	570L
A Year at a Construction Site	Harris, Nicholas	580L
Houdini Graphic Biography	Saddleback Graphic Biographies	590L
Cesar Chavez	Matthews, J. L.	600L
A Year Down Yonder	Peck, Richard	610L
M.C. Higgins, the Great	Hamilton, Virginia	620L
The Transall Saga	Paulson, Gary	630L
Squeeze	Muller, Rachel Dunstan	640L
Action Jackson	Greenberg, Jan and Jordan, Sandra	650L
Holes	Sachar, Louis	660L
Step from Heaven	Na, An	670L
The Shackleton Expedition	Fine, Jill	680L
Gold Dust	Lynch, Chris	690L
Miraculous Journey of Edward Tulane	DiCamillo, Kate	700L
If the World Were a Village	Smith, David J. Armstrong, Shelagh	710L
Sherlock Holmes and the Adventure at the Copper Beeches	Rohrbach, Sophie Morrow, J. T.	720L



- Yield the Student's Lexile Measure and
- The Recommended Lexile Range
- Provides suggested reading titles

## General Interpretation

Listed above is a selection of books that should provide an appropriate reading challenge for your student based on his or her performance on the LAS Links Reading test. The books have been chosen from reading lists published by various professional organizations and associations and have been reviewed to ensure content appropriateness. All of the books listed should be available at public libraries, school libraries, or bookstores.

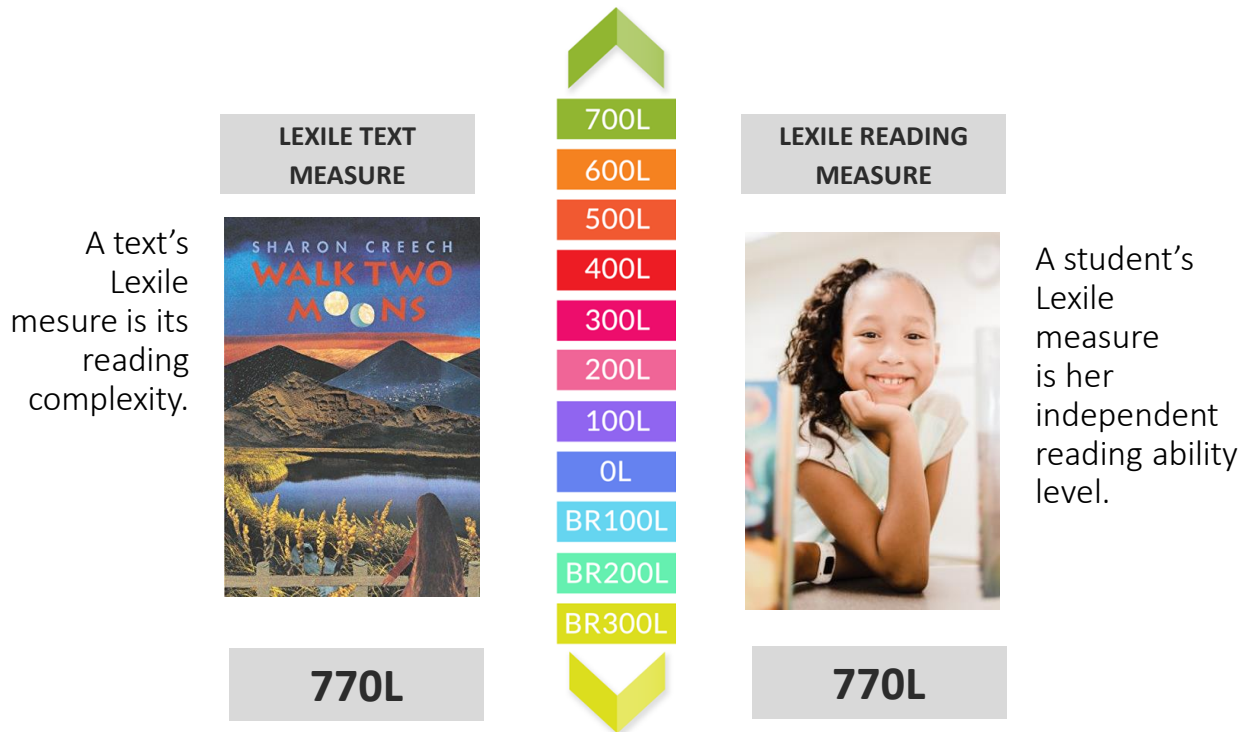
The Lexile measure and Lexile range have been provided to assist you in determining other titles that may offer an appropriate challenge for your student. For more information about Lexile measures and additional reading materials, visit [www.Lexile.com](http://www.Lexile.com).

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## [RGA Explanation](#)

# Defining Lexiles

- Students get Lexile reading measures from Lexile-based assessments such as LAS Links Reading.
- Lexile measures *match text and readers* on the same scale.



Connecting students with books in their Lexile range provides an ideal level of reading challenge. Reading in range:

- Builds confidence
- Increases motivation
- Promotes growth

# Universal Tools ([www.Lexile.com](http://www.Lexile.com))



The screenshot shows the Lexile website's navigation menu. At the top, there are links for "About Us", "For Researchers", and "My Account". A green dropdown menu titled "Navigate to: Select a Site" is open, showing a list of tools. The "Lexile Tools" dropdown is also open, listing the following options: "The Lexile® & Quantile® Hub", "Growth Planner", "Find a Book", "Grade Level Charts", "Lexile Analyzer", "Career Database", "WordLists" (highlighted in yellow), and "Measures Manager". A purple "Site Search" button with a magnifying glass icon is visible on the right. The background of the page features a photograph of children in a classroom. The Lexile logo is visible in the bottom left corner of the screenshot.



# Pinpointing the Word List Needed Using LAS Links Data



Academic Report	Speaking			Listening			Reading			Writing		
	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA
Social, Intercultural, and Instructional Communication	12	13	11▲	6	8	6▲	7	14	9	1	10	8
Academic	17	28	20	5	12	7	2	16	8	2	22	13
Foundational Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language Arts, Social Studies, History	8	14	9	3	6	4	2	8	4	1	11	6
Mathematics, Science, Technical Subjects	9	14	11	2	6	3	0	8	4	1	11	6
<b>Total Score</b>	<b>29</b>			<b>11</b>			<b>9</b>			<b>3</b>		



# Pinpointing the Word List Needed Using LAS Links Data



## [www.Lexile.com](http://www.Lexile.com) Universal Tools

Learning the right words at the right time is the key to building a strong vocabulary foundation. Lexile WordLists, based on the top best-selling Science, Math, Social Studies, and ELA textbook programs in grades 1-12, were created to address vocabulary gaps and prepare students for the academic words they will actually encounter in their learning. Create your own customized lists of consequential words using the selections below.

Please note: Science word lists were drawn from textbooks published before the Next Generation Science Standards were published.

WordLists is now in version 1.0 (updated on 4/8/19)

Fields with an \* are required.

Select Grade:\*

- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th - 8th
- 9th - 12th

Select Domain(s):\*

- General
  - Social Studies
  - Math
  - Science
- [Register](#) to select other domains

Select Content(s):

- Words Only
  - Words and Frequency
- [Register](#) to select Words and Frequency

Select File Format(s):\* [Select All](#)

- Spreadsheet
- PDF

Download



## [www.Hub.Lexile.com](http://www.Hub.Lexile.com) Available to Partner States

Learning the right words at the right time is the key to building a strong vocabulary foundation. Lexile WordLists, based on the top best-selling Science, Math, Social Studies, and ELA textbook programs in grades 1-12, were created to address vocabulary gaps and prepare students for the academic words they will actually encounter in their learning. Create your own customized lists of consequential words using the selections below.

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Select Domain(s):\* [Select All](#)

- General
- Social Studies
- Math
- Science

Select Content(s):

- Words Only
- Words and Frequency


Select File Format(s):\* [Select All](#)

- Spreadsheet
- PDF

Download


# Sample Word Lists

## Universal Tools

 **LEXILE WORDLISTS**    GRADE(S) 2 | **GENERAL WORDS**

form	method
event	result
clue	analyze
effect	communicate
amount	location
connect	apply
example	classify
reason	expand
volume	recycle
comprehension	carefully
direction	interest
purpose	concept
illustrate	infer
expository	source
opinion	informational
value	process
contrast	revise
during	experience
retell	correctly
solution	preview
contain	relate
context	system
difference	investigate
design	toward
summarize	theme
paragraph	
selection	
sequence	
fiction	
web	
mental	

## Partner/HUB tools

 **LEXILE WORDLISTS**    GRADE(S) 2 | **SOCIAL STUDIES WORDS**

court	demand	enterprise
region	electoral	harbor
trail	fort	irrigate
consume	heritage	marketplace
judge	peninsula	palace
chief	predicate	plow
pronoun	rainfall	roam
festival	spirit	townspeople
monument	suburban	tropical
council	army	agriculture
election	battle	alphabet
urban	british	batter
adverb	cliff	buffalo
rural	democracy	cartoon
tax	elect	colonial
barter	humorous	courthouse
colonist	league	crown
fable	migrate	declare
harvest	motto	eastern
income	revolution	economics
slavery	savanna	emperor
railroad	simile	enemy
soldier	slave	executive
cardinal	turkey	figurative
equator	veteran	grant
petition	ancestor	irrigation

# Connecting the LAS Links Item Roster and Item Maps to Lexile.com



## Item Roster

Total Points Earned	SubjectCode	Strands	Item Number		
	▼ READING				
	▼ Language Arts, Social Studies, History				
Student	17 (I)	18 (I)	21 (I)	22 (I)	23 (I)
ALBERT, Clint   236523   2019-02-19   02   D/2	1	0	0	0	
ALLEN, ERVIN   457269   2019-02-19   02   D/2	0	0	0	0	
ALONZO, DREW   236427   2019-02-19   02   D/2	0	1	1	0	
Alvin, JOEY   236429   2019-02-19   02   D/2	0	0	0	0	
AMADO, Sherman   236453   2019-02-19   02   D/2	0	0	0	0	
AMBROSE, Luther   236541   2019-02-19   02   D/2	1	0	1	0	

## Grades 2-3 Reading Form C

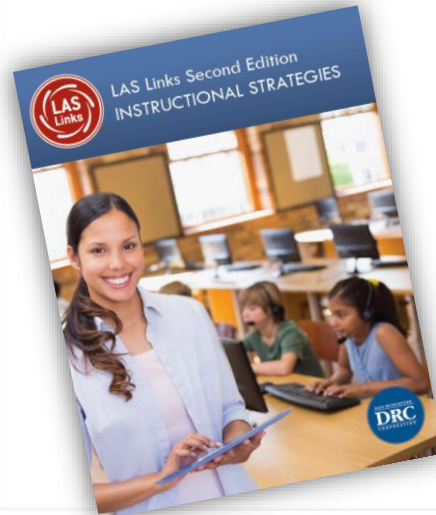


Form	Subtest	Grade Span	Item Number	Item Type	Key	Max Score Points	Language Context Strand	LL Subskill	LL Subskill Description	LL Objective	LL Objective Description
Form C	Reading	2-3	1	MC	A	1	Reading Foundational Skills	R2	Understand Word Meaning	R.2.2	Classify words
Form C	Reading	2-3	2	MC	C	1	Reading Foundational Skills	R2	Understand Word Meaning	R.2.2	Classify words
Form C	Reading	2-3	3	MC	A	1	Reading Foundational Skills	R1	Analyze Words	R.1.4	Apply knowledge of morphemes and syntax to word meaning
Form C	Reading	2-3	4	MC	B	1	Reading Foundational Skills	R1	Analyze Words	R.1.4	Apply knowledge of morphemes and syntax to word meaning
Form C	Reading	2-3	5	MC	B	1	Reading Foundational Skills	R1	Analyze Words	R.1.4	Apply knowledge of morphemes and syntax to word meaning
Form C	Reading	2-3	6	MC	B	1	Reading Foundational Skills	R1	Analyze Words	R.1.4	Apply knowledge of morphemes and syntax to word meaning
Form C	Reading	2-3	7	MC	C	1	Read for Social Intercultural Instructional Communication	R3	Comprehend Written Material	R.3.1	Identify main ideas
Form C	Reading	2-3	8	MC	B	1	Read for Social Intercultural Instructional Communication	R3	Comprehend Written Material	R.3.5	Identify point of view, tone and attitude
Form C	Reading	2-3	9	MC	A	1	Read for Social Intercultural Instructional Communication	R2	Understand Word Meaning	R.2.3	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings
Form C	Reading	2-3	10	MC	A	1	Read for Social Intercultural Instructional Communication	R3	Comprehend Written Material	R.3.1	Identify main ideas
Form C	Reading	2-3	11	MC	C	1	Read for Social Intercultural Instructional Communication	R2	Understand Word Meaning	R.2.3	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings
Form C	Reading	2-3	12	MC	C	1	Read for Social Intercultural Instructional Communication	R3	Comprehend Written Material	R.3.1	Identify main ideas
Form C	Reading	2-3	13	MC	B	1	Read for Social Intercultural Instructional Communication	R3	Comprehend Written Material	R.3.2	Identify supporting details
Form C	Reading	2-3	14	MC	A	1	Read for Social Intercultural Instructional Communication	R3	Comprehend Written Material	R.3.5	Identify point of view, tone and attitude
Form C	Reading	2-3	15	MC	C	1	Read for Social Intercultural Instructional Communication	R2	Understand Word Meaning	R.2.3	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings
Form C	Reading	2-3	16	MC	B	1	Read for Social Intercultural Instructional Communication	R3	Comprehend Written Material	R.3.5	Identify point of view, tone and attitude
Form C	Reading	2-3	17	MC	B	1	Read for Language Arts Social Studies History	R2	Understand Word Meaning	R.2.3	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings
Form C	Reading	2-3	18	MC	A	1	Read for Language Arts Social Studies History	R3	Comprehend Written Material	R.3.1	Identify main ideas
Form C	Reading	2-3	19	MC	B	1	Read for Mathematics/Science/Technical Subjects	R3	Comprehend Written Material	R.3.1	Identify main ideas
Form C	Reading	2-3	20	MC	C	1	Read for Mathematics/Science/Technical Subjects	R2	Understand Word Meaning	R.2.3	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings
Form C	Reading	2-3	21	MC	C	1	Read for Language Arts Social Studies History	R3	Comprehend Written Material	R.3.2	Identify supporting details
Form C	Reading	2-3	22	MC	A	1	Read for Language Arts Social Studies History	R2	Understand Word Meaning	R.2.3	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings
Form C	Reading	2-3	23	MC	B	1	Read for Language Arts Social Studies History	R3	Comprehend Written Material	R.3.3	Identify important literary features of text
Form C	Reading	2-3	24	MC	C	1	Read for Language Arts Social Studies History	R2	Understand Word Meaning	R.2.3	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings
Form C	Reading	2-3	25	MC	B	1	Read for Language Arts Social Studies History	R3	Comprehend Written Material	R.3.5	Identify point of view, tone and attitude
Form C	Reading	2-3	26	MC	C	1	Read for Mathematics/Science/Technical Subjects	R3	Comprehend Written Material	R.3.1	Identify main ideas
Form C	Reading	2-3	27	MC	B	1	Read for Mathematics/Science/Technical Subjects	R2	Understand Word Meaning	R.2.3	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings
Form C	Reading	2-3	28	MC	C	1	Read for Mathematics/Science/Technical Subjects	R2	Understand Word Meaning	R.2.3	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings
Form C	Reading	2-3	29	MC	B	1	Read for Mathematics/Science/Technical Subjects	R3	Comprehend Written Material	R.3.2	Identify supporting details
Form C	Reading	2-3	30	MC	A	1	Read for Mathematics/Science/Technical Subjects	R3	Comprehend Written Material	R.3.5	Identify point of view, tone and attitude

# Putting the Word Lists to Use: Identify Main Idea

**LEXILE WORDLISTS**    **GRADE(S) 2** | **GENERAL WORDS**

form	method
event	result
<b>clue</b>	<b>analyze</b>
effect	communicate
amount	location
<b>connect</b>	apply
<b>example</b>	classify
<b>reason</b>	expand
volume	recycle
comprehension	carefully
direction	interest
purpose	<b>concept</b>
illustrate	infer
expository	source
opinion	informational
value	process
contrast	revise
during	experience
retell	correctly
<b>solution</b>	<b>preview</b>
contain	<b>relate</b>
context	system
difference	investigate
design	toward
<b>summarize</b>	<b>theme</b>
paragraph	
selection	
sequence	
fiction	
web	
mental	



- Strategies are available for download at [www.LASLinks.com](http://www.LASLinks.com)
- All teachers, not just the Language certified teachers, can use these strategies

**LAS Links** LEADING THE WAY IN LANGUAGE ASSESSMENT

DATA RECOGNITION **DRC** CORPORATION

HOME ASSESSMENT SOLUTIONS ▾ CUSTOMER FORMS ▾ SUCCESS STORIES ▾ DIGITAL LIBRARY ▾ NEW CUSTOMER ONBOARDING ▾ **RESOURCES ▾** STATE PAGES

Product Videos & Testimonials

**Resources for Teachers and Parents ▾**

- Framework
- LAS Links® Instructional Guidance
- Proficiency Level Descriptors
- Scope & Sequence
- preLAS Instructional Strategies
- LAS Links Instructional Strategies**

FAQS

Alignments

Assessment Services ▾

Remote Testing National

Psychometric Services

Research Resources

**LAS Links: Leading the Way in Authentic Language Proficiency Assessment**

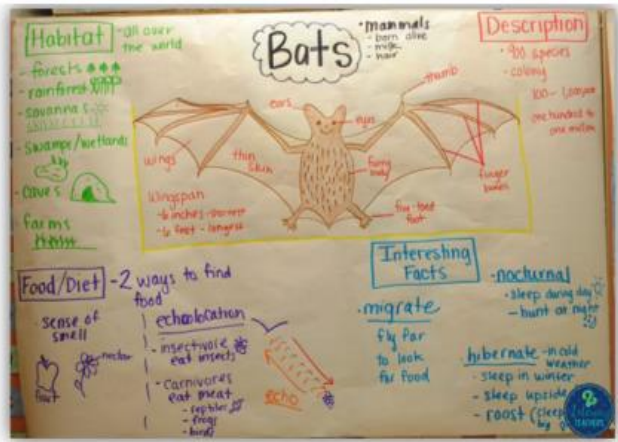
View our videos below to see how preLAS Online and LAS Links Online will positively impact your teachers and students.

# Connecting to the Classroom: LAS Links Instructional Strategies



## STRATEGY: PICTORIAL INPUT CHART

The goal of the Pictorial Input Chart is to provide visual and auditory support for students as the teacher delivers academic concepts and content-specific vocabulary.



- Use the chart to develop unit vocabulary and concepts through illustrations. The picture becomes “alive” in front of students as the teacher shares information through drawings, labels, and words written on the chart.
- Draw and label the concepts in front of the students.
- The teacher describes and explains the emerging visual.
- Through questioning, engage students by activating their background knowledge.

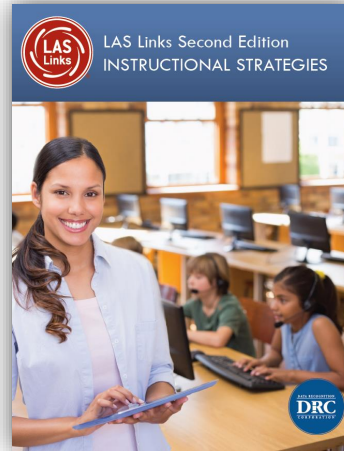
The chart remains posted in the classroom during the duration of the lesson/unit as a reference for the students.

## LANGUAGE DOMAIN FOCUS

<b>Reading</b> <input checked="" type="checkbox"/>	<b>Writing</b> <input checked="" type="checkbox"/>	<b>Speaking</b> <input checked="" type="checkbox"/>	<b>Listening</b> <input checked="" type="checkbox"/>
• Read Academic Texts	• Use Grammar and Conventions	• Use Academic Words	• Listen for Academic Information
• Understand Classroom Task (Gr. 1-12 Only)	• Write Academic Sentences	• Present and Explain Information	• Listen to Classroom Discussion

<b>Proficiency Level Focus:</b>	<b>LAS Links Subskills/Objectives:</b>	<b>Citation:</b>
<input checked="" type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input checked="" type="checkbox"/> Above Proficient	<input checked="" type="checkbox"/> Early Intermediate <input checked="" type="checkbox"/> Proficient	L1, L2, L3, L4, R1, R2, R3, S1, S2, S3, S4, S5, W1, W2, W6, W8 NGS, GLAD Strategies (2019, January 14). Pictorial input chart. Be Glad. <a href="https://drc.tiny.us/yc7v489w">https://drc.tiny.us/yc7v489w</a>

The goal of the strategy.



The steps to the strategy.

## STRATEGY: GIST (GETTING INTERACTIONS BETWEEN SCHEMATA AND TEXTS)

This is a summarization strategy that helps students with “getting the gist” from longer texts. The goal is for students to use this strategy on their own when encountering longer texts. The frequency of repeated words or terms can support the understanding of a passage or text.

- Use longer texts, and divide the text into shorter chunks, 150-300 words per chunk.
- Work along with the students in identifying 10 or more terms, phrases, or concepts that are critical to understanding the portion of the text.
- Create a word bank using the identified list of words, phrases, or concepts.
- Engage students in academic discussions and predictions about the section based on the terms.
- Use the word bank to write a summary sentence predicting the text.
- Repeat the process with the rest of the text.
- Finally, assist students to develop a topic sentence to create the GIST of the text resulting in a paragraph.
- Adjust the length of the text depending on the students' levels of English proficiency.

## LANGUAGE DOMAIN FOCUS

<b>Reading</b> <input checked="" type="checkbox"/>	<b>Writing</b> <input checked="" type="checkbox"/>	<b>Speaking</b> <input checked="" type="checkbox"/>	<b>Listening</b> <input checked="" type="checkbox"/>
• Read Academic Texts	• Use Grammar and Conventions	• Use Academic Words	• Listen for Academic Information
• Understand Classroom Task (Gr. 1-12 Only)	• Write Academic Sentences	• Present and Explain Information	• Listen to Classroom Discussion

<b>Proficiency Level Focus:</b>	<b>LAS Links Subskills/Objectives:</b>	<b>Citation:</b>
<input checked="" type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input checked="" type="checkbox"/> Above Proficient	<input checked="" type="checkbox"/> Early Intermediate <input checked="" type="checkbox"/> Proficient	L1, L2, L3, L4, R1, R2, R3, S1, S2, S3, S6, W1, W2, W3, W4, W5, W6, W8 Cunningham, P. M. (2004). <i>Phonics they use: Words for reading and writing</i> (4th ed.). New York: Harper-Collins College Press.

Other suggestions.



## TABLE OF CONTENTS

### SOCIAL, INTERCULTURAL, AND INSTRUCTIONAL COMMUNICATION

- Classroom Mingle (R, W, S, L)
- Paraphrase Passport (R, S, L)
- All Write Round Robin (R, W, S, L)
- The Seven Steps to Build an Interactive Classroom (R, W, S, L)
- Advanced Organizers (R, W, S, L)
- QSSSA (Question, Signal, Stem, Share, Assess) (W, R, S, L)
- Simultaneous Round Table (R, W, S, L)
- Talking Chips (R, S, L)
- Marzano's Six Steps (R, W, S, L) ←
- Sentence Stems and Sentence Frames (R, W, S, L)
- Self-Assessment of Word Knowledge (R, W, S, L) ←
- Repetition (R, W, S, L)
- Mnemonics (R, W, S, L)

### ACADEMIC: LANGUAGE ARTS, SOCIAL STUDIES, AND HISTORY

- Notice and Note (R, W)
- Visual Thinking Strategy (VTS) (R, W, S, L)
- Higher Order Thinking Questions (R, W, S, L)
- Activating Background Knowledge (R, W, S, L)
- Pictorial Input Chart (R, W, S, L)
- Capture the Comic (R, W, S, L)
- Sketch to Stretch (R, W, S, L)
- List-Group-Cluster (R, W, S, L) ←
- Word Forms (R, W, S, L) ←
- Illustrated Word Bank (R, W, S, L) ←
- Think-Write-Pair-Share (R, W, S, L)
- GIST (Getting Interactions between Schemata and Texts) (R, W, S, L)

### ACADEMIC: MATHEMATICS, SCIENCE, AND TECHNICAL SUBJECTS

- Constructive Conversation Skills Poster (Math version) (R, S, L)
- Connect 3 (R, W, S, L)
- Tap and Talk (R, S, L)
- Uncover the Picture (R, S, L)
- Match Mine (R, W, S, L)
- Give One, Get One (R, W, S, L)
- Frustration Model (R, W, S, L)
- Language Objectives (R, W, S, L)
- Think-Aloud (R, W, S, L)
- Scaffolding for Language Acquisition (R, W, S, L)
- Outcome Sentences (R, W, S, L)
- Informal Assessment and Progress Monitoring (R, W, S, L)



### Student Report JANE DOE

Academic Report	Speaking			Listening			Reading			Writing		
	Points Observed	Points Possible	RGA	Points Observed	Points Possible	RGA	Points Observed	Points Possible	RGA	Points Observed	Points Possible	RGA
Social, Intercultural, and Instructional Communication	13▲	13	11	7▲	8	6	13▲	14	9	8▲	10	8
Academic	13	28	20	5	12	7	7	16	8	10	22	13
Foundational Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language Arts, Social Studies, History	6	14	9	3	6	4	4▲	8	4	5	11	6
Science, Technical Subjects	7	14	11	2	6	3	3	8	4	5	11	6

N/A = Not Applicable R/W = Test Invalidation RGA = Reference Group Average ▲ = Student achieved at or above the RGA

Reading Links - LAS Links 2nd Edition Recommended Lexile® Range = 570L-720L  
This report provides a list of books based on your student's performance. It can be used to assist your student in improving reading skills. Student's Lexile® Measure = 670L

Suggested Titles	Author	Lexile
The Sandlot Puzzle	Disher, Gary	570L
A Year at a Construction Site	Harris, Nicholas	580L
Houdini Graphic Biography	Sadleirbach Graphic Biographies	590L
Cesar Chavez	Mathews, J. L.	600L
A Year Down Yonder	Pack, Richard	610L
M.C. Higgins, the Great	Hamilton, Virginia	620L
The Transatlantic Saga	Paulson, Gary	630L
Squeeze	Muller, Rachel Dunstan	640L
Action Jackson	Greenberg, Jan and Jordan, Sandra	650L
Holes	Sadhar, Louis	660L
Step from Heaven	Nu, An	670L
The Shackleton Expedition	Flow, Jill	680L
Gold Dust	Lynch, Chris	690L
Miraculous Journey of Edward Tulane	DiCamillo, Kate	700L
F the World Were a Village	Smith, David J. Armstrong, Shelagh	710L
Sherlock Holmes and the Adventure at the Copper Beeches	Robbich, Sophie Morrow, J. T.	720L

#### General Interpretation

Listed above is a selection of books that should provide an appropriate reading challenge for your student based on his or her performance on the LAS Links Reading test. The books have been chosen from reading lists published by various professional organizations and associations and have been reviewed to ensure content appropriateness. All of the books listed should be available at public libraries, school libraries, or bookstores. The Lexile measure and Lexile range have been provided to assist you in determining other titles that may offer an appropriate challenge for your student. For more information about Lexile measures and additional reading materials, visit [www.lexia.com](http://www.lexia.com).

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