

The Lexile Framework® for Reading

AZ Reads

Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

www.azed.gov/azreads/lexile



Text Level Lexile Measure Literature Titles

Example of a Reading Selection

Text Level	Lexile Measure	Literature Titles	Example of a Reading Selection
GRADUATE SCHOOL	1700L	1690 Concerning Civil Government 1660 Einstein's Miraculous Year 1660 On Abraham Lincoln 1610 Engineering Trouble: Biotechnology and Its Discontents 1600 Chemical Consequences: Environmental Mutagens, Scientist Activism, and the Rise of Genetic Toxicology	DISCOURSE ON THE METHOD AND MEDITATIONS ON FIRST PHILOSOPHY To such a class of things pertains corporeal nature in general, and its extension, the figure of extended things, their quantity or magnitude and number, as also the place in which they are, the time which measures their duration, and so on. That is possibly why our reasoning is not unjust when we conclude from this that Physics, Astronomy, Medicine and all other sciences which have as their end the consideration of composite things, are very dubious and uncertain; but that Arithmetic, Geometry and other sciences of that kind which only treat of things that are very simple and very general, without taking great trouble to ascertain whether they are actually existent or not, contain some measure of certainty and an element of the indubitable. (Rene Descartes, author)
	1600L	1590 Spatial Optimization in Ecological Applications 1520 Footprints in the Jungle: Natural Resource Industries, Infrastructure, and Biodiversity Conservation 1510 On Human Nature 1510 The Prince	FUNDAMENTAL PRINCIPLES OF THE METAPHYSICS OF MORALS In fact, it is absolutely impossible to make out by experience with complete certainty a single case in which the maxim of an action, however right in itself, rested simply on moral grounds and on the conception of duty. Sometimes it happens that with the sharpest self-examination we can find nothing beside the moral principle of duty which could have been powerful enough to move us to this or that action and to so great a sacrifice; yet we cannot from this infer with certainty that it was not really some secret impulse of self-love, under the false appearance of duty, that was the actual determining cause of the will. (Immanuel Kant, author)
	1500L	1470 Great Physicists from Galileo to Einstein 1450 The Confessions of Nat Turner 1450 The Origin of Species 1440 The Legend of Sleepy Hollow 1420 Master Humphrey's Clock 1410 Profiles in Courage	ON ANCIENT MEDICINE And as to him who had been accustomed to dinner, since, as soon as the body required food, and when the former meal was consumed, and he wanted refreshment, no new supply was furnished to it, he wastes and is consumed from want of food. For all the symptoms which I describe as befalling to this man I refer to want of food. And I also say that all men who, when in a state of health, remain for two or three days without food, experience the same unpleasant symptoms as those which I described in the case of him who had omitted to take dinner. (Hippocrates, author)
	1400L	1380 Wuthering Heights 1380 Life in a Medieval Castle 1370 Animal Farm 1350 The Guns of August 1340 Silent Spring 1320 Rosalind Franklin and DNA	THE SCARLET LETTER But the point which drew all eyes, and, as it were, transfigured the wearer—so that both men and women who had been familiarly acquainted with Hester Prynne were now impressed as if they beheld her for the first time—was that SCARLET LETTER, so fantastically embroidered and illuminated upon her bosom. It had the effect of a spell, taking her out of the ordinary relations with humanity, and enclosing her in a sphere by herself. "She hath good skill at her needle, that's certain," remarked one of her female spectators; "but did ever a woman, before this brazen hussy, contrive such a way of showing it? Why, gossips, what is it but to laugh in the faces of our godly magistrates, and make a pride out of what they, worthy gentlemen, meant for a punishment?" (Nathaniel Hawthorne, author)
	1300L	1290 The House of Seven Gables 1250 The Three Big Bangs 1230 Moby Dick 1220 The Double Helix 1210 Cold Mountain 1200 The Trumpeter of Krakow	BROWN v. BOARD OF EDUCATION: 1954 Under that doctrine, equality of treatment is accorded when the races are provided substantially equal facilities, even though these facilities be separate. In the Delaware case, the Supreme Court of Delaware adhered to that doctrine, but ordered that the plaintiffs be admitted to the white schools because of their superiority to the Negro schools. The plaintiffs contend that segregated public schools are not "equal" and cannot be made "equal," and that hence they are deprived of the equal protection of the laws. Because of the obvious importance of the question presented, the Court took jurisdiction. Argument was heard in the 1952 Term, and reargument was heard this Term on certain questions propounded by the Court. (347 US 483, 98 L ed 873, 74 S Ct 686)
	1200L	1190 Hiroshima 1160 The Pickwick Papers 1160 Crucibles: The Story of Chemistry 1160 The Jungle Book 1120 The Call of the Wild 1110 Charles Darwin: The Life of a Revolutionary Thinker	WAR AND PEACE Pierre had been educated abroad, and this reception at Anna Pavlovna's was the first he had attended in Russia. He knew that all the intellectual lights of Petersburg were gathered there and, like a child in a toyshop, did not know which way to look, afraid of missing any clever conversation that was to be heard. Seeing the self-confident and refined expression on the faces of those present he was always expecting to hear something very profound. At last he came up to Morio. Here the conversation seemed interesting and he stood waiting for an opportunity to express his own views, as young people are fond of doing. (Leo Tolstoy, author)
	1100L	1070 All Things Bright and Beautiful 1060 Volcano and Earthquake 1010 Ben and Me 1000 Island of the Blue Dolphins 1000 The Phantom Tollbooth 1000 Stars and Planets	PRIDE AND PREJUDICE Occupied in observing Mr. Bingley's attentions to her sister, Elizabeth was far from suspecting that she was herself becoming an object of some interest in the eyes of his friend. Mr. Darcy had at first scarcely allowed her to be pretty; he had looked at her without admiration at the ball; and when they next met, he looked at her only to criticise. But no sooner had he made it clear to himself and his friends that she had hardly a good feature in her face, than he began to find it was rendered uncommonly intelligent by the beautiful expression of her dark eyes. (Jane Austen, author)
	1000L	970 Energy Sources 960 Watching Desert Wildlife 950 Shh! We're Writing the Constitution 940 A Voice of Her Own: The Story of Phillis Wheatley 940 All the Pretty Horses 920 Talking with Artists	BLACK BEAUTY One day, when there was a good deal of kicking, my mother whinnied to me to come to her, and then she said: "I wish you to pay attention to what I am going to say to you. The colts who live here are very good colts, but they are cart-horse colts, and of course they have not learned manners. You have been well-bred and well-born; your father has a great name in these parts, and your grandfather won the cup two years at the Newmarket races; your grandmother had the sweetest temper of any horse I ever knew, and I think you have never seen me kick or bite. I hope you will grow up gentle and good, and never learn bad ways; do your work with a good will, lift your feet up well when you trot, and never bite or kick even in play." (Anna Sewell, author)
	900L	870 A Drop of Water: A Book of Science and Wonder 840 George Washington's Socks 840 So You Want to Be an Inventor? 820 Maniac Magee 820 Year of the Ranch 800 Walker of Time	TOM SWIFT IN THE LAND OF WONDERS Just what Tom's thoughts were, Ned, of course, could not guess. But by the flush that showed under the tan of his chum's cheeks the young financial secretary felt pretty certain that Tom was a bit apprehensive of the outcome of Professor Beecher's call on Mary Nestor. "So he is going to see her about 'something important,' Ned?" "That's what some members of his party called it." "And they're waiting here for him to join them?" "Yes. And it means waiting a week for another steamer. It must be something pretty important, don't you think, to cause Beecher to risk that delay in starting after the idol of gold?" "Important? Yes, I suppose so," assented Tom. (Victor Appleton, author)
	800L	790 A Picture of Freedom: A Diary of Clotee, a Slave Girl 770 Why Do Tigers Have Stripes? A Book About Camouflage 760 Walk Two Moons 750 I Am Lavina Cumming 730 Coyote School News 720 The BFG	THE ADVENTURES OF PINOCCHIO "Great soul!" said Pinocchio, fondly embracing his friend. Five months passed and the boys continued playing and enjoying themselves from morn till night, without ever seeing a book, or a desk, or a school. But, my children, there came a morning when Pinocchio awoke and found a great surprise awaiting him, a surprise which made him feel very unhappy, as you shall see. Everyone, at one time or another, has found some surprise awaiting him. Of the kind which Pinocchio had on that eventful morning of his life, there are but few. What was it? I will tell you, my dear little readers. On awakening, Pinocchio put his hand up to his head and there he found—Guess! He found that, during the night, his ears had grown at least ten full inches! (Carlo Collodi, author)
700L	680 How to Think Like a Scientist 670 The Great Kapok Tree 670 A River Ran Wild 670 Number the Stars 660 Holes 640 A Chair for Mother	BUNNICULA: A RABBIT TALE OF MYSTERY "Of course he bites vegetables. All rabbits bite vegetables." "He bites them, Harold, but he does not eat them. That tomato was all white. What does that mean?" "It means that he paints vegetables?" I ventured. "It means he bites vegetables to make a hole in them, and then he sucks out all the juices." "But what about all the lettuce and carrots that Toby has been feeding him in his cage?" "Ah ha. What indeed!" Chester said. "Look at this!" Whereupon, he stuck his paw under the chair cushion and brought out with a flourish an assortment of strange white objects. Some of them looked like unironed handkerchiefs, and the others well, the others didn't look like anything I'd ever seen before. (Deborah and James Howe, authors) © 1979 by James Howe. Reprinted by permission of Simon & Schuster Children's Publishing Division. All rights reserved.	
600L	590 Arizona - From Sea to Shining Sea Series 580 Bugs and Other Insects 560 Sarah Plain and Tall 550 Stone Fox 540 Let's Go Rock Collecting 520 Blue or Gray? A Family Divided	A BABY SISTER FOR FRANCES "Did you forget that I like raisins?" "No, I did not forget," said Mother, "but you finished up the raisins yesterday and I have not been out shopping yet." "Well," said Frances, "things are not very good around here anymore. No clothes to wear. No raisins for the oatmeal. I think maybe I'll run away." "Finish your breakfast," said Mother. "It is almost time for the school bus." "What time will dinner be tonight?" said Frances. "Half past six," said Mother. "Then I will have plenty of time to run away after dinner," said Frances, and she kissed her mother good-bye and went to school. After dinner that evening Frances packed her little knapsack very carefully. She put in her tiny special blanket and her alligator doll. (Russell Hoban, author) © 1964 by Russell Hoban. Reprinted by permission of HarperCollins Publishers, Inc. All rights reserved.	
500L	490 Harold and the Purple Crayon 480 Arrow to the Sun 470 A Bargain for Frances 450 From Seed to Sunflower 430 Solid, Liquid, or Gas? 420 Vote!	THE MAGIC SCHOOL BUS INSIDE THE EARTH But suddenly, the bus began to spin like a top. That sort of thing doesn't happen on most class trips. When the spinning finally stopped, some things had changed. We all had on new clothes. The bus had turned into a steam shovel. And there were shovels and picks for every kid in the class. "Start digging!" yelled Ms. Frizzle. And we began making a huge hole right in the middle of the field. Before long CLUNK! we hit rock. The Friz handed out jackhammers. We began to break through the hard rock. "Hey, these rocks have stripes," said a kid. Ms. Frizzle explained that each stripe was a different kind of rock. We chipped off pieces of the rocks for our class rock collection. "These rocks are called sedimentary rocks, class," said Ms. Frizzle. (Joanna Cole, author) THE MAGIC SCHOOL BUS is a registered trademark of Scholastic Inc. © 1987 by Joanna Cole. Reprinted by permission of Scholastic Inc. All rights reserved.	
400L	380 Anno's Mysterious Multiplying Jar 380 Mole Music 360 Coyote: A Trickster Tale from the American Southwest 340 What Is Matter? 320 Lewis and Clark: A Prairie Dog for the President 300 A Hot Day	FROG AND TOAD ARE FRIENDS "That button is thin. My button was thick." Toad put the thin button in his pocket. He was very angry. He jumped up and down and screamed, "The whole world is covered with buttons, and not one of them is mine!" Toad ran home and slammed the door. There, on the floor, he saw his white, four-holed, big, round, thick button. "Oh," said Toad. "It was here all the time. What a lot of trouble I have made for Frog." Toad took all of the buttons out of his pocket. He took his sewing box down from the shelf. Toad sewed the buttons all over his jacket. The next day Toad gave his jacket to Frog. Frog thought it was beautiful. He put it on and jumped for joy. (Arnold Lobel, author) © 1970 by Arnold Lobel. Reprinted by permission of HarperCollins Publishers, Inc. All rights reserved.	
300L	260 Water as a Solid 260 At the Crossroads 250 Cat and Dog 240 Seeds 230 Boy Who Cried Wolf 220 As the Roadrunner Runs: A First Book of Maps	CLIFFORD'S MANNERS Clifford loves to go visiting. When he visits his sister in the country, he always calls ahead. Clifford always arrives on time. Don't be late. Knock before you walk in. He knocks on the door before he enters. He wipes his feet first. Wipe your feet. Clifford kisses his sister. He shakes hands with her friend. Shake hands. Wash up before you eat. Clifford's sister has dinner ready. Clifford washes his hands before he eats. Clifford chews his food with his mouth closed. He never talks with his mouth full. Don't talk with your mouth full. Help clean up. Clifford helps with the clean-up. Say good-bye. Then he says thank you and good-bye to his sister and to his friend. Everyone loves Clifford's manners. (Norman Bridwell, author) © 1972 by Norman Bridwell. Reprinted by permission of Scholastic Inc. All rights reserved.	
200L			

About The Lexile Framework® for Reading

The Lexile Framework for Reading provides a common, developmental scale for matching reader ability and text difficulty. Lexile® measures enable educators, parents and students to select targeted materials that can improve reading skills and to monitor reading growth across the curriculum, in the library and at home. Lexiles are a powerful tool for linking assessment with instruction, by taking the guesswork out of selecting reading materials that meet and challenge a student's ability.

Recognized as the most widely adopted reading measure, Lexiles are part of reading and testing programs in the classroom and at the district and state levels. More than 100,000 books, 80 million articles and 60,000 Web sites have Lexile measures, and all major standardized tests can report student reading scores in Lexiles. The Lexile Framework was developed by MetaMetrics®, Inc., a privately held educational measurement company based in Durham, N.C., after 20 years of research funded, in part, by the National Institutes of Health. For more information, call 1-888-LEXILES or visit www.Lexile.com.

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Arizona Department of Education does not endorse or recommend reading material for its schools. Curriculum decisions are made at the district/local level in Arizona. The Lexile map provides a graphic representation of texts and titles that match designated levels of reading ability. Lexile measures are a measure of text difficulty. They do not address age-appropriateness, student interest, or the quality of a text. Reading material for students should always be previewed by parents or educators.





State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

Dear Parents,

In order to give Arizona parents an additional tool to help their students do better in school, we are providing a Lexile® Reading Range that is linked to their AIMS Reading scores.

The Lexile Framework® for Reading measures readers and reading materials. Parents, teachers, and students can use Lexiles to determine if a text is too easy, too difficult, or just right for a student. Lexile is not a test score; it is a measure that applies to books and articles students encounter daily—at school, at home, and in the library. Teachers and parents can use Lexiles to create a strong home-school connection while encouraging reading at students' comprehension levels. Students are more likely to read if they are able to choose books that match their ability.

Students in Arizona will receive Lexile measures with their AIMS Reading scores each spring. Parents may get this information from their child's teacher. The Lexile map (on the back of this letter) provides some titles matched to your child's reading range.

To learn more about Lexiles and the Lexile Database of tens of thousands of titles, please visit the ADE website Lexile Resource at www.azed.gov/azreads/lexile.

I know you care about helping your child become a lifelong reader. I hope the Lexile map is useful to you and your family.

Sincerely,

Tom Horne
Superintendent of Public Instruction

The Lexile Framework® for Reading: Lexiles at Home

“Lexiles” defined

The Lexile Framework® for Reading is a scientific approach to measuring readers and reading materials. A key part of the Lexile Framework is a number called the Lexile® measure. The Lexile measure reflects the difficulty of a text—a book or newspaper article, for example. A Lexile measure also indicates a student's current reading ability. Knowing the Lexile measure of a book and the Lexile measure of a reader helps predict how the book matches the student's current reading ability—whether that book may be too easy, too difficult or just right.

A Lexile measure for either text or readers is a simple number followed by an “L” (e.g. “850L”), and is placed on the Lexile scale. The Lexile scale ranges from below 200L for beginning readers and text to above 1700L for advanced readers and text.

The Lexile Framework, which includes both the Lexile measure and Lexile scale, is not an instructional program any more than a thermometer is a medical treatment. But just as a thermometer can be useful in managing medical care, The Lexile Framework can be useful in managing your child's reading development.

Obtaining your child's Lexile measure

Lexiles are in use in thousands of schools. All major standardized reading tests and several popular instructional reading programs report their results in Lexiles. Some schools include student Lexile measures with report cards, test results and home reading materials.

More meaningful than grade leveling

Lexile measures do not translate specifically to grade levels. Within any classroom, there will be a range of readers and a range of materials to be read. For example, in a fifth-grade classroom, there will be some readers that are far ahead of the rest, and some readers far below the rest. To say that some books are “just right” for fifth graders assumes that all fifth graders are reading at the same level. Lexiles track a student's reading progress over time, no matter what grade he or she is in.

Managing your child's reading comprehension

Lexile measures allow you to manage your child's reading comprehension by matching him or her to appropriately challenging texts. Matching your child's Lexile measure to a text with the same Lexile measure leads to an expected 75-percent comprehension rate—not too difficult to be frustrating, but difficult enough to encourage reading progress. You can further help your child by knowing his or her Lexile range. A reader's recommended Lexile range is 50L above and 100L below his or her Lexile measure. These are the boundaries between the easiest kinds of reading material for your child and the hardest level at which he or she can read successfully.

Finding books and articles that will help your child

Once you have your child's Lexile measure, you can connect him or her to tens of thousands of books and tens of millions of articles that have Lexile measures. Most public libraries have access to online periodicals databases where you can search for newspaper and magazine articles by Lexile measure.

For books, the Lexile Book Database ([at www.lexile.com](http://www.lexile.com)) can be used to both find books and create booklists. This free database allows you to search for books by keyword, title, author, Lexile range and other criteria. You can search for specific titles based on your child's Lexile measure, and use keywords of interest to your child, knowing that the selections will be appropriate to your child's current reading ability.

Using Lexiles at home

- Ensure that your child gets plenty of reading practice, concentrating on material within his or her Lexile range. Ask your child's teacher or school librarian to print a list of books in your child's range, or search the Lexile Book Database.
- Communicate with your child's teacher and school librarian about his or her reading needs and accomplishments. They can use the Lexile scale to let you know their assessment of your child's current reading ability.
- When a reading assignment proves too challenging for your child, use activities to help. For example, review the words and definitions from the glossary, and the review questions at the end of a chapter before your child reads the text. Afterwards, be sure to return to the glossary and review questions to make certain your child understood the material.
- Celebrate your child's reading accomplishments. One of the great things about the Lexile Framework is that it provides an easy way for readers to keep track of their own growth and progress. You and your child can set goals for reading—sticking to a reading schedule, reading a book at a higher Lexile measure, trying new kinds of books and articles, or reading a certain number of pages per week. When your child hits the goal, make an occasion out of it!

The Lexile Framework for Reading

The Lexile Framework is an indispensable part of any child's reading development. Lexiles take the guesswork out of matching your child with appropriately challenging reading materials. If you know your child's Lexile measure, you can tell with a great deal of accuracy which books will encourage reading progress. The Lexile Framework is supported by many products, tools and services. To find out more about The Lexile Framework for Reading, visit the Lexile Web site at www.lexile.com.

