

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. (René 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 Educators,

To lend teachers assistance in helping students achieve higher goals in reading, we are providing a Lexile® Reading Range that is linked to students' AIMS Reading performance.

The Lexile Framework® for Reading measures readers and reading materials. A student's AIMS Reading score is linked to the Lexile Reading Range. Parents, teachers and students can use Lexile measures 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 Lexile measures 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.

When students in Arizona receive their AIMS Reading score each spring, their score may be converted to a Lexile measure using the conversion tables housed on the ADE website at www.azed.gov/azreads/lexile. The linking of the Lexile Framework with AIMS will match each student's reading range to books, magazines, and newspapers that have also been measured and reported as Lexile levels. The Lexile map provides a sampling of texts and titles matched to appropriate levels of reading ability. I am sure that you will find the Lexile map helpful in understanding how Lexile measures can be used to support learning, monitor progress, and challenge students as they work to become better readers.

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

I know you are working hard to encourage your students to become lifelong readers. I hope this new resource proves valuable to you in your ongoing efforts to provide Arizona students with quality education.

Sincerely,

Tom Horne
Superintendent of Public Instruction

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Lexile® Measures in the Classroom

Lexile measures defined

The Lexile Framework® for Reading is a scientific approach to measuring text difficulty and reading ability, putting both texts and readers on the same scale to accurately match readers with reading materials. A Lexile measure for either a text or a reader is a simple number followed by an "L" (e.g., 850L). The Lexile scale ranges from below 200L for beginning readers and beginning-reading text to above 1700L for advanced readers and text. Both the Lexile measure and Lexile scale are integral parts of the Lexile Framework.

The Lexile Framework is not an instructional program any more than a thermometer is a medical treatment. But just as a thermometer is useful in managing medical care, Lexile measures are useful in managing instructional programs and resources.

How Lexile measures work

All major standardized reading tests and many popular instructional reading programs report students' scores as Lexile measures. Each year, more than 28 million Lexile measures are reported from national and state assessments, classroom assessments and reading programs, representing about half of U.S. students. Lexile measures allow you to connect students with books and articles at the same Lexile measure with the confidence that they will find the texts appropriately challenging. Lexile measures can be used both to promote reading progress and to assign the right level of reading materials in other curriculum areas. Lexile measures are flexible enough to be used as part of any type of reading program.

Manage your students' reading comprehension

Lexile measures allow you to manage comprehension. Matching a reader's Lexile measure with 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 be challenging and to encourage reading progress. You can further adjust anticipated comprehension simply by choosing more or less difficult texts within a student's Lexile range, which spans 50L above and 100L below his or her Lexile measure.

Track progress on a day-to-day basis

Lexile measures tie day-to-day work in the classroom to critical high-stakes tests that also report students' scores as Lexile measures. This commonality allows you to provide interim assessment and feedback while using the same consistent measurement. Lexile measures help you set measurable goals, monitor and evaluate reading programs, and easily track progress without additional testing.

Apply Lexile measures across the curriculum

More than 150 publishers have Lexile measures for their titles, enabling you to link all the different components of the curriculum. You can use a student's Lexile measure to connect him or her with tens of thousands of books in the Lexile Book Database and tens of millions of newspaper and magazine articles (through popular periodical databases) that also have Lexile measures.

Easily communicated to families

The Lexile Framework provides a clear, nonjudgmental way of communicating a student's reading abilities to parents. It allows you to generate lists that help parents guide their children to appropriately challenging reading materials. Lexile measures also can be used to promote summer reading, and to select books that will provide more easily understood background information for school assignments. When standards and scores are reported as Lexile measures, families can be provided with examples of student goals or achievements by converting the Lexile measure into a range of familiar texts for outside reading.

Using Lexile measures in your classroom

- Develop individualized reading lists that are tailored to provide appropriately challenging reading.
- Enhance thematic teaching by building a bank of titles at varying Lexile levels that not only support the theme, but provide a way for all students to successfully participate in the theme.
- Use as an additional organizing tool when sequencing materials. For example, you might be choosing one book a month for use as a read-aloud throughout the school year. In addition to considering the topic, you could increase the difficulty of the books throughout the year. This approach also is useful if you are utilizing a core program or textbook that is set up in anthology format. (You may find that you need to rearrange the order of the anthologies to best meet your students' needs.)
- Develop a reading folder that goes home with students and comes back for weekly review. The folder can contain a reading list of books within the student's Lexile range, reports of recent assessments and a parent form to record reading that occurs at home.
- Choose texts lower in the student's Lexile range when factors make the reading situation more challenging, threatening or unfamiliar. Select texts at or above the student's range to stimulate growth when a topic is of extreme interest to the student, or when you will be adding additional support such as background teaching or discussion.
- Use the free "Find a Book" search utility (at www.lexile.com) to support book selection and create booklists within a student's Lexile range to help the student make informed choices.
- Use the free Lexile calculator to gauge expected reading comprehension at different Lexile measures for readers and texts.

The Lexile Framework for Reading

The Lexile Framework for Reading, developed by educational measurement organization MetaMetrics®, is an indispensable part of any reading program. Lexile measures give educators the confidence to choose materials that can improve student reading skills and take the guesswork out of connecting readers with appropriate texts. If you know a student's Lexile measure, you can tell with a great deal of accuracy which books are appropriate for their reading ability. To find out more about The Lexile Framework for Reading, visit www.lexile.com.

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