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
FIRST GRADE, SECOND GRADE, THIRD GRADE, FOURTH GRADE, FIFTH GRADE, SIXTH GRADE, SEVENTH GRADE, EIGHTH GRADE, NINTH GRADE, TENTH GRADE, ELEVENTH GRADE, TWELFTH GRADE, COLLEGE FRESHMAN–SOPHOMORE, COLLEGE JUNIOR–SENIOR, GRADUATE SCHOOL	**1700L**		**DISCOURSE ON THE METHOD AND MEDITATIONS ON FIRST PHILOSOPHY**
		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	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		**FUNDAMENTAL PRINCIPLES OF THE METAPHYSICS OF MORALS**
		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	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		**ON ANCIENT MEDICINE**
		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	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		**THE SCARLET LETTER**
		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	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		**BROWN v. BOARD OF EDUCATION: 1954**
		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	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		**WAR AND PEACE**
		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	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		**PRIDE AND PREJUDICE**
		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	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		**BLACK BEAUTY**
		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	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		**TOM SWIFT IN THE LAND OF WONDERS**
		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	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		**THE ADVENTURES OF PINOCCHIO**
		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	"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		**BUNNICULA: A RABBIT TALE OF MYSTERY**
		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	"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		**A BABY SISTER FOR FRANCES**
		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	"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		**THE MAGIC SCHOOL BUS INSIDE THE EARTH**
		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!	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		**FROG AND TOAD ARE FRIENDS**
		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	"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		**CLIFFORD'S MANNERS**
		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 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 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/azreads/lexile**. 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 Lexile measures and 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 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

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Lexile® Measures at Home

Lexile measures defined
The Lexile Framework® for Reading is a scientific approach to measuring readers and reading materials. A key component of the Lexile Framework is a number called a Lexile measure. A Lexile measure indicates both the difficulty of a text, such as a book or magazine article, and a child's reading ability. Knowing the Lexile text measure of a book and the Lexile reader measure of a child helps to predict how the book matches the child's reading ability—whether the book is too easy, too difficult or just right.

Both a Lexile reader measure and a Lexile text measure are denoted as a simple number followed by an "L" (e.g., 850L), and are placed on the Lexile scale. The Lexile scale ranges from below 200L for beginning readers and beginning-reading text to above 1700L for advanced readers and text.

The Lexile Framework, which comprises 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 is useful in managing medical care, the Lexile Framework is useful in managing your child's reading development.

Obtaining your child's Lexile measure
Lexile measures are used at the school level in all 50 states to improve reading achievement across the curriculum. More than 28 million Lexile measures are reported annually from national and state assessments, classroom assessments and reading programs, representing about half of U.S. students. All major standardized reading tests and several popular instructional reading programs report children's scores as Lexile measures. Some schools include 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 who are far ahead and some readers who are 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. Lexile measures track children's reading progress over time, no matter what grade they are 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 text. 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 kind of reading materials for your child and the hardest level at which he or she should be able to read.

Finding books and articles that will help your child
Once you have your child's Lexile measure, you can connect him or her with tens of thousands of books and tens of millions of articles with Lexile measures. Most public libraries have access to online periodical databases that you can use to search for newspaper and magazine articles by Lexile measure. For books, the free "Find a Book" search utility (at www.lexile.com) is available to create custom reading lists based on Lexile measures and by interest categories or school assignment topics. With "Find a Book," you can even check the availability of titles at your local public library.

Using Lexile measures at home

- Ensure that your child gets plenty of reading practice, concentrating on material within his or her Lexile range (50L above and 100L below his or her Lexile measure). Ask your child's teacher or school librarian to print a list of books in your child's range, or search for titles with "Find a Book."
- Communicate with your child's teacher and school librarian about his or her reading needs and accomplishments. They can use the Lexile Framework to let you know their assessment of your child's 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 the 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 for Reading, developed by educational measurement organization MetaMetrics®, is an indispensable part of any child's literacy development. Lexile measures take the guesswork out of connecting 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 and articles will encourage reading progress. To find out more about The Lexile Framework for Reading, visit www.Lexile.com.

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