

# Commonwealth of Kentucky

## The Lexile® Framework for Reading

### Kentucky Department of Education

www.education.ky.gov/KDE/Instructional+Resources/Literacy



Grade	Texts	Examples of Text Complexity	Assessments
1305L 1215L Grade 11-CCR 1355L Grades 9-10	<b>1700L</b>	<b>DISCOURSE ON THE METHOD AND MEDITATIONS ON FIRST PHILOSOPHY</b>	
	1690L The Harlem Renaissance 1690L Dog Tags Yapping 1680L Laser Satellite Communication 1680L Beethoven on Beethoven 1660L Beowulf and Celtic Tradition 1620L The Oldest Social Science?	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) © 2004 by Hackett Publishing Co.	
	<b>1600L</b>	<b>FUNDAMENTAL PRINCIPLES OF THE METAPHYSICS OF MORALS</b>	
	1580L The Origins of the First World War 1570L The Family on Trial in Revolutionary France 1550L The Art of War 1530L Galileo's Daughter 1520L Twentieth-Century Music 1520L A Modest Proposal	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) © 2004 by Kessinger Publishing Company.	
	<b>1500L</b>	<b>ON ANCIENT MEDICINE</b>	
	1490L Ring of Bright Water 1480L America's Constitution: A Biography 1450L Baseball and Billions 1420L Walden 1410L Profiles in Courage 1400L Life and Times of Frederick Douglass	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) © 2004 by Kessinger Publishing Company.	1440L Graduate Management Admission Test (GMAT)* 1430L Certified Public Accountant Examination (CPA)* 1400L Test of English as a Foreign Language (TOEFL)*
	<b>1400L</b>	<b>THE SCARLET LETTER</b>	
	1380L Nonfinancial Economics 1360L Innumeracy 1330L The Snow Leopard 1330L Roots 1320L The Lives of a Cell 1300L 1776	But the point which drew all eyes, and, as it were, transfixed 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) © 1984 by Buccaneer Books, Inc.	1390L Graduate Record Examination (GRE)* 1380L College Board Achievement Test in English (CBAT)* 1380L Law School Admission Test (LSAT)* 1330L Scholastic Aptitude Test (SAT)* 1330L Medical College Admission Test (MCAT)*
	<b>1300L</b>	<b>BROWN v. BOARD OF EDUCATION: 1954</b>	
	1280L Black, Blue and Gray 1250L The Joy of Music 1240L America Revisited 1220L Music of the Golden Age 1210L The Namesake 1200L One Writer's Beginnings	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)	1230L Armed Services Vocational Aptitude Battery (ASVAB)* 1210L American College Testing Program (ACT)*
<b>1200L</b>	<b>WAR AND PEACE</b>		
1180L Brian's Hunt 1170L Revenge of the Whale 1160L Lake Wobegon Days 1130L All the King's Men 1110L Babbitt 1100L Lake Wobegon Summer 1956	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) © by Alfred A. Knopf.	1170L Scholastic Reading Inventory (SRI-Level 18)* 1150L National Assessment of Educational Progress (Grade 12)* 1100L Stanford Achievement Test (SAT 9-TASK 2)*	
<b>1100L</b>	<b>PRIDE AND PREJUDICE</b>		
1080L Bury My Heart at Wounded Knee 1070L Babylon Revisited and Other Stories 1050L Call Me Francis Tucket 1040L High Exposure 1030L Sherlock Holmes and the Red Demon 1020L Holding the Line	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) © 2004 by CENGAGE Learning.	1060L Test of General Educational Development (GED)* 1050L Test of Adult Basic Education, General Form (D)* 1040L Scholastic Reading Inventory (SRI-Level 17)*	
<b>1000L</b>	<b>LOOK HOMEWARD, ANGEL</b>		
990L The Story of Science: Newton at the Center 970L The Birchbark House 970L The Incredible Water Show 950L Flags of our Fathers 940L Love of the Last Tycoon 900L The Bean Trees	On small solicitation, she sang for the boarders, thumping the cheap piano with her heavy accurate touch, and singing in her strong, vibrant, somewhat hard soprano a repertory of songs classical, sentimental, and comic. Eugene remembered the soft cool nights of summer, the assembled boarders and "I Wonder Who's Kissing Her Now," which Gant demanded over and over; "Love Me and the World Is Mine"; "Till the Sands of the Desert Grow Cold"; "Dear Old Girl, the Robbin Sings Above You"; "The End of a Perfect Day"; and "Alexander's Rag-Time Band," which Luke had practised in a tortured house for weeks, and sung with thunderous success in the High School Minstrels. (Thomas Wolfe, author) © 1997 by Simon & Schuster.	990L National Assessment of Educational Progress (Grade 8)* 950L Scholastic Reading Inventory (SRI-Level 16)* 930L Stanford Achievement Test (SAT 9-Advanced 2)* 910L Test of Adult Basic Education (TABE-M)* 900L Stanford Achievement Test (SAT 9-Advanced 1)*	
<b>900L</b>	<b>LISTENING FOR LIONS</b>		
890L Ceremony 890L The Way to Rainy Mountain 850L "B" Is for Burglar 840L So You Want to Be an Inventor 830L Snap 800L Cecile: Gates of Gold	Kanoro said, "You should not have made the trip alone through the bush. I will go back with you." When he had pulled the thorns from my legs and bandaged my blistered heels, he took up Father's rifle, holding it proudly, and together we retraced my steps with no adventure except for a porcupine that sent up its quills at the sight of us and then waddled away. When the Pritchard house came into view, Kanoro stopped abruptly, as if the house might cast an evil spell on him. "Rachel, you are like my own child. How can I let you go into that place? The people in there are like buzzards. They will peck at you until nothing is left." (Gloria Whelan, author) © 2005 by HarperCollins.	860L Scholastic Reading Inventory (SRI-Level 15)* 850L Stanford Achievement Test (SAT 9-Intermediate 3)* 820L National Assessment of Educational Progress (Grade 4)* 810L Stanford Achievement Test (SAT 9-Intermediate 2)*	
<b>800L</b>	<b>ENDER'S GAME</b>		
780L Penny's Worth of Character 770L The Klipfish Code 750L Why Do Volcanoes Blow Their Tops 730L The Book Thief 730L Absolutely, Positively Not... 710L Jingle Dancer	Graff led him through a maze of clearances. Authority was a little plastic ball that Graff carried. He dropped it into chutes, and doors opened and people stood up and saluted and the chutes spat out the ball and Graff went on. Ender noticed that at first everyone watched Graff, but as they penetrated deeper into the spaceport, people began watching Ender. At first it was the man of real authority they noticed, but later, where everyone had authority, it was his cargo they cared to see. Only when Graff strapped himself into the shuttle seat beside him did Ender realize Graff was going to launch with him. "How far?" asked Ender. (Orson Scott Card, author) © 1985 by Tor Books.	760L Scholastic Reading Inventory (SRI-Level 14)* 760L Stanford Achievement Test (SAT 9-Intermediate 1)* 730L Test of Adult Basic Education (TABE-E)*	
<b>700L</b>	<b>HATTIE BIG SKY</b>		
690L Where Do Polar Bears Live? 680L Old Ben 670L If You Were a Synonym 610L The Legend of the Ladyslipper 610L The Gift Horse—A Lakota Story 600L Ordinary People	I laughed. "Insult my baking, will you?" I pretended to box Chase's ears. "Ungrateful child." He wiggled away and grinned from safety behind Karl. I don't know that Karl understood all of our silliness, but I could tell by his face he knew Mattie and Chase had been safe with me. "Danke," he repeated. "See, he does like my bread," I said, cutting several more slices. I set some bacon to frying, too. "Let me get some warm food in you before you go on your way. Your ma's probably worn through the window glass watching for you to come home." Karl reached a cracked and bleeding hand for another piece of bread. Bits of white flesh dotted his cheeks. Frostbite. "Off with those boots," I ordered. He obeyed. I swallowed hard when I saw his chalk-white toes. (Kirby Larson, author) © 2006 by Kirby Larson. Reprinted by permission of Random House. All rights reserved.	650L Scholastic Reading Inventory (SRI-Level 13)* 610L Stanford Achievement Test (SAT 9-Primary 3)*	
<b>600L</b>	<b>TIGER TURCOTTE TAKES ON THE KNOW-IT-ALL</b>		
590L My Five Senses 560L With a Hammer for My Heart 540L Walt Disney: Young Movie Maker 530L Top of the Order 520L The Stories Julian Tells 510L Pupa Raises the Sun	"Tiger and Donna, I'm going to allow you to finish your name art assignment." Maybe Ms. Rice would still be my favorite teacher. Part of my punishment included an apology. Yeah, that's right. My mom and dad told me to apologize to Ms. Rice and Donna Overton. "We're expecting you to handle yourself like a Turcotte." I didn't mind apologizing to Ms. Rice. I did disturb her class. But apologizing to Donna... I honestly didn't want to do. I just didn't think it was fair unless she apologized to me first. "Ms. Rice, I'm sorry for cutting up in your class yesterday. I'll try very hard not to disturb your class anymore." (Pansie Hart Flood, author) © 2009 by Lerner Publishing Group.	510L Scholastic Reading Inventory (SRI-Level 12)* 500L Stanford Achievement Test (SAT 9-Primary 2)*	
<b>500L</b>	<b>THE MAGIC SCHOOL BUS INSIDE THE EARTH</b>		
490L Come a Tide 490L The Treasure 430L A Horse Named Seabiscuit 420L A Tree for All Seasons 410L Super Sand Castle Saturday 400L Amazing Animals	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. (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.		
<b>400L</b>	<b>FROG AND TOAD ARE FRIENDS</b>		
380L Storm Chasers: Tracking Twisters 360L Squanto: Friend of the Pilgrims 320L Five Live Bongos 310L Water Dance 300L Busy Buzzy Bee 300L From Tree to Paper	"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. (Arnold Lobel, author) © 1970 by Arnold Lobel. Reprinted by permission of HarperCollins Publishers, Inc. All rights reserved.	360L Scholastic Reading Inventory (SRI-Level 11)* 340L Stanford Achievement Test (SAT 9-Primary 1)*	
<b>300L</b>	<b>MEET THE BOXCAR CHILDREN</b>		
290L The Story of Pocahontas 280L North Carolina 250L Math in the Kitchen 230L What Makes Day and Night 220L Every Buddy Counts 210L Sharks!	He saw eyes watching him 'Was it a bear? No, it was a dog! The dog held up a hurt paw. Jessie gently pulled out a thorn. The dog thumped his tail. "His name is Watch," said Benny. Benny spotted a trash dump. "Look at all the great things people threw away," he said. (Gertrude Chandler Warner, author) © 1998 by Albert Whitman & Company.	270L Test of Adult Basic Education (TABE-L)*	
<b>200L</b>			

\*The Lexile measure of an assessment describes the reading demand of the passages.

## The Lexile® Framework for Reading

The Lexile Framework for Reading provides a common, developmental scale for matching reader ability and text complexity. 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. Lexile measures 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, Lexile measures are part of reading and testing programs in the classroom and at the district and state levels. More than 115,000 books and 80 million articles have Lexile measures, and the number of resources with Lexile measures continues to grow. The Lexile Framework was developed by MetaMetrics®, an educational measurement and research organization, after 20 years of research funded, in part, by the National Institutes of Health.

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It is important to note that the Lexile measure of a book refers to its text complexity only. A Lexile measure does not address the content or quality of the book. Lexile measures are based on two well-established predictors of how difficult a text is to comprehend: word frequency and sentence length. Many other factors affect the relationship between a reader and a book, including its content, the age and interests of the reader, and the design of the actual book. The Lexile measure is a good starting point in your book-selection process, but you should always consider these other factors when making a decision about which book to choose.



www.Lexile.com



Dear Parents:

The release and adoption of the Common Core State Standards marks the beginning of a new era in Kentucky education. The new standards in English language arts and mathematics are aligned with college and work expectations, rigorous and research-based. The standards also set the requirements for literacy in history/social studies, science and technical subjects.

To be literate in the 21<sup>st</sup> century, students must be able to read complex texts critically across a wide variety of forms. To assist families, teachers and students in being able to select reading materials at the right level for students, the Kentucky Department of Education has adopted The Lexile® Framework for Reading.

The Lexile Framework measures readers and reading materials on the same scale to provide resources, including articles and books, at the right level for a student. Students' Lexile measures are reported to schools and families through the state reading assessment. As students receive their Lexile measures, they can select reading materials at an appropriate level. The Lexile map is helpful in understanding how Lexile measures can be used to select texts and monitor student progress as they become more skilled and strategic readers.

To learn more about the Lexile Framework and to search for books using “Find a Book, Kentucky,” please visit <http://www.education.ky.gov/KDE/Instructional+Resources/Literacy>.

Sincerely,

Terry Holliday, Ph.D.

## 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 the Lexile measure. A Lexile measure indicates both the complexity of a text, such as a book or magazine article, and a student's reading ability. Knowing the Lexile text measure of a book and the Lexile reader measure of a student helps to predict how the book matches the student'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 indicated 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 student achievement across the curriculum. More than 30 million Lexile measures are reported annually from reading assessments and programs, representing over half of U.S. students. Major standardized reading tests and many popular instructional reading programs report students' 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 students' 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, “Find a Book” (at [www.lexile.com/findbook](http://www.lexile.com/findbook)) is available to create customized reading lists. “Find a Book” allows you to search for books based on Lexile measure and by interest categories or school assignment topics. With “Find a Book,” you can even check the availability of your selections at the 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 “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, developed by educational measurement and research 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 the Lexile Web site at [www.Lexile.com](http://www.Lexile.com).

