



LEXILES:

Making Sense of a Reading Score and Partnering with the Classroom, Media Centers and Libraries, and Home

Updated with 2011-12 Data



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

Goal of Presentation

Provide education stakeholders with background information for understanding, interpreting, and then using a student's Lexile measure to improve the student's reading ability.

- Lexiles and the Common Core State Standards
- Georgia's Plan for Lexiles
- Definition of Lexile
- Overview of Lexile Framework
- Find a Book Search Engine
- Using Lexiles to Build Partnerships
 - In schools
 - In libraries
 - In the home
- 2012 Lexile Data
- Relating Lexiles to Tests and Other Reading Measures





The Lexile® Framework for Reading



COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

- The Common Core Standards promote that students should be ready for college and career after high school.
- The most important factor for readiness is a student's ability to read and understand texts of steadily increasing complexity as they progress through school.
- The Lexile® Framework provides valuable insights into student readiness by measuring both the complexity of college and career texts and a student's ability to comprehend these texts.



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Lexiles & Common Core Standards

- The Lexile Framework has been realigned to match the Common Core Standards' text complexity grade bands.
- The “stretch” bands of the Lexile Framework show an upward trajectory of reading comprehension development through the grades to indicate that all students should be reading at the college and career readiness level by no later than the end of high school.



Lexile Bands

Grade Band	Current Lexile Band	“Stretch” Lexile Band
K-1	n/a	N/A
2-3	450L-725L	420L-820L
4-5	645L-845L	740L-1010L
6-8	860L-1010L	925L-1185L
9-10	960L-1115L	1050L-1335L
11-CCR	1070L-1220L	1185L-1385L

These “stretch” Lexile bands are based on the Common Core State Standards – Appendix A – updated in July 2012. These “stretch” bands reflect the demand of text that students should be reading—and at which grades—to make sure they are ultimately prepared for the reading demands of college and careers.



How is Georgia using Lexiles?

- Students receive a Lexile measure along with their regular scale score for the CRCT or CRCT-M Reading, the 9th Grade Literature EOCT, or the American Literature EOCT.
- A student's Lexile measure is a tool for teachers to use in targeting reading material for students.
- A student's Lexile measure is a tool for parents to use in selecting reading material for their children.
- Instruction in ELA and math will be based on the Common Core Standards that promotes literacy in these content areas as well as others.
- Teachers in such areas as social studies and science must also help students develop literacy.



Georgia's Plan for Lexiles

- In the spring of 2006, the GaDOE and MetaMetrics conducted a research study to link the Lexile metric to CRCT and GHSGT scores.
 - Approximately 2,000 students took a parallel Lexile test prior to administration of the CRCT/GHSGT.
 - By matching these scores to performance on the subsequent operational test, the relationship between Lexiles and the CRCT/GHSGT was determined.
 - If tests are revised or if new test programs are linked to the Lexile Framework, then it is necessary to conduct another research linking study.
 - With the phase-out of the GHSGT, a Lexile score is no longer reported with this test.
- The CRCT-M Reading test was linked to the Lexile metric in spring 2011.
- Beginning in spring 2012, students taking either the 9th Grade Literature EOCT or the American Literature EOCT receive a Lexile measure in spring 2012.



Georgia's Lexile Map



- Two versions:
 - 11 X 17 – poster size
 - letter from Dr. Barge, State School Superintendent on reverse
 - 8.5 X 11 – multi-page with details about levels

1100L *1776: America and Battles at War* (1776) (1100L)
 Bat from this point on, the citizen-soldiers of Washington's army were no longer to be fighting only for the defense of their country, or for their rightful liberties as freeborn Englishmen, as they had at Lexington and Concord, Bunker Hill and through the long siege at Boston. It was now a proudly proclaimed, all-out war for an independent America, a new America, and thus a new day of freedom and equality. At his home in Newport, Nathaniel Greene's mentor, the Reverend Ezra Stiles, wrote in his diary almost in disbelief: "That the Congress has tied a Gordian knot, which the Fox [James] will find they can neither cut, nor untie. The thirteen united colonies now rise into an independent Republic among the kingdoms, states, and empires on earth... And how I live to see such an important and astonishing revolution!"

900L *We are the Ship: The Story of Negro League Baseball* (900L)
 Rube ran his ball club like it was a major league team. Most Negro teams back then weren't very well organized. Dada's always have enough equipment or even matching uniforms. Most times they get out from games to game scattered among different cars, or sometimes they'd even have to "kobo" — which means hitch a ride on the back of someone's truck to get to the next town for a game. But not Rube's team. They were always well equipped, with clean, new uniforms, bats, and balls. They rode to the games in fancy Pullman cars Rube rented and hitched to the back of the train. It was something to see that group of Negroes stepping out of the train, dressed in suits and hats. They were big-league.

300L *Patsy's Posey and the Next-Door Dog* (300L)
 "We have to stop now," said Miss Lee. "It's time for reading." "Ohhh..." A disappointed sound went up around the circle. "Here's what we'll do," Miss Lee stood up. "You are all very interested in dogs. So this week, you can write a story about your own dog or pet. Then you can read it to the class." Everyone got excited again. Except Patsy she didn't have a pet. Not a dog. Not a cat. Not a hamster. "Those of you who don't have a pet," Miss Lee said, "can write about the pet you hope to own someday." Miss Lee had saved the day! Now Patsy had something to write about, too. Patsy told her mom about Luca's puppy on the way home.

TEXT LEXILE RANGES TO GUIDE READING FOR COLLEGE AND CAREER READINESS	
GRADE	CSDE LEXILE TEXT RANGE
11-12	1980L-1990L
9-10	1050L-1330L
6-8	920L-1180L
4-5	740L-1010L
2-3	420L-820L
1	190L-330L

CSDE Core State Standards for English Language Arts, accessible at www.gadoe.org/standards and www.gadoe.org/standards
 *CSDE DESIGNATED GRAPHIC NOVELS, LEO DENOTES ILLUSTRATED QUICK
 **COMMON CORE STATE STANDARDS TEXT EXEMPLARY

LEXILE RANGE	SAMPLE TITLES	INFORMATIONAL TITLES
1500L+	1840L <i>The Plot Against America</i> (9774) 1860L <i>Rob Roy</i> (9207) 1830L <i>The Good Earth</i> (9132) 1850L <i>A Fable</i> (9048) 1800L <i>The Decameron</i> (9014)	1900L <i>Sustaining Life: How Human Health Depends on Biodiversity</i> (9288 & 9291) 1560L <i>The Art of War</i> (108 123) 1520L <i>Fair Play: The Ethics of Sport</i> (9100) 1500L <i>Critique of Pure Reason</i> (9187)
1400L+	1460L <i>The Legend of Sleepy Hollow</i> (9180) 1450L <i>Billy Budd*</i> (9130) 1430L <i>The Story of King Arthur and His Knights</i> (9111) 1420L <i>Life All Around Me by Ellen Foster</i> (9108) 1420L <i>The Scarlet Letter**</i> (9070)	1400L <i>Gettysburg Address</i> (9102) 1400L <i>America's Constitution: A Biography**</i> (9100) 1400L <i>The Declaration of Independence</i> (9100) 1400L <i>Profiles in Courage</i> (9100) 1400L <i>The Life and Times of Frederick Douglass</i> (9092)
1300L+	1360L <i>Robinson Crusoe</i> (9235) 1350L <i>The Secret Sharer</i> (9208) 1340L <i>The Hunchback of Notre Dame</i> (9102) 1340L <i>The Metamorphosis**</i> (9100) 1340L <i>Fever Pitch</i> (9091)	1300L <i>In Defense of Food: An Eater's Manifesto</i> (9100) 1300L <i>Jane Austen's Pride and Prejudice</i> (9100) 1300L <i>Walden**</i> (9100) 1300L <i>Arctic Dreams: Imagination and Desire in a Northern Landscape</i> (9100)
1200L+	1260L <i>The House of the Spirits</i> (9180) 1270L <i>Tarzan of the Apes</i> (9100) 1270L <i>Chronicle of a Death Foretold</i> (9100) 1250L <i>Anna John</i> (9100) 1210L <i>The Namesake**</i> (9100)	1200L <i>A Brief History of Time</i> (9100) 1200L <i>Black, Blue, and Gray: African Americans in the Civil War**</i> (9100) 1200L <i>Blood Done Sign My Name</i> (9100) 1200L <i>The Dark Game: True Spy Stories</i> (9100)
1100L+	1160L <i>The Curious Incident of the Dog in the Night-Time</i> (9100) 1170L <i>The Amazing Adventures of Kavalier & Clay</i> (9100) 1150L <i>A Wizard of Earthsea</i> (9100) 1110L <i>A Separate Peace</i> (9100)	1100L <i>The Longfella Pines**</i> (9100) 1100L <i>In Search of Our Mother's Gardens</i> (9100) 1100L <i>The Great Fire**</i> (9100) 1100L <i>Vincent Van Gogh: Portrait of an Artist**</i> (9100)
1000L+	1060L <i>I Heard the Owl Call My Name</i> (9100) 1070L <i>Sawey</i> (9100) 1070L <i>Around the World in 80 Days</i> (9100) 1010L <i>The Pearl</i> (9100) 1000L <i>Hobbit or There and Back Again</i> (9100)	1070L <i>Geek: How Two Lost Boys Rode the Internet Out of Idaho**</i> (9100) 1030L <i>Phineas Gage</i> (9100) 1030L <i>Thomas With Charity: In Search of America**</i> (9100) 1000L <i>Cleopatra Colby: Twice Toward Justice</i> (9100)
900L+	960L <i>Dovey Cox</i> (9100) 960L <i>Bad, Not Buddy</i> (9100) 940L <i>Harry Potter and the Chamber of Secrets</i> (9100) 940L <i>Heat</i> (9100) 900L <i>City of Fire</i> (9100)	990L <i>Seabiscuit</i> (9100) 970L <i>The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It**</i> (9100) 960L <i>Jim Thorpe, Original All-American</i> (9100) 920L <i>Talking with Art</i> (9100)
800L+	8040L* <i>The Odyssey</i> (9100) 830L <i>Baseball in April and Other Stories</i> (9100) 830L <i>Maslow's Mages</i> (9100) 820L <i>Where the Mountain Meets the Moon**</i> (9100) 800L <i>Homeless Bird</i> (9100)	880L <i>The Circuit</i> (9100) 870L <i>The 7 Habits of Highly Effective Teens</i> (9100) 8600L* <i>Animals Nobody Loves</i> (9100) 830L <i>Quest for the True Kangaroo: An Expedition to the Cloud Forest of New Guinea**</i> (9100)
700L+	770L <i>Walk Two Moons</i> (9100) 700L <i>Hoot</i> (9100) 700L <i>Esperanza Rising</i> (9100) 700L <i>Nancy's Mysterious Letter</i> (9100) 6720L* <i>Sherlock Holmes</i> (9100)	790L <i>Be Water, My Friend: The Early Years of Bruce Lee</i> (9100) 700L <i>Stay: The True Story of Ten Dogs</i> (9100) 6720L* <i>Mapping Shipwrecks with Coordinate Planes</i> (9100) 720L <i>Pretty in Print: Questioning Magazines</i> (9100)
600L+	660L <i>Charlotte's Web</i> (9100) 660L <i>Holes</i> (9100) 620L <i>M.C. Higgins, the Great**</i> (9100) 610L <i>Mountain Bike Mania</i> (9100) 610L <i>A Year Down Yonder</i> (9100)	620L <i>Where Do Polar Bears Live**</i> (9100) 600L <i>An Eye for Color: The Story of Josef Albers</i> (9100) 600L <i>Remember: The Journey to School Integration</i> (9100) 600L <i>From Seed to Plant**</i> (9100) 630L <i>Selawik and the Thousand Paper Cranes</i> (9100)
500L+	500L <i>Sarah, Plain and Tall</i> (9100) 530L <i>Be's All Greek to Me</i> (9100) 500L <i>John Henry: An American Legend</i> (9100) 500L <i>Judy Moody Saves the World</i> (9100) 500L <i>The Curse of the Cheese Pyramid</i> (9100)	6000L* <i>Claude Monet</i> (9100) 600L <i>Lemons and Lemons: A Book about Supply and Demand</i> (9100) 530L <i>Langston Hughes: Great American Poet</i> (9100) 500L <i>A Picture for Magic</i> (9100)
400L+	460L <i>Chrysanthemum</i> (9100) 410L <i>The Enormous Crocodile</i> (9100) 38400L* <i>Pilot And Huxley</i> (9100) 400L <i>The Fire Cat**</i> (9100) 400L <i>Cowgirl Kate and Cocoa**</i> (9100)	480L <i>Martin Luther King, Jr. and the March on Washington**</i> (9100) 460L <i>Half You Heard of Fables**</i> (9100) 420L <i>Rally for Recycling</i> (9100) 400L <i>Animals in Winter</i> (9100)
300L+	360L <i>Martha Beloes a Cake</i> (9100) 360L <i>Julie B. Jones is (Almost) a Flower Girl</i> (9100) 360L <i>Poppleton in Winter**</i> (9100) 340L <i>Never Swaps a Buty's Bear</i> (9100) 330L <i>Frog and Toad Together**</i> (9100)	6380L* <i>BNX Bill</i> (9100) 380L <i>Lemons for Sale</i> (9100) 360L <i>A Sassy Day</i> (9100) 330L <i>Freedom River</i> (9100) 300L <i>From Tree to Paper</i> (9100)
200L+	260L <i>Hi Fly Guy**</i> (9100) 260L <i>The Cat in the Hat</i> (9100) 260L <i>Launch Lady and the Cyborg Substitute</i> (9100) 200L <i>The Best Bug Parade</i> (9100)	300L <i>The Story of Pocahontas</i> (9100) 290L <i>Math in the Kitchen</i> (9100) 230L <i>What Makes Day and Night</i> (9100) 220L <i>I Love Trains</i> (9100) 200L <i>Shark!</i> (9100)



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Multi-Page Lexile Map map

LEXILE THE **LEXILE** FRAMEWORK FOR READING MAP
Matching Readers with Text



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Imagine getting students excited about reading while also improving their reading abilities. With the Lexile® Map, students have a chance to match books with their reading levels, and celebrate as they are able to read increasingly complex texts!

Let your students find books that fit them! Build custom book lists for your students by accessing our "Find a Book" tool at Lexile.com/fab.

HOW IT WORKS

The Lexile® Map provides examples of popular books and sample texts that are matched to various points on the Lexile® scale, from 200L for early reading books to 1600L for more advanced texts. The examples on the map help to define text complexity and help readers identify books of various levels of text complexity. Both literature and informational texts are presented on the Lexile Map.

HOW TO USE IT

Lexile reader and text measures can be used together to forecast how well a reader will likely comprehend a text at a specific Lexile level. A Lexile reader measure is usually obtained by having the reader take a reading comprehension test. Numerous tests report Lexile reader measures including many state end-of-year assessments, national norm-referenced assessments, and reading program assessments. A Lexile reader measure places students on the same Lexile scale as the texts. This scale ranges from below 200L to above 1600L. The Lexile web site also provides a way to estimate

a reader measure by using information about the reader's grade level and self-reported reading ability.

Individuals reading within their Lexile ranges (100L below to 50L above their Lexile reader measures) are likely to comprehend approximately 75 percent of the text when reading independently. This "targeted reading" rate is the point at which a reader will comprehend enough to understand the text but will also face some reading challenge. The result is growth in reading ability and a rewarding reading experience.

For more guidance concerning targeting readers with books, visit www.Lexile.com/fab to access the "Find a Book" tool. "Find a Book" enables users to search from over 130,000 books to build custom reading lists based on Lexile range and personal interests and to check the availability of books at the local library.



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LEXILE The Lexile Framework for Reading

1300 L › 1500L+
LEXILE RANGE

1500L+ ▶ 1500L *Don Quixote** CERVANTES

The Words were to me so many Pearls of Eloquence, and his Voice sweeter to my Ears than Sugar to the Taste. The Reflection on the Misfortune which these Verses brought on me, has often made me applaud Plato's Design of banishing all Poets from a good and well governed Commonwealth, especially those who write wantonly or lasciviously. For, instead of composing lamentable Verses, like those of the Marquiss of Mantua, that make Women and Children cry by the Fireside, they try their utmost Skill on such soft Strokes as enter the Soul, and wound it, like that Thunder which hurts and consumes all within, yet leaves the Garment sound. Another Time he entertained me with the following Song.

SAMPLE TITLES

1640L *The Plot Against America* (ROTH)
1560L *Rob Roy* (SCOTT)
1530L *The Good Earth* (BUCK)
1520L *A Fable* (FAULKNER)
1500L *The Cameroun* (BOCCACCIO)
1600L *Sustaining Life: How Human Health Depends on Biodiversity* (CHIVIAN & BERNSTEIN)
1550L *The Art of War* (SUN TZU)
1560L *The United States' Constitution*
1520L *Fair Play: The Ethics of Sport* (SIMON)
1500L *Critique of Pure Reason* (KANT)

▶ 1400L 1495L 1400L *Nathaniel's Nutmeg* MILTON

Setting sail once again they kept a sharp look-out for Busse Island, discovered thirty years previously by Martin Frobisher, but the rolling sea mists had grown too thick. Storms and gale—force winds plagued them for days on end and at one point grew so ferocious that the foremast cracked, splintered and was hurled into the sea. It was with considerable relief that the crew sighted through the mist the coast of Newfoundland—a vague geographical term in Hudson's day—at the beginning of July. They dropped anchor in Penobscot Bay, some one hundred miles west of Nova Scotia.

SAMPLE TITLES

1460L *The Legend of Sleepy Hollow* (IRVING)
1450L *Billy Budd*** (MEVILLE)
1430L *The Story of King Arthur and His Knights* (PYLLE)
1420L *Life All Around Me by Ellen Foster* (GIBBONS)
1420L *The Scarlet Letter*** (HAWTHORNE)
1490L *Gettysburg Address* (LINCOLN)
1480L *America's Constitution: A Biography*** (AMAR)
1480L *The Declaration of Independence*
1410L *Profiles in Courage* (KENNEDY)
1400L *The Life and Times of Frederick Douglass* (DOUGLASS)

▶ 1300L 1395L 1300L *1776: America and Britain at War** MCCULLOUGH

But from this point on, the citizen-soldiers of Washington's army were no longer to be fighting only for the defense of their country, or for their rightful liberties as freeborn Englishmen, as they had at Lexington and Concord, Bunker Hill and through the long siege at Boston. It was now a proudly proclaimed, all-out war for an independent America, a new America, and thus a new day of freedom and equality. At his home in Newport, Nathanael Greene's mentor, the Reverend Ezra Stiles, wrote in his diary almost in disbelief: Thus the Congress has tied a Gordian knot, which the Parl [liament] will find they can neither cut, nor untie. The thirteen united colonies now rise into an Independent Republic among the kingdoms, states, and empires on earth...And have I lived to see such an important and astonishing revolution?

SAMPLE TITLES

1360L *Robinson Crusoe* (DEFODE)
1350L *The Secret Sharer* (CONRAD)
1340L *The Hunchback of Notre Dame* (HUGO)
1340L *The Metamorphosis*** (KAFKA)
1340L *Fever Pitch* (HORNBURY)
1390L *In Defense of Food: An Eater's Manifesto* (POLLAN)
1380L *Politics and the English Language*** (ORWELL)
1370L *Jane Austen's Pride and Prejudice* (BLOOM)
1340L *Walden*** (THOREAU)
1300L *Arctic Dreams: Imagination and Desire in a Northern Landscape* (LOPEZ)

**Common Core State Standards Text Exemplar



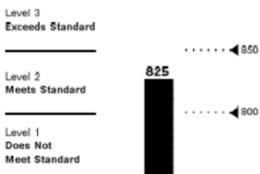
Student **ANDY RODRIGUEZ** Grade **4**
 Birth date **03/14/2002** Class **ANYCLASS**
 Gender **MALE** School **ANYSCHOOL**
 GTID **0123456789** System **ANYSYSTEM**

Individual Student Report

Spring 2012

Simulated Data

Reading GPS



This student's score is **825**, which is in performance level 2 and meets the standard for Reading.

A scale score of **825** indicates this student's achievement on the day of testing. If this student were to take the same test again, it is likely that his or her Reading score could be within the standard error of measurement range of 816 to 834.

Reading Domains	Number Correct	Number Possible
Literary Comprehension	16	18
Information and Media Literacy	7	14
Reading Skills and Vocabulary Acquisition	7	8

Performance Level 2 for Reading

The student's overall performance in reading fourth-grade materials meets the expectation for this grade. Students who meet the expectation understand what they read. They usually use clues in what they are reading to define new words. Students at this level can describe the characters, setting, and plot of a story. They make connections to help them understand more complicated passages. They know the difference between fact and opinion and use information from charts to answer questions. Students who meet the expectation show understanding beyond basic meaning.

Lexile® Information

This Student's Lexile Measure: **740L**

For leisure reading, this student will find most books in this range easy to understand.

Suggested titles that fall within this range include:

Title	Author	Lexile
Women Explorers of the Oceans	McLoone, Margo	640L
The Contest	Korman, Gordon	690L
Uncle Daney's Way	Haas, Jessie	730L

Books in the range provide a motivating challenge. **740L–790L**

Suggested titles that fall within this range include:

Title	Author	Lexile
Beethoven Lives Upstairs	Nichol, Barbara	750L
Everglades National Park	Fazio, Wende	770L
Shoelless Joe & Black Betsy	Bildner, Phil	790L

Please visit www.gadoe.org/lexile.aspx for more information.

CTBID: 04210M012240001-03-00001

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What Lexile Info Is Provided on CRCT?

Sample Student Score Report from CRCT provides:

- Lexile information in parent friendly format.
- Lexile score and Lexile range.
- An explanation on how to use the information.
- Sample titles individualized for each student. These are categorized into a Leisure reading range and a Challenging reading range.

Note: Similar information is on the CRCT-M Individual Student Report.



Student: LASTNAME, FIRSTNAME I
GTID: 1 Grade: 09
Class Name: TEACHER LASTNAME, FIRSTNAME
School: Sample School
System: Sample System
Code: 999-9999
Test Date: SPRING 2012

Individual Student Lexile Report

Spring 2012

Students who receive a scale score on the Ninth Grade Literature & Composition also receive a Lexile score and this report.

This student's Ninth Grade Literature Performance:

Lexile® Information

This Student's Lexile Measure: 895L

Total Scale Score: 386

Performance Level: Does Not Meet Expectations

For leisure reading, this student will find most books in this range easy to understand. 795L - 895L

Selected titles that fall within this range include:

Title	Author	Lexile
Wuthering Heights	Brontë, Charlotte	890L
The Tuesday Cafe	Twenbath, Don	850L
Dune	Herbert, Frank	800L

Books in this range provide a motivating challenge. 895L - 945L

Selected titles that fall within this range include:

Title	Author	Lexile
The Pact	Devis, Sampson; Jenkins, George; Hunt, Remick	940L
Roll of Thunder, Hear My Cry	Taylor, Mildred D.	920L
Red Badge of Courage	Crans, Stephen	900L

Please visit www.gadoe.org for more information.

Lexile Information

The Lexile Framework® for Reading is an educational tool that links text and readers using a common metric known as the Lexile. A Lexile is a standard score that matches a student's reading ability with difficulty of text material. Students in grades 1-12 typically score in a range from Beginning Reader (BR) to 1700L.

Books within 50 points above the student's Lexile score will provide a motivating challenge without frustration; books within 100 points below the student's Lexile score will be easy to understand and provide excellent leisure and content area reading.

Where can I find books within this student's Lexile range?

Libraries have many books that have been tagged with a Lexile score. Ask your public librarian or your school media specialist. In addition, the Lexile Book Database contains tens of thousands of titles. At www.lexile.com you can search by title, author, keyword, or Lexile range.

Lexile measures are a measure of text difficulty. They do not address age-appropriateness, student interest, or the quality of the text. The Lexile measure is a good starting point in your book selection process. Educators and/or parents should always preview books. The suggested titles are not necessarily endorsed or recommended by the Georgia Department of Education or your student's school system.

What Lexile Info Is on EOCT?

Sample Student Score Report from EOCT provides:

- Lexile information in parent friendly format is located on the reverse side of the EOCT Individual Student Report.
- Lexile score and Lexile range.
- An explanation on how to use the information.
- Sample titles individualized for each student. These are categorized into a Leisure reading range and a Challenging reading range.



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What is the Lexile Framework?

- Developed by MetaMetrics
- Based on research funded by National Institute for Child Health Development (NICHD)
- Combined the work of reading experts Chall, Flesch, Carroll, and Bormuth, with measurement expert, Rasch



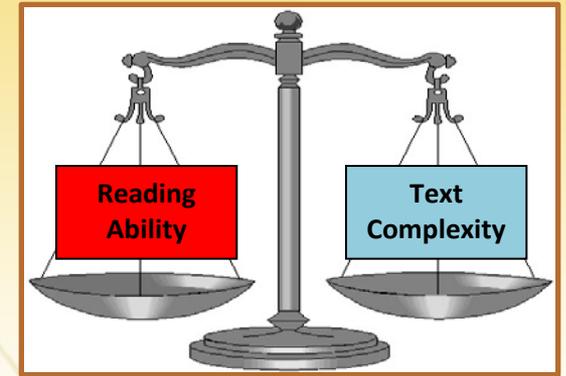
What is the Lexile Framework?

- An educational tool that links text and readers under a common metric known as Lexiles.
- Allows educators to forecast the level of comprehension a reader is expected to experience with a particular text.
- Most commonly used reading measure
 - Over 19 million students receive Lexile scores through commercial and state assessments.
 - Over 100,000 books and tens of millions of articles have Lexile measures.



Lexile Measure

- A Lexile is a standard score developed by MetaMetrics
- Matches a student's reading ability with difficulty of text material
- Interpreted as the level of book that a student can read with 75% comprehension
- 75% comprehension is the level identified by experts as offering the reader a certain amount of comfort and yet still offering a challenge



The Lexile Scale



- Lexiles typically range from 200 for beginning readers to 1700 for advanced readers.
- Lexile text below 200L represents beginning-reading material, and a student's Lexile score may have a number in the 100s or the code of BR. BR is a code that stands for Beginning Reading.
- Applies to both reader ability and text difficulty
 - When reader and text measures are the same, the student is expected to read with 75% comprehension.
- Can be used to track reading growth over time.



More About the **BR** Lexile Code

BR is used for any text or student ability that has a Lexile measure of zero or below. Some students, particularly at the lower grades, have CRCT scores that generate a BR Lexile score or a score less than 200L. To find appropriate reading material for a student with a Lexile of BR, use the Advanced Book Search on the MetaMetrics website:

<http://lexile.com/>

ISBN	Title	Author	Lexile
0152020632	"Fire, Fire!" Said Mrs. McGuire	Martin Jr., Bill	BR
0813620082	"POP" Pops the Popcorn	Egan, Bob	BR
0478126123	"Who Took the Cake?"	Medina, Eduardo	BR

ISBN	Title	Author	Lexile
0478204418	"Happy Birthday, Estela!"	Bingley, Anne M.	70L
047820454X	"Smile!" said Dad	Jane Buxton	20L
0679886893	6 Sticks	Coxe, Molly	120L
051622879X	A Lunch With Punch	Kittinger, Jo S.	80L



How are Lexiles calculated?

- Semantic Difficulty
 - Word Frequency
- Syntactic Complexity
 - Sentence Length



Accessing the Find A Book Tool

<http://lexile.com/fab/GA>

The screenshot shows a Windows Internet Explorer browser window displaying the Lexile Framework for Reading website. The browser's address bar shows the URL <http://lexile.com/fab/>. The website's navigation menu includes links for "About Lexile Measures", "Using Lexile Measures", "Common Core", and "Lexile Tools". The main content area features a "Lexile Training" section with the heading "Find the Right Book for You!". Below this heading, there is a prompt to "Enter your Lexile measure, select your interests, and find books you'd like to read!". A button labeled "Looking for Spanish books?" is visible. Further down, there is a "Pledge to read some great books this summer!" section with a "Submit your Summer Reading Pledge" button. A green callout box highlights "Step 1: Enter Lexile Measure". The form is divided into two paths: "My Lexile measure is" and "I don't know my Lexile measure". The "My Lexile measure is" path includes input fields for "Lexile Measure:" (with a unit "L"), "Lexile Range:" (with units "L" and "L"), and a "Submit" button. The "I don't know my Lexile measure" path includes a "My Current Grade is:" dropdown menu (set to "Kindergarten") and three radio button options: "I find the books I read for school difficult.", "I find the books I read for school just right.", and "I find the books I read for school easy.". A "Find a Book" button is also present on the right side of the page. The Windows taskbar at the bottom shows the Start button, several open applications (Science Br..., Inbox - M..., WEB PAGE, Microsoft..., Find a Boo...), and the system tray with the time 2:32 PM and 125% zoom.



What if a book or document isn't in the Lexile database?

- Use the Lexile Analyzer – it's free, but you must register.
- Create a text document (file extension is .txt) with multiple 175-word slices from the book or document.
- Submit via the Lexile Analyzer.
<http://lexile.com/analyzer/>
- Also can approximate the Lexile by seeing other books by the same author or in same series. At least a good place to begin with to determine if book is close to a student's Lexile range.



Lexile Analyzer

Txt file

Betsy's Busy Summer

By the time school closed in the last week of June, everyone had decided that the hot weather had come to stay. All the fathers and mothers still complained about the heat, but never the children. Now that they did not have to go to school, they didn't seem to know that it was hot. The air was filled with their shouts as they raced and ran and played.

There was almost always a crowd of them playing in Betsy's yard. Betsy had a big yard to play in. It was all around the house, but the biggest part was in the back, where Betsy's mother had a garden. A path ran through the garden to the far end, where Betsy's father had made a pool. It was not very big and it was not very deep, but the eight goldfish that lived in it seemed to find it a pleasant place. At the end of Betsy's yard a stone wall ran between it and the Johnson's place.

It was soon very noticeable that Betsy's summer house was going to be the favorite spot for all the neighborhood children during their summer vacation. It was shaded by the trees, and Betsy's father had fastened a big old-fashioned electric fan in the center of the ceiling. It whirled away by the hour, sending a cooling breeze down on the head of the children when they played there.

One warm day, Betsy and her best friend Ellen were sitting in the sunbather, sewing new dresses for their dolls. Betsy was making her doll a plaid school dress, and Ellen was making her a party dress of pink silk.

Betsy's mother had taken the car and gone to the market. Betsy's little sister Star and Ellen's little sister Linda were in the garden, playing dress-up ladies. Star was blue with pink roses. It wriggled around her six times and was held on by a wide sash tied in a large bow in the back. She looked like a little sausage.

Linda had on a black satin dress that had once belonged to Star's grandmother. It was held on and held up with many safety pins. Underneath the dress she had on a pink-and-white-checked run suit. The whole back of the tight little pants was covered with rows of ruffles, which gave the black satin dress a huckle in the rear. The dress had a fibural train, which Linda twisted as she walked up and down the garden path. She was also wearing a black lace scarf over her head.

"In a Duckess," said Linda to Star, as she stopped in the walk beside the pool.

"What's a Duckess?" asked Star, who was younger than Linda and didn't know much.

"Goodness!" said Linda. "Don't you know what a Duckess is?" Star shook her head.



Lexile Analyzer

Lexile Analyzer® - Windows Internet Explorer

http://www.lexile.com/analyzer/

File Edit View Favorites Tools Help

Search

Translate Define Wikipedia Translate pa Free iPad 2! 68°F

Lexile Anal... x iGoogle

Home "Find a Book" Lexile Analyzer Resources Research Store My Profile My Reading Lists Logout

LEXILE The Lexile® Framework for Reading

Quick Book Search:

Put an exact title or author in quotes (ex: "new moon")

About Lexile Measures Using Lexile Measures Common Core Lexile Tools

Lexile Training

Online Help

Step 1: What kinds of texts can be measured

Step 2: Prepare your text for measurement

Step 3: Type or scan your text

Step 4: Convert your text into a plain text file

Step 5: Analyze your text and get results

Using the Professional Analyzer®

Get a Lexile® Text Measure

You can use the our online tools to determine the estimated Lexile® measure of edited, conventional prose text. Just follow our guidelines for preparing a text, upload it, and the Lexile measure will be displayed.

Online help and user guides

The help links to the left detail how to use either the [English Lexile Analyzer](#) or [Spanish Lexile Analyzer](#) to get an instructionally useful estimated Lexile measure. You may also view the user guide [here](#).

Result

Lexile Analyzer

Please be sure to make note of this information. It will not be stored and may only be recreated by analyzing the file again.

Lexile Analyzer Result

Lexile Measure: 970L

[Click here to analyze another file.](#)



Alternate Method

- The book *Betsy's Busy Summer* is not in Lexile database.
- Other books by Carolyn Haywood;
 - *B is for Betsy* – 660L
 - *Back to School with Betsy* – 570
 - *Betsy and the Boys* – 560L
- If book is in same series, then book is most likely somewhere in this range.
- Also see what other “leveling” might be done for the author or series. The reading level for many “Betsy” books is 9 to 12-year-olds; this translates roughly into 3rd to 5th grade or about 500L to 950L.





LIBRARY

Making Connections Using Lexiles



HOME



SCHOOL

The Lexile Framework is a tool for teachers, media specialists, librarians, and parents to use in conjunction with existing reading programs and is not a replacement for existing reading programs.



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How to Use Lexiles

- It is recommended that readers choose texts within their Lexile range.
 - A Lexile range is 50L above and 100L below a student's reported Lexile measure.
- Practice with a variety of texts.
- Use Lexiles to set goals.



Using Lexiles in the Classroom

Teachers can use Lexiles to help them:

- Develop individualized or classroom reading lists tailored to provide appropriately challenging reading.
- Enhance thematic teaching by building a bank of titles at varying levels that support the theme, but also allows all students to participate successfully in the theme with material at their own reading level.
- Sequence materials, for example by increasing the difficulty of read-aloud books throughout the year.

Source: <http://www.lexile.com/m/uploads/downloadablepdfs/Lexiles-in-the-Classroom.pdf>



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Using Lexiles in the Classroom

Teachers can use Lexiles to help them:

- Develop a reading folder that goes home with students and comes back for weekly review. Folder might contain:
 - a reading list of books within the student's Lexile range
 - reports of recent assessments
 - a form for parents to record reading that occurs at home.
- Vary reading difficulty of material to the situation:
 - 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 a student, or when you will be giving additional support such as background teaching or discussion.

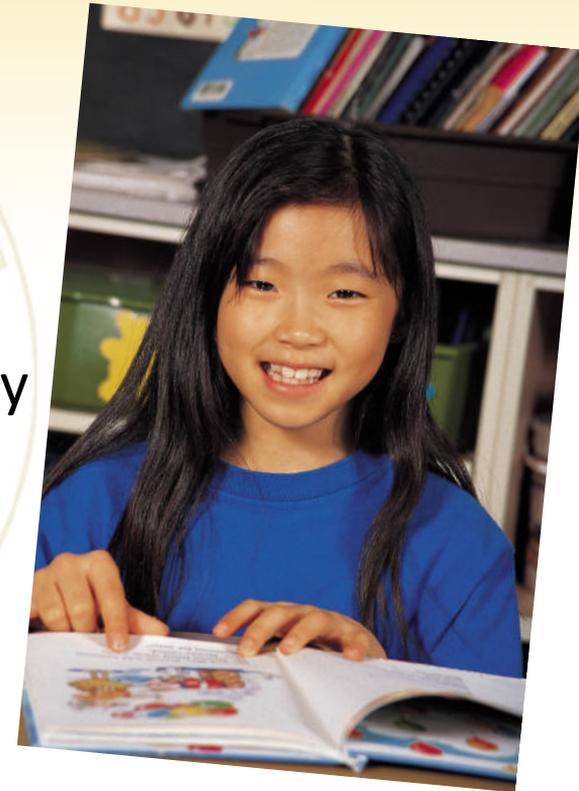
Source: <http://www.lexile.com/m/uploads/downloadablepdfs/Lexiles-in-the-Classroom.pdf>



More Instructional Uses of Lexiles

Teachers can use Lexiles to:

- Set measurable goals for instruction and special intervention programs.
- Monitor progress of various reading programs.
- Make parents “partners to the classroom” by giving them a tool for selecting appropriate reading material for their children (e.g., Summer Reading Lists, visiting library, etc.).
- Help students set goals for themselves and use annual CRCT results to see if they have progressed towards their goals.



Source: <http://www.lexile.com/m/uploads/downloadablepdfs/Lexiles-in-the-Classroom.pdf>



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More Instructional Uses of Lexiles

Lexiles can help teachers:

- Adjust materials to the purpose of reading.
 - For increased fluency and automaticity, teacher selects text that measures well below reader ability.
 - As a strategy for teaching students how to attack “hard” text, the teacher selects text that measures above reader ability.

Source: <http://www.lexile.com/m/uploads/downloadablepdfs/Lexiles-in-the-Classroom.pdf>



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More Instructional Uses of Lexiles

- Teachers can use Lexiles to target fiction and non-fiction material to students' abilities and thus promote learning of all subjects.
 - Avoids student frustration when reading text is too difficult.
 - Avoids undermining student self-confidence.
 - Avoids the fostering of bad work habits and unrealistic self-expectations when a student is always presented with too easy material.
 - Learning occurs best when the text material can be comprehended at a 75% rate.



Source: <http://www.lexile.com/m/uploads/downloadablepdfs/Lexiles-in-the-Classroom.pdf>



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Summer Reading Is Essential !

Research studies show that ---

- students can have up to a 2-3 month loss in reading ability over summer.
- lower income students may suffer most due to lack of books in home and transportation access to public libraries.
- rural area students also lack easy access.
- innovative partnering of schools, publishers, and public libraries have great promise for solving the summer reading loss dilemma.



Using Lexiles to Promote Reading

- Improve students' reading fluency and increase enjoyment of reading.
 - Students who spend a minimum of 3 hrs/week reading at their own level for their own purposes develop reading fluency which leads to improved mastery.
- It is recommended that readers choose texts within their Lexile range.
 - A Lexile range is 50L above and 100L below a student's reported Lexile measure.
- Use Lexiles to set goals.
- Practice with a variety of texts.
- Challenge the BEST readers.
- Success breeds enjoyment.



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Using Lexiles in Media Centers and Public Libraries

Media specialists and librarians can assist classroom instruction by

- Helping to develop individualized or classroom reading lists tailored to provide appropriately challenging reading.
- Guiding teachers in selecting a bank of titles at varying levels that support an instructional thematic unit. This allows all students to participate successfully in the theme with material at their own reading level.
- Locating and sequencing materials for classroom use. For example, increasing the difficulty of read-aloud books throughout the year.

Source: <https://d1jt5u2s0h3gkt.cloudfront.net/m/uploads/downloadablepdfs/Lexiles-in-the-Library.pdf>



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Use Lexiles to Build Partnerships

- School media specialists and public librarians should be partners.
 - Jointly create reading lists
 - Complement catalogue holdings
- Assist students in selecting reading material.
 - Remember to vary reading difficulty of material to the situation.
 - Ask for Lexile information. Schools might create a library card with Lexile information on it.
 - 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 a student, or when you will be giving additional support such as background teaching or discussion.
- Make parents “partners” by giving them a tool for selecting appropriate reading material for their children (e.g., Summer Reading Lists, visiting library, etc.)

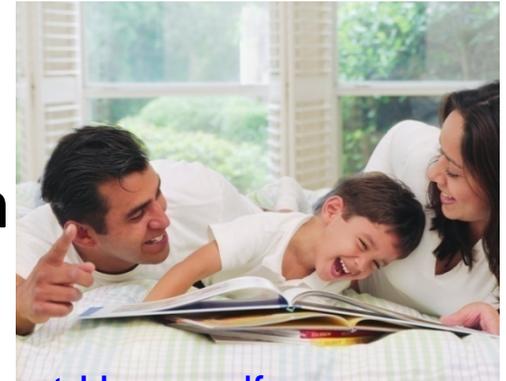
Source: <http://www.lexile.com/m/uploads/downloadablepdfs/Lexiles-in-the-Classroom.pdf>



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Parents Can Use Lexiles

- Promotes family-school connections.
- Know your child's Lexile measure.
- Know your child's Lexile range.
 - 50L above and 100L below their reported Lexile measure. This range represents the boundaries between the easiest kind of reading material for your child and the hardest level at which he/she can read successfully.
- Use the Lexile Find a Book Database (at <http://lexile.com/fab/GA>) to find books in the child's Lexile range.



Source: <http://www.lexile.com/m/uploads/downloadablepdfs/Lexiles-at-Home.pdf>



Parents Can Use Lexiles

- Ensure that your child reads every day.
- Parents should read to set a good example. Reading newspapers and magazines will show children that reading is a wonderful pastime as well as a window to the world of learning.
- Ask school or library for book lists within Lexile range.
- Student's interests should play a part in book selection.
- Visit public libraries often.
- Participate in summer reading programs.



Source: <http://lexile.com/m/uploads/downloadablepdfs/Lexiles-at-Home.pdf>



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Parents Can Use Lexiles

- When a reading assignment proves to be too difficult, provide adult-directed assistance:
 - Review words and definitions from glossary or dictionary.
 - Review questions at end of chapter before child reads text.
 - Pair-share read – Parent and student alternate reading the text. Stop, discuss, and ask questions along the way to see that student understands.
 - Return to end of chapter questions and glossary to make certain your child understands the material.
- Celebrate your child's reading accomplishments.
 - Set goals –
 - number of books read
 - variety of books
 - stretch to books at higher Lexile



Source: <http://www.lexile.com/m/uploads/downloadablepdfs/Lexiles-at-Home.pdf>



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Summer Reading

- Summer loss in student reading ability is an issue.
- Lexiles can assist in helping schools create a summer reading program.
- Teachers, parents, and students can use the “Find-a-Book” tool to build better reading lists customized to student’s Lexile measure and interests.
- For research and other information on summer loss and ways to prevent it, check out:

<http://lexile.com/using-lexile/summer-reading/>



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Relating Lexiles to Other Measures

- GaDOE often receives questions on how to relate Lexiles to other measures.
- The next few slides provide a brief explanation and links for more details.



Relationship of Lexiles & Grade Levels

- Column 2 shows the range of Lexiles in which the middle 50% of readers fall at a grade level. 25% of students fall below this range and 25% above.
- Column 3 shows the typical range of reading material at a grade level. These are based on a 2009 study.
- Column 4 are "stretch" text measures (defined through studies related to the development of the Common Core State Standards for English Language Arts – 7/2012) and represent the demand of text that students should be reading to be college and career ready by the end of Grade 12.

Grade	Reader Measures, Mid-Year	Text Demand Study 2009	"Stretch" Text Measures
	25th percentile to 75th percentile (IQR)	25th percentile to 75th percentile (IQR)	25th percentile to 75th percentile (IQR)
1	Up to 300L	230L to 420L	190L to 530L
2	140L to 500L	450L to 570L	420L to 650L
3	330L to 700L	600L to 730L	520L to 820L
4	445L to 810L	640L to 780L	740L to 940L
5	565L to 910L	730L to 850L	830L to 1010L
6	665L to 1000L	860L to 920L	925L to 1070L
7	735L to 1065L	880L to 960L	970L to 1120L
8	805L to 1100L	900L to 1010L	1010L to 1185L
9	855L to 1165L	960L to 1110L	1050L to 1260L
10	905L to 1195L	920L to 1120L	1080L to 1335L
11 and 12	940L to 1210L	1070L to 1220L	1185L to 1385L



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<http://www.lexile.com/about-flexile/grade-equivalent/grade-equivalent-chart/>

Lexile Data from 2012 CRCT & EOCT

Grade Level/ Course	N Count with Lexiles	Mean Lexile	Range of Lexiles		Distribution of Lexiles			Lexile Associated with Cut Scores	
			Minimum Lexile	Maximum Lexile	25 th Percentile	50 th Percentile (Median)	75 th Percentile	Lexile at Meets	Lexile at Exceeds
3	124,241	694.44	BR*	890	545	740	890	410	790
4	124,452	815.11	BR*	990	685	840	990	570	915
5	126,115	894.68	90	1085	785	935	1075	650	1040
6	125,322	998.69	190	1155	875	1025	1155	685	1120
7	123,173	1035.75	240	1210	920	1065	1210	800	1210
8	121,925	1132.93	295	1265	1050	1180	1265	805	1265
9 th Lit	107,032	1192.65	380	1505	1050	1205	1345	985	1290
Amer. Lit	90,358	1220.79	420	1545	1105	1220	1340	1020	1320

* BR = Beginning Reader - is reported on score reports. The actual value associated with BR is either a 0 or a negative number. For purposes of this analysis, all BR scores were treated as 0.



Exploring the Relationship of Lexiles to CRCT and EOCT

- How can we relate this information in the chart about Lexile measures for typical readers and “stretch” text measures at each grade to Georgia’s assessments?
- The next slide shows these typical reader and “stretch” text measures along with actual Lexile measures associated with the CRCT and EOCT.
- The second slide graphically shows this relationship.
- Other slides provide explanations on how to interpret this information.

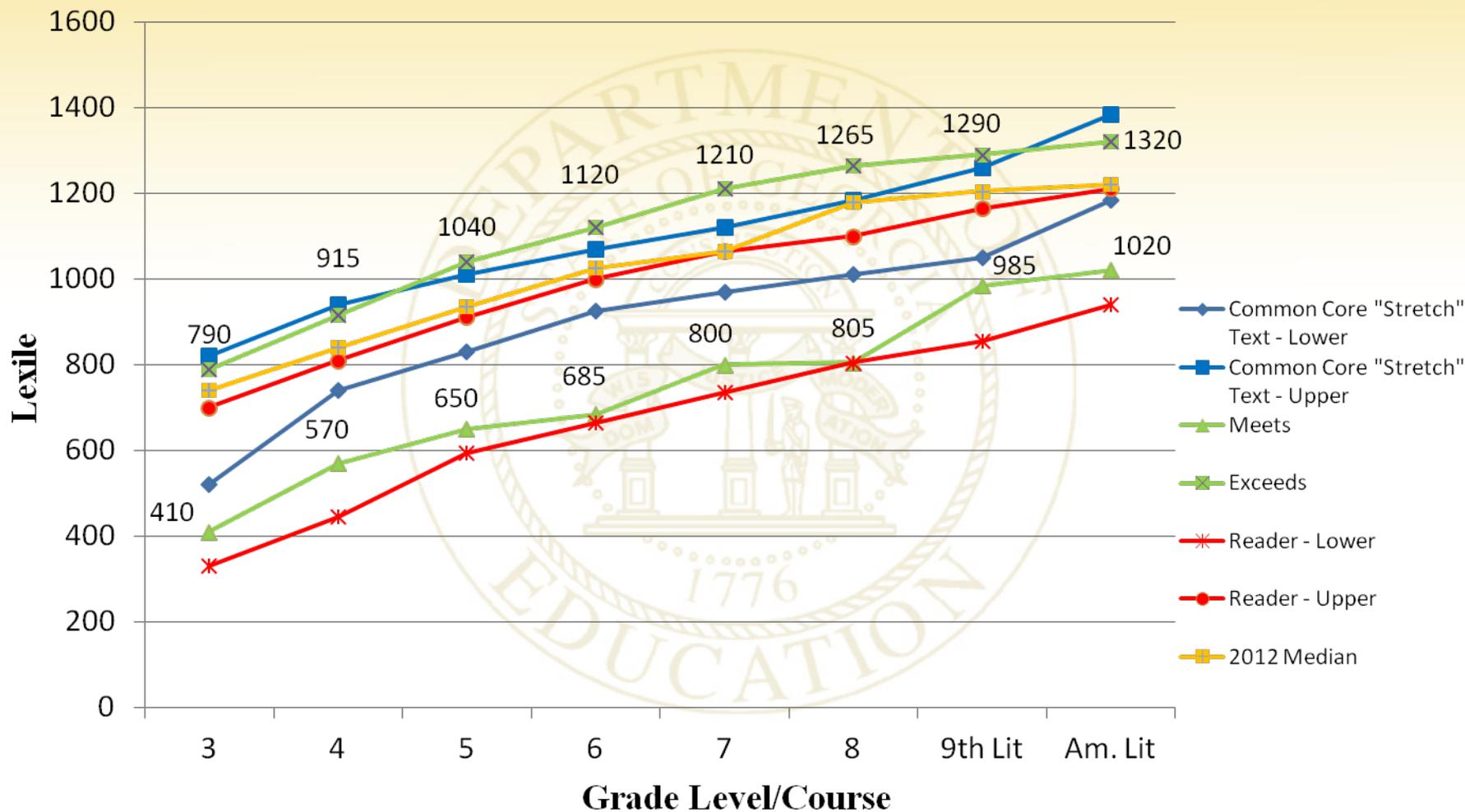


Grade Level “Stretch” Text and Reader Lexile Boundaries, Median Lexiles, & Lexiles at Test Cut Scores

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	9th Lit	Amer Lit
Stretch Text - Lower	520	740	830	925	970	1010	1050	1185
Stretch Text - Upper	820	940	1010	1070	1120	1185	1260	1385
Meets	410	570	650	685	800	805	985	1020
Exceeds	790	915	1040	1120	1210	1265	1290	1320
Reader - Lower	330	445	565	665	735	805	855	940
Reader - Upper	700	810	910	1000	1065	1100	1165	1210
2012 Median	740	840	935	1025	1065	1180	1205	1220



Grade Level "Stretch" Text & Reader Lexile Boundaries with 2012 Median Lexiles & Lexiles at Cut Scores



Interpreting the Graph

- The graph illustrates the relationship of reader ability, text difficulty, and the cut scores on the CRCT and EOCT.
- The **blue lines** represent the range of “stretch text” Lexiles that represent the demand of text that students should be reading to be college and career ready by the end of Grade 12. Students to be college and career ready should fall in this “river of text.”
- The **red lines** represent the range of Lexiles for readers that comprise the middle 50% of readers within a grade level. Note that the lower limit of this range is not in the “river of text.”
- The **green line** with triangles shows the Lexiles associated with Meets on CRCT (grades 3-8) and EOCT (9th Literature and American Literature) (grade 11).
- The **green line** with squares shows the Lexiles associated with Exceeds on CRCT (grades 3-8) and EOCT (9th Literature and American Literature) (grade 11).
- The **yellow line** represents the 2012 median Lexile for students at each grade.



Interpreting the Graph

- The span of reader ability (red lines) is greater than the span of text difficulty (blue lines).
- Students with Lexile scores that fall toward the lower band of reader ability (the bottom red line) and outside of the text difficulty (the blue lines) will probably experience some difficulty comprehending the “stretch” text demands for that grade level.
- In most cases the Lexiles associated with the Meets cut scores on the CRCT and the EOCT fall on or above the lower band of reader ability (lower red line) but below the lower bound of text difficulty (lower blue line).
- The Lexiles associated with the Exceeds cut scores on the CRCT are typically at or above the typical upper limit of the “stretch” text difficulty (the upper blue line) and the typical upper bound of the interquartile of reader ability (the upper red line).



Good News from Lexile Data

A Longitudinal Look

- The table on the next slide shows the median Lexile at each grade for the last seven years along with the “stretch text” Lexile range.
- The 2012 median Lexile for each grade shows an increase from the 2006 median.
- As of 2012, the median Lexile for each grade is falling within the “stretch” text bands.



Median Lexile from CRCT & EOCT by Grade from 2006 – 2012 with “Stretch Text” Lexiles

Grade	2006	2007	2008	2009	2010	2011	2012	Stretch Text Demand - Lower Limit	Stretch Text Demand - Upper Limit
3	610	610	670	645	685	720	740	520	820
4	740	740	770	790	810	805	840	740	940
5	825	825	870	840	885	925	935	830	1010
6	910	910	955	980	980	1000	1025	925	1070
7	965	965	995	1020	1020	1040	1065	970	1120
8	1060	1060	1080	1110	1150	1170	1180	1010	1185
9 th Lit							1205	1050	1260
Amer Lit							1220	1185	1385



Lexiles and Accelerated Reader

- Often GaDOE is asked about the relationship between Lexiles and the reading levels in the Accelerated Reader Program and others.
- The next slides show the correspondence of Lexiles to other reading measures.



Accelerated Reader* and Lexiles**

AR IRL	Lexile Score	AR IRL	Lexile Score
0.2	10	6.5	991
0.5	70	6.7	1019
0.7	11	7	1060
1	170	7.3	1102
1.3	229	7.5	1129
1.5	269	7.7	1157
1.7	309	8	1198
2	370	8.3	1240
2.3	411	8.5	1267
2.5	439	8.7	1295
2.7	466	9	1336
3	508	9.3	1378
3.3	549	9.5	1405
3.5	577	9.7	1433
3.7	604	10	1475
4	646	10.3	1516
4.3	687	10.5	1544
4.5	715	10.7	1571
4.7	743	11	1613
5	784	11.3	1654
5.3	825	11.5	1682
5.5	853	11.7	1709
5.7	881	12	1751
6	922	12.3	1792
6.3	964	12.5	1820

*This relational table is from Renaissance Learning, Inc. (2002). **Lexile is a trademark of MetaMetrics, Inc.
 Source: <http://www.nacs.k12.in.us/mcms/6thGrade/ARLEX.html>



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Comparison of Various Reading Level Models

*This chart was retrieved from the following website: <http://www.oema.net/lexiles/ReadingLevelComps.pdf>. This chart was provided to the Oregon Educational Media Association by Steven Zimmerman of Harcourt. It provides a comparison by grade level of different book leveling systems including Lexiles, Fountas and Pinnell (Guided Reading), Basal, DRP (Degrees of Reading Power), Reading Recovery and DRA.

Descriptor	Grade Level	Fountas & Pinnell (Guided Reading)	Basal Level	DRP (Degrees of Reading Power)	Reading Recovery	DRA Level	Lexile Level
Emergent	Kindergarten Grade 1	A	Readiness		1	A & 1	Beginning Reader
Early	Kindergarten Grade 1	B			2	2 & 3	
	Kindergarten Grade 1	C	PP1		3 & 4	4	
	Grade 1	D	PP2	25-30	5 & 6	6	100-400
	Grade 1	E	PP3		7 & 8	8	
	Grade 1	F	Primer		9 & 10	10	
	Grade 1	G			11 & 12	12	
Transitional	Grade 1	H	Grade 1		13 & 14	14	
	Grades 1 & 2	I			15, 16 & 17	16	
	Grade 2	J	Grade 2	30-44	18, 9 & 20	18	300-600
	Grade 2	K				20	
	Grade 2	L				24	
	Grades 2 & 3	M				28	
Self-Extending	Grade 3	N	Grade 3	44-54		30	500-800
	Grade 3	O				34	
	Grades 3 & 4	P				38	
Advanced	Grade 4	Q & R	Grade 4	40-42		40-44	600-900
	Grade 5		Grade 5	44		50	700-1000
	Grade 6	S-Z	Grade 6			60	800-1050
	Grade 7					70	850-1099
	Grade 8					80	900-1150
	Grade 9						1000-1199
	Grade 10						1025-1200+
	Grade 11						1050-1300+
	Grade 12						1075-1400+





Growing Independent Readers

Relating Different Reading Level Models

CORRELATION OF INSTRUCTIONAL READING LEVELS

Grade Level	Wright Group	Reading Recovery	GUIDED READING	Developmental Rdg. Assessment (DRA)	Rigby Literacy	Lexile
K	A	1	A	A-1	1-2	*
K	B	2	B	2	3,4,5	*
Preprimer	C	3	C	2	4,5	*
Preprimer	D	4	C	3-4	4,5	*
Preprimer	E	5-6	D	5-6	6	*
Preprimer	F	7-8	E	7-8	7	*
Primer	G	9-10	F	9-10	8	*
Primer	H	11-12	G	11-12	9	200-299
Grade 1	I	13-14	H	13-14	10	200-299
Grade 1	J	15-17	I	16	11	200-299
Grade 2	K (2)	18	J	18	(10,11) 12	300-399
Grade 2	L (3)	19	J	20	(10,11) 12	300-399
Grade 2	M (4)	20	K	24	13	300-399
Grade 2	N (5)	24-28	L-M	28	[L]14-15 [M] 16-17	400-499
Grade 3	O (6)	30	N	30	(16-17) 18	500-599
Grade 3	P (7)	30	N	34	(16-17) 18	500-599
Grade 3	Q (8)	34-38	O	38	19	600-699
Grade 3	R (9)	34-38	P	38	20	600-699
Grade 4	S (10)	40	Q	40	*	700-799
Grade 4	T (11)	40	R	40	*	700-799
Grade 5	*	44	S,T	*	*	800-899
Grade 6	*	*	*	*	*	900-999
Gr. 7,8	*	*	*	*	*	1000-1100

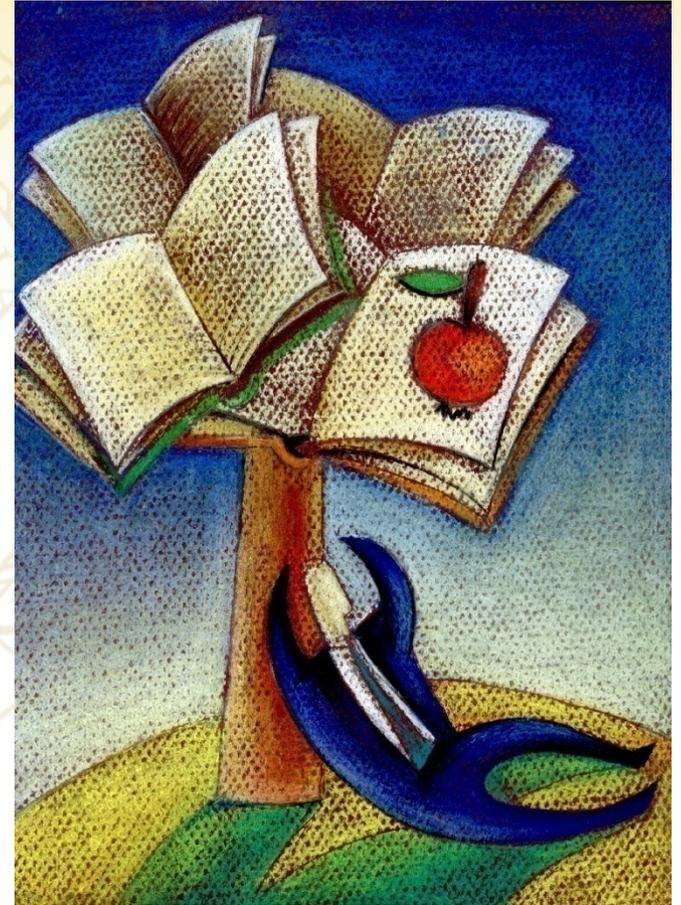
This table is from
https://www.leveledreader.com/doc/s/Leveling_Guide.pdf

Want to Know More . . .

- GA Department of Education has Lexile information at:
 - <http://www.gadoe.org/Lexile.aspx>
 - <https://www.georgiastandards.org/Resources/Pages/Tools/LexileFrameworkforReading.aspx>
- MetaMetrics' website: <http://lexile.com/>
- Contact at the department:
 - Dr. Melodee Davis, Director
 - Assessment Research and Development Division
 - Georgia Department of Education
 - Phone: 404-657-0312
 - Email: medavis@doe.k12.ga.us



**Reading is the
to success in
school.**



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org