The Lexile Framework® for Reading

Iowa: Every Child Reads

www.iowa.gov/educate/lexile/

Every Child Reads K-12 EXCELLENCE IN TEACHING AND LEARNING

Nonfiction Titles	Benchmarks	Fiction Titles
1700L	**DISCOURSE ON THE METHOD AND MEDITATIONS ON FIRST PHILOSOPHY**	
1690 Welfare Racism **1680** A Symbol of Wilderness **1630** The Seminoles of Florida **1600** Alien Abductions: Creating a Modern Phenomenon **1600** Smallpox	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)	**1690** Concerning Civil Government **1670** The Principles of Scientific Management **1660** Sons **1640** The Plot Against America **1620** How I Live Now
1600L	**FUNDAMENTAL PRINCIPLES OF THE METAPHYSICS OF MORALS**	
1580 The Origins of the First World War **1570** The Family on Trial in Revoluionary France **1560** Slavemaster President **1530** Galileo's Daughter **1520** The Cold War: A Very Short Introduction **1510** The Children's Civil War	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)	**1580** Understanding Hamlet **1570** Tolstoy and the Genesis of War and Peace **1530** Plutarch's Lives **1530** The Good Earth **1520** A Fable **1500** Don Quixote
1500L	**ON ANCIENT MEDICINE**	
1490 The 1960s Cultural Revolution **1460** Wild Ocean **1450** Wilson's Ghost **1440** World War I: The Great War **1430** Story of King Arthur and His Knights **1400** 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)	**1480** The Rifle **1460** Alida's Song **1450** The Confessions of Nat Turner **1430** Visiting Day **1420** The Scarlet Letter **1410** Ivanhoe
1400L	**THE SCARLET LETTER**	
1390 Hatred, Bigotry, and Prejudice **1370** The Way of the Cell **1360** An Hour Before Daylight **1340** Mosque **1330** Roots **1300** The Hazards of Space Travel	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)	**1390** Tales from Shakespeare **1380** Frenchtown Summer **1370** The End **1340** The Hunchback of Notre Dame **1320** The Incredible Journey **1300** Little Women
1300L	**BROWN v. BOARD OF EDUCATION: 1954**	
1270 Invisible Allies **1240** The Real Benedict Arnold **1230** Dive! My Adventures in the Deep Frontier **1220** The New Deal **1200** Skyscraper **1200** Tracking Trash	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)	**1270** Lemony Snicket: The Unauthorized Autobiography **1250** When You Visit Grandma & Grandpa **1240** Midwife's Apprentice **1230** Dragonhaven **1210** Thomas **1200** Incident at Hawk's Hill
1200L	**WAR AND PEACE**	
1180 Four Days to Glory **1180** Clarabelle: Making Milk and So Much More **1160** A Whole New Ball Game **1120** Bodies From the Ash **1110** Freedom Walkers **1110** Life and Death of Crazy Horse	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)	**1190** Here's the Thing About Me **1160** Paddington at Large **1150** The Crossing **1140** Brian's Winter **1120** The Carnivorous Carnival **1100** 3001: The Final Odyssey
1100L	**PRIDE AND PREJUDICE**	
1090 The Down-to-Earth Guide to Global Warming **1070** Silent in an Evil Time **1060** Hear That Train Whistle Blow! **1050** Kate Shelley: Bound for Legend **1030** Pocket Babies and Other Amazing Marsupials **1000** Corn Belt Harvest	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)	**1090** Buddha Boy **1070** Elijah of Buxton **1060** Just Grace **1030** The Ballad of Lucy Whipple **1010** Victory **1000** Bucking the Sarge
1000L	**BLACK BEAUTY**	
980 Pompeii: Lost & Found **960** One Well: The Story of Water on Earth **950** Built to Last **920** Watching Water Birds **900** We are the Ship **900** Extra Cheese, Please!	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)	**990** The Cats in Krasinski Square **970** Thursday's Child **950** Bella at Midnight **940** Harry Potter and the Chamber of Secrets **920** Stravaganza: City of Masks **910** Code Talker
900L	**TOM SWIFT IN THE LAND OF WONDERS**	
890 Carver: A Life in Poems **880** Vinnie and Abraham **860** Tuttle's Red Barn **830** Wind Power **810** The Lamp, The Ice, and the Boat Called Fish **800** It's a Butterfly's Life	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)	**880** Race for the Sky **850** Mia the Meek **840** Apples to Oregon **830** Becoming Naomi Leon **820** Surviving the Applewhites **800** The Penderwicks
800L	**FREE BASEBALL**	
790 Construction Zone **770** Buffalo Nickel **740** Big Storm **730** Prairie Town **720** International Space Station **700** Carolina's Story	"Vaya adelante," Santi encouraged him. Felix looked at the others. "It's okay?" "Sure," Bobby said. "You've done this before, right?" "Yeah," Felix said. But never against real hitters, he thought. He ran out to his spot in the infield, nervous but excited. Felix had played a lot of baseball—first T-ball. Then coach-pitch, and now on the Tigers, a junior majors team. He'd never been in the top reading group at school, and he'd made the honor roll only twice, but Felix had always been the best fielder on any team he played on. Coach Drew called him "Eureka," which he said was the brand name of a vacuum cleaner. If a ball came anywhere near, Felix sucked it right up. (Sue Corbett, author) © 2006 by Sue Corbett. Reprinted by permission of Penguin Group. All rights reserved.	**780** Peak **760** Last Shot: A Final Four Mystery **750** Weedflower **740** Blue Jasmine **740** River Between Us **720** The Book of Story Beginnings
700L	**HATTIE BIG SKY**	
690 Hot Air **680** Deer, Moose, Elk & Caribou **660** Vegetables We Eat **640** Ice Cream **610** Kid's Guide to Staying Safe Around Water **600** Lightship	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. From the looks of him, he'd been out all night looking for Perilee's children. (Kirby Larson, author) © 2006 by Kirby Larson. Reprinted by permission of Random House. All rights reserved.	**680** Mountain Town **670** Brothers in Hope: The Story of the Lost Boys of Sudan **650** Games: A Tale of Two Bullies **640** Little Bunny's Preschool Count Down **620** Stumptown Kid **610** Heat Wave
600L	**DO YOU KNOW THE MONKEY MAN?**	
580 Tell Me, Tree: All About Trees for Kids **570** Chicks & Chickens **570** Cows, Cats, and Kids **560** Families **530** How to Talk to Your Dog **510** What Makes the Seasons?	Bob's mother told me a long time ago that I should call her Grandma. But I don't think of her as Grandma. I think of her as "Bob's mother." I don't want to hurt her feelings, though, so I just avoid the whole issue by not calling her anything. I pasted a cheery smile on my face. "Happy birthday," I said, handing her my card. I held tight to my book with my elbow. "Thank you, sweetie. You didn't have to make me a card." Well, yes, actually, I did, but whatever. I followed my mom into the living room. Something smelled good. Lasagna, I think. One thing I could say for this party, we'd be eating well. The people in Bob's family are excellent cooks. We don't do a lot of fancy cooking in our family. (Dori Hillestad Butler, author) © 2005 by Dori Hillestad Butler. Reprinted by permission of Peachtree Publishers. All rights reserved.	**580** Sliding into Home **570** First Day in Grapes **550** Goin' Someplace Special **540** When Lightning Comes in a Jar **530** Tulip Sees America **500** Blizzard
500L	**THE MAGIC SCHOOL BUS INSIDE THE EARTH**	
480 Man Who Walked Between the Towers **470** Millions to Measure **460** Grand Old Tree **450** Move! **420** A Book About Design **400** Tractors	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.	**490** How Do Dinosaurs Eat Their Food? **480** Brundibar **450** Gus and Grandpa and the Piano Lesson **440** Tomas and the Library Lady **430** Goose's Story **420** Zero Grandparents
400L	**FROG AND TOAD ARE FRIENDS**	
390 My Baseball Book **380** Fannie in the Kitchen **350** From Kernel to Corn **350** Thank You, Sarah **320** Snow Is Falling **310** Firefighters A to Z	"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.	**390** Pa Lia's First Day **380** Hooray for Reading Day! **370** My Friend Bear **360** Diary of a Worm **330** Case of the Bad-Luck Bike Ride Across Iowa **310** Leaf Man
300L	**THE TALENT SHOW**	
290 A Tree Is a Plant **280** Fireboat **270** Families in Many Cultures **260** All About Sound **220** What Makes a Shadow? **200** Best Bug Parade	Mrs. Keyes signaled to Howie. It was her turn. Howie walked out on stage. Someone's baby brother started to cry. There was some hushing and shushing, and then it was very quiet. Very, very quiet. Howie looked out at all of Jackson Magnet. A gazillion heads were facing her. And waiting. Mrs. Keyes started to play Howie's music, "Simple Gifts." Howie's heart was beating so loudly, she could barely hear the music. Her chest hurt. Her ears started ringing, and she thought she heard Stinky Stern laughing. Howie opened her mouth, but the words wouldn't come out. She had no voice. The lights hurt her eyes. Her feet were slippery in her shoes. She couldn't move. Mrs. Fennessey appeared. (Michelle Edwards, author) © 2002 by Michelle Edwards. Reprinted by permission of Harcourt, Inc. All rights reserved.	**290** Caleb's Story **280** Swish! **260** How Chipmunk Got His Stripes **230** Arthur's Teacher Moves In **220** Amanda Pig and the Wiggly Tooth **210** Abiyoyo Returns
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. 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, 80 million articles and 60,000 Web sites have Lexile measures, and all major standardized tests can report student reading scores as Lexile measures. The Lexile Framework was developed by MetaMetrics®, Inc., a privately held educational measurement company, after 20 years of research funded, in part, by the National Institutes of Health. For more information, visit www.Lexile.com.

MetaMetrics®, Lexile®, Lexile Framework® and the Lexile logo are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad. The trademarks and names of other companies and products mentioned herein are the property of their respective owners. Copyright © 2009 MetaMetrics, Inc. All rights reserved.

NOTE: The Lexile map provides a graphic representation of texts and titles matched to levels of reading ability. Lexile measures are a measure of text difficulty. They do not address age-appropriateness, student interest or the quality of the text. Educators and/or parents should always preview books. This book list is not endorsed or recommended by the Iowa Department of Education. Curriculum decisions are made at the local level in Iowa.

LEXILE®

Lexile® Measures in the Classroom

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

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

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

Manage your students' reading comprehension
Lexile measures allow you to manage comprehension. Matching a reader's Lexile measure with a text with the same Lexile measure leads to an expected 75-percent comprehension rate—not too difficult to be frustrating, but difficult enough to be challenging and to encourage reading progress. You can further adjust anticipated comprehension simply by choosing more or less difficult texts within a student's Lexile range, which spans 50L above and 100L below his or her Lexile measure.

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

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

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

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

The Lexile Framework for Reading
The Lexile Framework for Reading, developed by educational measurement company MetaMetrics®, Inc., 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.

MetaMetrics®, the MetaMetrics logo and tagline, Lexile®, Lexile Framework®, Lexile Analyzer® and the Lexile logo are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad. The trademarks and names of other companies and products mentioned herein are the property of their respective owners. Copyright © 2009 MetaMetrics, Inc. All rights reserved.

www.Lexile.com

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 difficulty 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 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 student 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 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, the Lexile Book Database (at www.Lexile.com) and "Find a Book" Web site (at www.lexile.com/findabook) are available to create customized reading lists. These free databases allow you to search for books based on Lexile measures and by interest categories or school assignment topics. With the "Find a Book" site, you can even check the availability of titles at your local 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 the Lexile Book Database or "Find a Book" Web site.
- 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 company MetaMetrics®, Inc., 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 the Lexile Web site at www.Lexile.com.

MetaMetrics®, the MetaMetrics logo and tagline, Lexile®, Lexile Framework®, Lexile Analyzer® and the Lexile logo are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad. The trademarks and names of other companies and products mentioned herein are the property of their respective owners. Copyright © 2009 MetaMetrics, Inc. All rights reserved.

www.Lexile.com