

### The Lexile Framework® for Reading STUDENT ASSESSMENT DIVISION RESOURCE



ILLINOIS STATE BOARD OF EDUCATION

www.isbe.net/assessment/pdfs/lexile.pdf

Literature Titles Tests/Textbooks **Benchmarks** DISCOURSE ON THE METHOD AND MEDITATIONS ON FIRST PHILOSOPHY

1700L	
1690	Concerning Civil Governme

1680 Critique of Judgment1660 On Abraham Lincoln 1660 On the Law Which Has Regulated the Introduction of 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)

1670 The Principles of Scientific Management; Dover Publications 1630 The American Constitution: Cases, comments, questions, 7th ed.; West Publishing

1610 The Condition of Postmodernity; Blackwell Publishers

### 1600L

Text

1570 Aeropagitica1550 God, Idea of the Ancients 1530 Plutarch's Lives 1520 A Modest Proposal

1510 On Human Nature 1500 The Decameron

### FUNDAMENTAL PRINCIPLES OF THE METAPHYSICS OF MORALS

In fact, it is absolutely impossible to make out by experience with complete certainty a single case in which the maxim of an action, however right in itself, rested simply on moral grounds and on the conception of duty. Sometimes it happens that with the sharpest self-examination we can find nothing beside the moral principle of duty which could have been powerful enough to move us to this or that action and to so great a sacrifice; yet we cannot from this infer with certainty that it was not really some secret impulse of self-love, under the false appearance of duty, that was the actual determining cause of the will. (Immanuel Kant, author)

ON ANCIENT MEDICINE

THE SCARLET LETTER

1550 Culture/Power/History: A Reader in Contemporary Social Theory; Princeton University Press

1530 On Injuries of the Head; Project Gutenberg1510 On Human Nature; Howard University Press

1500 On Liberty; Hackett Publishing1500 The Making of Memory: From Molecules to Mind; Doubleday

### 1500L

1490 Ring of Bright Water1470 Utilitarianism

The Confessions of Nat Turner

1440 The Legend of Sleepy Hollow
1420 Master Humphrey's Clock
1410 Profiles in Courage

And as to him who had been accustomed to dinner, since, as soon as the body required food, and when the former meal was consumed, and he wanted refreshment, no new supply was furnished to it, he wastes and is consumed from want of food. For all the symptoms which I describe as befalling to this man I refer to want of food. And I also say that all men who, when in a state of health, remain for two or three days without food, experience the same unpleasant symptoms as those which I described in the case of him who had omitted to take dinner. (Hippocrates, author)

1450 Philosophical Essays; Hackett Publishing
1440 Graduate Management Admission Test (GMAT)\*
1430 Certified Public Accountant Examination (CPA)\*

1430 Criminal Justice Today; Prentice Hall1410 Science and Education; The Citadel Press 1400 Test of English as a Foreign Language (TOEFL)\*

1400L 1380 Life in a Medieval Castle

The Guns of August The Hunchback of Notre Dame

The Snow Leopard 1320 The Metamorphosis

### 1300 Arctic Dreams

1280 House of the Spirits1270 Chronicle of a Death Foretold The Midwife's Apprentice

### 1240 Dragon Seed 1210 Cold Mountain 1200 The Trumpeter of Krakow

1200L 1190 Hiroshima

The Great Fire Abigail Adams: Witness to a Revolution

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)

assented Tom. (Victor Appleton, author)

### 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) BROWN v. BOARD OF EDUCATION: 1954

Under that doctrine, equality of treatment is accorded when the races are provided substantially equal facilities, even though these facilities be separate. In the Delaware case, the Supreme Court of Delaware adhered to that doctrine, but ordered that the plaintiffs be admitted to the white schools because of their superiority to the Negro schools. The plaintiffs contend that segregated public schools are not "equal" and cannot be made "equal," and that hence they are deprived of the equal protection of the laws. Because of the obvious importance of the question presented, the Court took jurisdiction. Argument was heard in the 1952 Term, and reargument was heard this Term on certain questions propounded by the Court. (347 US 483, 98 L ed 873, 74 S Ct 686)

1390 Graduate Record Examination (GRE)\*
1380 College Board Achievement Test in English (CBAT)\*

1380 Law School Admission Test (LSAT)\*
1330 Scholastic Aptitude Test (SAT)\*
1330 Medical College Admission Test (MCAT)\*
1320 Psychology: An Introduction; Prentice Hall

1290 Understanding Sociology; Glencoe/McGraw-Hill 1290 Speech Science Primer; Williams & Wilkins

1240 Business; Prentice Hall

1230 Armed Services Vocational Aptitude Battery (ASVAB)\*
1210 American College Testing Program (ACT)\*

The Pickwick Papers 1160

1120 Gutsy Girls: Young Women Who Dare1100 Eleanor Roosevelt: A Life of Discovery

Amos Fortune, Free Man All Things Bright and Beautiful Now is Your Time! 1070

Adam of the Road Island of the Blue Dolphins 1000 Parrot in the Oven: Mi Vida

### PRIDE AND PREJUDICE

WAR AND PEACE

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)

BLACK BEAUTY

One day, when there was a good deal of kicking, my mother whinnied to me to come to her, and then she said: "I wish you to pay attention to what I am going to say to you. The colts who live here are very good colts, but they are cart-horse colts, and of course they have not learned manners. You have been well-bred and well-born; your father has a great name in these parts, and your grandfather won the cup two years at the Newmarket races; your grandmother had the sweetest temper of any horse I ever knew, and I think you have never seen me kick or bite. I hope you will grow up gentle and good, and never learn bad ways; do your work with a good will, lift your feet up well when you trot, and never bite or kick even in play." (Anna Sewell, author)

TOM SWIFT IN THE LAND OF WONDERS Just what Tom's thoughts were, Ned, of course, could not guess. But by the flush that showed under the tan of his chum's cheeks

the young financial secretary felt pretty certain that Tom was a bit apprehensive of the outcome of Professor Beecher's call on Mary Nestor. "So he is going to see her about 'something important,' Ned?" "That's what some members of his party called it." "And they're waiting here for him to join them?" "Yes. And it means waiting a week for another steamer. It must be something pretty important, don't you think, to cause Beecher to risk that delay in starting after the idol of gold?" "Important? Yes, I suppose so,"

1160 History of a Free Nation; Glencoe/McGraw-Hill 1150 National Assessment of Educational Progress (NAEP-Grade 12)\* 1130 Modern Biology; Holt, Reinhart & Winston

1100 Modern Masonry; Goodheart-Wilcox Co. 1100 Stanford Achievement Test (SAT 9-TASK 2)\*

1170 Scholastic Reading Inventory (SRI-Level 18)\*

1060 Test of General Educational Development (GED)\*
1050 Test of Adult Basic Education, General Form (TABE-D)\*
1040 Scholastic Reading Inventory (SRI-Level 17)\*

870 Word 97; Glencoe/McGraw-Hill

800 Energy from Water; Harcourt

1040 Writing & Grammar: Gold Level; Prentice Hall 1020 African American Literature; Holt-Reinhart & Winston

990 National Assessment of Educational Progress (NAEP-Grade 8)\*
950 Scholastic Reading Inventory (SRI-Level 16)\*
940 World Cultures: A Global Mosaic; Prentice Hall
930 Stanford Achievement Test (SAT 9-Advanced 2)\*
910 Test of Adult Basic Education (TABE-M)\*
900 Stanford Achievement Test (SAT 9-Advanced 1)\*

860 Scholastic Reading Inventory (SRI-Level 15)\*
850 Stanford Achievement Test (SAT 9-Intermediate 3)\*
820 National Assessment of Educational Progress (NAEP-Grade 4)\*
810 Stanford Achievement Test (SAT 9-Intermediate 2)\*

680 One Nation Many People, Volume One; Globe Fearon 670 Science; Addison-Wesley
660 Understanding Technology; Goodheart-Wilcox

760 Scholastic Reading Inventory (SRI-Level 14)\*
 760 Stanford Achievement Test (SAT 9-Intermediate 1)\*

730 Test of Adult Basic Education (TABE-E)\*720 Health 4; McGraw-Hill School Division

650 Scholastic Reading Inventory (SRI-Level 13)\* 610 Stanford Achievement Test (SAT 9-Primary 3)\*

550 Communities; Harcourt Brace Jovanovich540 People and Places; Silver Burdett Ginn

510 Team Spirit; Scholastic Inc.
510 Scholastic Reading Inventory (SRI-Level 12)\*
500 Stanford Achievement Test (SAT 9-Primary 2)\*

600 Community Quilt; Scholastic Inc.

### 1000L

970 Leon's Story The Samurai's Tale

950 Bud, Not Buddy940 All the Pretty Horses

930 The Golden Compass

Talking with Artists

880 Her Stories

The View from Saturday Maniac Magee

800 Homeless Bird

800 Scooter 800L

790 Flour Babies The Giver

Walk Two Moons Henry and Ribsy

720 Some of the Kinder Planets700 Catwings

700L

670 The Girl Who Loved Wild Horses Number the Stars

660 Holes

650 The Robber and Me

620 M.C. Higgins, the Great 610 Beat the Story-Drum, Pum-Pum

600L

The Whipping Boy Sarah, Plain and Tall

The Adventures of Sparrowboy It's All Greek to Me

John Henry: An American Legend Karen's Chain Letter

Harold and the Purple Crayon Curious George Goes to an Ice Cream Shop All Tutus Should Be Pink

300L

420 Michael Bird-Boy Angel Child, Dragon Child

400 Sam the Minuteman 400L

The Drinking Gourd A My Name Is Alice Owl at Home

The Best Way to Play 330 Clifford, the Small Red Puppy320 Miss Nelson Is Back

Sarah's Unicorn

270 Baseball Ballerina In the Forest 260 At the Crossroads230 The Boy Who Cried Wolf

"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.

CLIFFORD'S MANNERS Clifford loves to go visiting. When he visits his sister in the country, he always calls ahead. Clifford always arrives on time. Don't be late

Knock before you walk in. He knocks on the door before he enters. He wipes his feet first. Wipe your feet. Clifford kisses his sister. He shakes hands with her friend. Shake hands. Wash up before you eat. Clifford's sister has dinner ready. Clifford washes his hands before he eats. Clifford chews his food with his mouth closed. He never talks with his mouth full. Don't talk with your mouth full. Help clean

up. Clifford helps with the clean-up. Say good-bye. Then he says thank you and good-bye to his sister and to his friend. Everyone loves Clifford's manners. (Norman Bridwell, author) © 1972 by Norman Bridwell. Reprinted by permission of Scholastic Inc. All rights reserved.

### THE ADVENTURES OF PINOCCHIO 780 World Explorer: The U.S. & Canada; Prentice Hall770 World Explorer: Latin America; Prentice Hall

"Great soull" said Pinocchio, fondly embracing his friend. Five months passed and the boys continued playing and enjoying themselves from morn till night, without ever seeing a book, or a desk, or a school. But, my children, there came a morning when Pinocchio awoke and found a great surprise awaiting him, a surprise which made him feel very unhappy, as you shall see. Everyone, at one time or another, has found some surprise awaiting him. Of the kind which Pinocchio had on that eventful morning of his life, there are but few. What was it? I will tell you, my dear little readers. On awakening, Pinocchio put his hand up to his head and there he found—Guess! He found that, during the night, his ears had grown at least ten full inches! (Carlo Collodi, author)

### BUNNICULA: A RABBIT TALE OF MYSTERY

"Of course he bites vegetables. All rabbits bite vegetables." "He bites them, Harold, but he does not eat them. That tomato was all white. What does that mean?" 'It means that he paints vegetables?" I ventured. "It means he bites vegetables to make a hole in them, and then he sucks out all the juices." "But what about all the lettuce and carrots that Toby has been feeding him in his cage?" "Ah ha. What indeed!" Chester said. "Look at this!" Whereupon, he stuck his paw under the chair cushion and brought out with a flourish an assortment of strange white objects. Some of them looked like unironed handkerchiefs, and the others well, the others didn't look like anything I'd ever seen before. (Deborah and James Howe, authors) © 1979 by James Howe. Reprinted by permission of Simon & Schuster Children's Publishing Division. All rights reserved.

### A BABY SISTER FOR FRANCES

"Did you forget that I like raisins?" "No, I did not forget," said Mother, "but you finished up the raisins yesterday and I have not been out shopping yet." "Well," said Frances, "things are not very good around here anymore. No clothes to wear. No raisins for the oatmeal. I think maybe I'll run away." "Finish your breakfast," said Mother. "It is almost time for the school bus." "What time will dinner be tonight?" said Frances. "Half past six," said Mother. "Then I will have plenty of time to run away after dinner," said Frances, and she kissed her mother good-bye and went to school. After dinner that evening Frances packed her little knapsack very carefully. She put in her tiny special blanket and her alligator doll. (Russell Hoban, author) © 1964 by Russell Hoban. Repninted by permission of HarperCollins Publishers, Inc. All rights reserved.

### THE MAGIC SCHOOL BUS INSIDE THE EARTH

But suddenly, the bus began to spin like a top. That sort of thing doesn't happen on most class trips. When the spinning finally stopped, some things had changed. We all had on new clothes. The bus had turned into a steam shovel. And there were shovels and picks for every kid in the class. "Start digging!" yelled Ms. Frizzle. And we began making a huge hole right in the middle of the field. Before long CLUNK! we hit rock. The Friz handed out jackhammers. We began to break through the hard rock. "Hey, these rocks have stripes," said a kid. Ms. Frizzle explained that each stripe was a different kind of rock. We chipped off pieces of the rocks for our class rock collection. "These rocks are called sedimentary rocks, class," said Ms. Frizzle. (Joanna Cole, author) THE MAGIC SCHOOL BUS is a registered trademark of Scholastic Inc. © 1987 by Joanna Cole. Reprinted by permission of Scholastic Inc. All rights reserved. FROG AND TOAD ARE FRIENDS

### 480 Once Upon a Hippo; Scott Foresman 470 Bears Don't Go to School; Houghton Mifflin440 Imagine That!; Scholastic Inc.

440 Traveling Star; SRA/McGraw Hill400 We Are All Alike; Benchmark Education

390 Discover Science; Scott Foresman390 Carousels; Houghton Mifflin 360 Scholastic Reading Inventory (SRI-Level 11)\* 350 My World; Harcourt Brace

340 Stanford Achievement Test (SAT 9-Primary 1)\*
330 Who Painted the Porcupine Purple?; Silver Burdett Ginn

270 Test of Adult Basic Education (TABE-L)\*270 Parades; Houghton Mifflin 250 My Family, Your Family; Silver Burdett Ginn240 My Pet Pup; Benchmark Education

280 Too Big; Houghton Mifflin

220 Play Ball, Amelia Bedelia

### About The Lexile Framework® for Reading

The Lexile Framework for Reading provides a common, developmental scale for matching reader ability and text difficulty. Lexile® measures enable educators, parents and students to select targeted materials that can improve reading skills and to monitor reading growth across the curriculum, in the library and at home. Lexiles are a powerful tool for linking assessment with instruction, by taking the guesswork out of selecting reading materials that meet and challenge a student's ability.

Recognized as the most widely adopted reading measure, Lexiles are part of reading and testing programs in the classroom and at the district and state levels. More than 100,000 books, 80 million articles and

60,000 Web sites have Lexile measures, and all major standardized tests can report student reading scores in Lexiles. The Lexile Framework was developed by MetaMetrics®, Inc., a privately-held educational measurement company based in Durham, N.C., after 20 years of research funded, in part, by the National Institutes of Health. For more information, call 1–888–LEXILES or visit www.Lexile.com. NOTE: Lexiles are a measure of text difficulty. They do not address age-appropriateness, student interest or the quality of a text. Books should always be previewed by educators or parents. The Lexile map provides a graphic representation of texts and titles matched to appropriate levels of reading ability. This book list is not endorsed or recommended by the Illinois State Board of Education. This resource does not recommend a curriculum,

nor necessarily endorse or recommend these particular books for study. \*The Lexile measure associated with a test describes the reading demand/readability of the test passages. It does not describe the reading ability necessary to score at the "proficient" level.

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### Dear Educator:

and schools, you will find Lexile measures of students' reading levels. The Lexile Framework is a developmental scale Beginning with the 2006 Illinois Standards Achievement Test (ISAT) reports, which are provided to parents, students, for matching reader ability and text difficulty.

growth across the curriculum. enables educators, parents, and students to select targeted materials that can help improve reading skills and monitor reading Thousands of books and articles have been given Lexile measures. Matching student reading levels to the Lexile Framework

you find this map useful as a valid resource to support students' learning and to monitor their progress The attached Lexile map shows a sampling of reading material matched to corresponding levels of reading ability. We hope

additional information on ISAT reports will prove beneficial to educators, parents, and students in your effort to improve reading performance. To learn more about Lexile measures and to access the Lexile Book Database, please go to www.Lexile.com. We believe this

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Student Assessment Division Division Administrator

# Lexiles® in Education

Widely adopted and easily used services rely on the Lexile measure and scale to match reader and ranging from 200L for beginning readers and text to above 1700L Framework is a scientific approach to reading and text measurement. It includes the Lexile measure and the Lexile scale. The Lexile The Lexile Framework® for Reading matches reader ability and text difficulty, allowing individualized monitoring of progress. The Lexile measure is a reading ability or text difficulty score followed by an for advanced readers and text. All Lexile Framework products, tools and "L" (e.g., "850L"). The Lexile scale is a developmental scale for reading

magazine articles have Lexile measures—more than 450 publishers Lexile their titles. In addition, all major standardized reading tests and many popular instructional reading programs can report student Lexiles are the most widely adopted reading measure in use today. Tens of thousands of books and tens of millions of newspaper and reading scores in Lexiles.

students receive a Lexile measure at school. feedback while using the same consistent measurement to easily track progress, all without additional testing. Each year, millions of As a result, Lexile measures tie day-to-day work in the classroom to critical high-stakes tests. This provides interim assessment and

## Different from other reading measures

Lexiles are uniquely independent, accurate and actionable:

States and districts are not limited to a single supplier. *exiles are instrument independent.* A wide variety of test, instructional software, book and article publishers have adopted Lexile measures.

in matching readers with text. exiles use the same method and scale to measure readers and text. The same measurement approach and a common scale means greater accuracy

daily—at school, home and in the library—creating a strong school-home connection Lexiles apply to everyday reading. A student's Lexile measure is more than a test score. It applies to books and articles that a student encounters

## A foundation built on decades of research

Lexile Framework. Lexile measures are the result of more than 20 years of ongoing research. Development in 1984, the nationally-known psychometric research team at MetaMetrics® continually refines the underpinnings of the The Lexile Framework has a strong research pedigree. Beginning with a grant from the National Institute of Child Health and Human

Lexile measures are based on two well-established predictors of how difficult a text is to comprehend: semantic difficulty (word frequency) to determine the Lexile measure for the entire text. to the nearly 600-million word Lexile corpus—taken from a variety of sources and genres—and words in each sentence are counted. and syntactic complexity (sentence length). In order to Lexile a book or an article, text is split into 125-word slices. Each slice is compared These calculations are put into the Lexile equation. Then, each slice's resulting Lexile measure is applied to the Rasch psychometric model

### Flexibly manage comprehension

and to encourage reading progress. Educators can further adjust anticipated comprehension for reading instruction and for better understanding of other curriculum materials simply by choosing measure leads to an expected 75-percent comprehension rate—not too difficult to be frustrating, but difficult enough to be challenging Lexile measures allow educators to manage reading comprehension. Matching a reader's Lexile measure to a text with the same Lexile more or less difficult texts.

### The Lexile Framework family

The Lexile Framework is supported by many MetaMetrics products, tools and services:

Lexile Analyzer® allows licensed customers to analyze text, literature and supplementary materials and generate a Lexile measure. (A free, limited version is available at www.Lexile.com.)

**Lexile Book Database** contains tens of thousands of English and Spanish fiction and nonfiction books with Lexile measures

Lexile Calculator is a free online tool for calculating text comprehension at various Lexile measures.

Lexile Lingos<sup>sm</sup> measures the English vocabulary development of students for whom English is a second language.

Lexile Map provides a graphic representation of texts and titles matched to appropriate levels of reading ability.

Lexile Professional Development develops and delivers workshops and online courses to help educators implement Lexiles in the classroom Lexile Power Vocabulary<sup>m</sup> offers a systematic and individualized series of vocabulary development activities to improve reading comprehension.

Lexile Reader/Writer allows teachers to assign material to stud ents for reading and then audit their reading comprehension, and writing

Lexile Reading Pathfinders are book lists that help readers select texts that relate to particular topics within their Lexile range.

L**exile Vocabulary Analyzer** generates a Lexile for individual words so educators can match vocabulary words to the student's Lexile level

the confidence to choose materials that will improve student reading skills. As a result, Lexiles are part of reading and testing programs at the district and state levels. To find out more about The Lexile Framework for Reading, visit the Lexile Web site at www.Lexile.com. The Lexile Framework is an indispensable part of any reading-measurement program. Lexile measures give educators

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