

The Lexile Framework® for Reading

South Dakota's Focus on Reading Achievement



doe.sd.gov/octa/lexiles.asp

Text Level

Literature Titles

Benchmarks

Text Level	Literature Titles	Benchmarks
GRADUATE SCHOOL	1700L 1690 Concerning Civil Government 1680 Critique of Judgment 1660 On Abraham Lincoln 1660 On the Law Which Has Regulated the Introduction of New Species	DISCOURSE ON THE METHOD AND MEDITATIONS ON FIRST PHILOSOPHY 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)
GRADUATE SCHOOL	1600L 1570 Aeropagitica 1550 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)
COLLEGE FRESHMAN-SOPHOMORE	1500L 1480 From Fort Laramie to Wounded Knee 1470 Utilitarianism 1450 The Confessions of Nat Turner 1440 The Legend of Sleepy Hollow 1420 Master Humphrey's Clock 1410 Profiles in Courage	ON ANCIENT MEDICINE 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)
COLLEGE JUNIOR-SENIOR	1400L 1380 Life in a Medieval Castle 1350 The Guns of August 1340 The Hunchback of Notre Dame 1330 The Snow Leopard 1320 The Metamorphosis 1300 People of the Deer	THE SCARLET LETTER 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)
TWELFTH GRADE	1300L 1280 House of the Spirits 1270 Chronicle of a Death Foretold 1240 The Midwife's Apprentice 1240 Land of the Spotted Eagle 1210 Cold Mountain 1200 The Trumpeter of Krakow	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)
TENTH GRADE	1200L 1190 Saint Iggy 1190 Indian Heroes & Great Chieftains 1180 Black Elk and Flaming Rainbow 1150 Mount Rushmore 1130 Good Brother, Bad Brother 1120 Gutsy Girls: Young Women Who Dare	WAR AND PEACE 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)
ELEVENTH GRADE	1100L 1070 All Things Bright and Beautiful 1060 My Indian Boyhood 1030 Adam of the Road 1010 Black Elk Speaks 1000 The Wizard of Oz 1000 Island of the Blue Dolphins	THE LIFE AND DEATH OF CRAZY HORSE Because of the fighting on the Bozeman Trail, the Powder River Sioux had not been able to visit a trading post for nearly five years. Their camps were overflowing with buffalo robes that they wanted to barter for guns and other trade goods. Now that the fighting had ended and the treaty was signed, they expected to start trading freely again. That's not what happened. When a band of Oglalas traveled south to trade at Platte Bridge Station, soldiers warned them off and then fired on them, wounding a chief. The government had banned all trade along the Platte. The army had been ordered to keep roving Indian bands away from the river—and away from the Oregon Trail and the Union Pacific Railroad. (Russell Friedman, author)
NINTH GRADE	1000L 990 Dairy Queen 970 The Birchbark House 940 Knights of the Hill Country 940 Grandchildren of the Lakota 940 Heat 930 Blood Red Horse	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)
SEVENTH GRADE	900L 890 The Hero Revealed 870 Endgame 850 The Legend of the White Buffalo Woman 850 Moccasin Thunder 820 Sold 810 Just Listen	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," assented Tom. (Victor Appleton, author)
SIXTH GRADE	800L 790 The Ledgerbook of Thomas Blue Eagle 770 Life As We Knew It 760 Story of a Girl 730 Rash 720 Alabama Moon 710 Black & White	SEAMAN: THE DOG WHO EXPLORED THE WEST WITH LEWIS & CLARK "Mr. Hanson, nobody has ever made such a trip before," Lewis said earnestly. "I've been chosen by President Thomas Jefferson to lead the first expedition to the western sea." Hanson raised his eyebrows and stared at the young man. "I want to take this dog with me," Lewis continued. "I need a working dog. A dog that can retrieve game. An intelligent dog that learns quickly and can take commands. A dog that stays calm around strangers, but alert to danger. Your dog is just what I've been looking for. But I can't wait for the next litter of pups, because I'll be leaving as soon as my keelboat is ready." Lewis paused to get his breath. "What do you say, Mr. Hanson?" Lewis continued. "I'm willing to pay your price." Hanson hesitated. (Gail Langer Karwoski, author)
FOURTH GRADE	700L 690 A Dinosaur Named Sue 680 Twisted 670 Runner 650 Defining Dulcie 640 Love, Football and Other Contact Sports 610 Piper Reed, Navy Brat	GO BIG OR GO HOME How I envied his new muscles, in his shoulders and arms especially, even his neck. There was no hope I was going to turn the tables on him. Quinn scored with a couple of his sudden, silky outside jumpers, then blew by me again and took it to the hoop. "28-16," he announced, and tossed me the ball. "Bring it, Brady. Let's see what you got." I dribbled in place, letting us both grab some of that thin Black Hills air. Our place on Spring Creek is nearly a mile high. I felt the strange electricity again, head to toe, and with it I felt a surge of strength pour through me. I wasn't breathing nearly as hard as I should have been. "Are you ready to play some serious basketball?" I said with a laugh. "Oh, I see, you were only warming up. Bring me your serious." Surprise him, I thought. Don't hold anything back. (Will Hobbs, author)
FIFTH GRADE	600L 590 A Year Without Rain 590 The Great Race of the Birds and Animals 580 Grasshopper Summer 570 Trigger 560 Prairie Whispers 510 Firestorm	THE ABSOLUTELY TRUE DIARY OF A PART TIME INDIAN I mean, there were some guys who were 6 foot 6 and 6 foot 7. Roger the Giant was strong and fast and could dunk. I tried to stay out of the way. I figured I'd die if he ran me over. But he just smiled all the time, played hard, and slapped me hard on the back. We all shot basketballs for a while. And then Coach stepped onto the court. Forty kids IMMEDIATELY stopped bouncing and shooting and talking. We were silent, SNAP, just like that. "I want to thank you all for coming out today," Coach said. "There are forty of you. But we only have room for twelve on the varsity and twelve on the junior varsity." I knew I wouldn't make those teams. I was C squad material, for sure. "In other years, we've also had a twelve-man C squad," Coach said. (Sherman Alexie, author)
THIRD GRADE	500L 480 Buffalo Jump 470 Lenny's Space 470 Max's Dragon 430 Fred Stays With Me 420 Crazy Horse's Vision 410 The Girl Who Struck Out Babe Ruth	MOUNT RUSHMORE Mount Rushmore is a mountain. It has the faces of four Presidents on it. They are Washington, Jefferson, Roosevelt, and Lincoln. Mount Rushmore is in the state of South Dakota. A sculptor made the faces. His name was Gutzon Borglum. He made a small model before he worked on the mountain. The sculptor practiced on models. Then he was ready for the mountain! The mountain is made of hard stone called granite. About 400 workers helped carve, or cut, the faces. Workers used ropes and pulleys to move up and down the mountain. The work was hard and slow. It took 14 years. At last the giant faces were finished! This great sculpture helps people remember four of our great Presidents. Over the years, the faces on the mountain got dirty. (Laine Faulk, author)
SECOND GRADE	400L 380 When Dinosaurs Came with Everything 370 The Drinking Gourd 370 Owl at Home 360 The Best Way to Play 330 Mato the Bear and Devil's Tower 320 Miss Nelson Is Back	FROG AND TOAD ARE FRIENDS "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.
FIRST GRADE	300L 290 Sarah's Unicorn 270 Baseball Ballerina 270 In the Forest 260 At the Crossroads 230 The Boy Who Cried Wolf 220 Discover the Lakota	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.
	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.

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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.** Presentation of any particular curriculum does not constitute endorsement, approval or recommendation for adoption of that curriculum by the State of South Dakota or the South Dakota Department of Education and its offices. All selection of curricular programs or items should be made by local school boards or administrators.



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.



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Dear Teachers and Librarians,

Reading is an important skill, and it is my wish for every student in South Dakota to become a proficient reader. To assist you in helping students achieve higher goals in reading, the South Dakota Department of Education is providing Lexile® measures that are linked to student performance on the Dakota STEP annual assessment.

The Lexile Framework® for Reading measures readers and reading materials. A Lexile is a measure that applies to books and articles students encounter daily—at school, at home, and in the library. Parents, teachers, librarians, and students can use Lexile measures to determine if a text is too easy, too difficult, or just right for a student. Teachers and parents can use Lexile measures to create a strong home-school connection while encouraging reading at students’ comprehension levels. Students are more likely to read if they are able to choose books that match their ability.

Because the Lexile Framework is now linked to South Dakota’s state reading assessment, students who take the Dakota STEP will also receive Lexile measures. The Lexile map (on the reverse side) provides a sampling of texts and titles matched to appropriate levels of reading ability. I am sure that you will find the Lexile map helpful in understanding how Lexile measures can be used to support learning, monitor progress, and challenge students as they work to become better readers.

In addition, the “Lexile Measures in the Classroom” portion of this Lexile map offers suggestions about how you can use Lexile measures in daily classroom practices. I encourage you to use these tools as a means to strengthen school and home connections.

To learn more about Lexile measures, the South Dakota Department of Education has dedicated a section of its website to Lexile measures for parents, teachers, and librarians. There you will find conversion tables that will help you find your child’s Lexile measure. You will be able to access tens of thousands of titles through the Lexile Book Database and other helpful guidance on selecting reading materials matched to your students’ reading ability. Please visit this site often:

doe.sd.gov/octa/lexiles.asp

I know you are working hard to encourage your students to become lifelong readers. I hope this new resource proves valuable to you in your ongoing efforts to provide South Dakota students with quality education.

Sincerely,

Tom Oster, Secretary
South Dakota Department of Education



www.Lexile.com