

The Lexile Framework

The Lexile Framework is a reliable and tested tool designed to bridge two critical aspects of student reading achievement--- assessing the reading skills of the individual student and matching students to texts at appropriate Levels. This matching helps to increase confidence, competence, and control over the reading process. For more information about The Lexile Framework or to obtain Lexile Levels for specific texts, please refer to <http://www.lexile.com>.

Grade	At-Risk	Basic	Proficient	Advanced
1	---	99 and below	100-400	401 and above
2	99 and below	100-199	200-500	501 and above
3	249 and below	250-499	500-800	801 and above
4	349 and below	350-599	600-900	901 and above
5	449 and below	450-699	700-1000	1001 and above
6	499 and below	500-799	800-1050	1051 and above
7	549 and below	550-849	850-1100	1101 and above
8	599 and below	600-899	900-1150	1151 and above
9	649 and below	650-1049	1050-1300	1301 and above
10	699 and below	700-1099	1100-1350	1351 and above
11	799 and below	800-1149	1150-1400	1401 and above

At-Risk: Student does not exhibit minimally competent performance when reading grade Level appropriate text--- reading “Significantly Below Grade Level”.

Basic: Student exhibits minimally competent performance when reading grade Level appropriate text--- reading “Below Grade Level”.

Proficient: Student exhibits competent performance when reading grade Level appropriate--- reading “At Grade Level”.

Advanced: Student exhibits superior performance when reading grade Level appropriate text--- reading significantly “Above Grade Level”.

Strategies for raising student Lexile Levels

- ❑ Use texts 250 Lexiles above the student(s) independent reading Level when reading instructionally or in instructional reading groups.
- ❑ Encourage reluctant or remedial readers to read more by suggesting books that are 250 Lexiles below their Level. This enables them to read with 90% comprehension, providing a positive and enjoyable reading experience. Once they are engaged and motivated, assign books with higher Lexile Levels.
- ❑ Choose books at a higher Lexile Level when reading aloud to a class or when providing a “book on tape”. Students listen at a higher Lexile Level than at which they can read. Model and practice comprehension strategies with students on these more difficult texts.
- ❑ Provide a sequenced approach when selecting reading materials, beginning with easier texts at the start of instruction and then move to more challenging texts.

The Lexile Framework

The Lexile Framework for Reading is a tool that makes it possible to place readers and text on the same scale. The Framework is a particularly versatile tool for educators to apply in many school- and home-based reading programs. Lexiles allow:

- * **Reading teachers** to set and track goals for independent reading
- * **Content teachers** to compensate for disparities between student reading comprehension levels and the readability of assigned texts
- * **Librarians and media specialists** to guide reading selections, develop library collections and collaborate with classroom teachers
- * **Classroom teachers and administrators** to set reading standards and benchmarks, and to facilitate communication about reading issues with parents and the public at-large

Lexile Reading Range	Instructional/ Challenging Reading	Independent /Instructional Reading	Independent/ Fluent Reading
<i>Up to 250 Lexiles below student's Lexile measure (80-90% comprehension)</i>	Sometimes Appropriate--- high level of control over text offers opportunities for specific skill instruction, particularly in areas in which the student needs the most work.	Sometimes Appropriate--- Students will experience fluency but little reading challenge. Books at this level can be used to motivate struggling or reluctant readers.	Excellent--- Texts are ideal for fluent reading. Students may benefit when reading in new genres or on difficult themes or topics.
<i>Within Lexile reading range: from 100 Lexiles below to 50 Lexiles above student's Lexile measure (70-80% comprehension)</i>	Appropriate--- Instructional reading can provide opportunities for building vocabulary, reading skills, and language concepts.	Excellent--- Books offer an appropriate level of challenge for independent reading. Students are likely to read with engagement and self-confidence, while still being challenged enough to practice comprehension strategies and vocabulary building in context.	Not Usually Appropriate--- Books will not be read with complete fluency unless they have previous experience with or knowledge on the topic they are reading about.
<i>Up to 250 Lexiles above student's Lexile measure (less than 70% comprehension)</i>	Excellent--- With instructional support, students can understand and evaluate more challenging texts, at the same time as building reading strategies. "Read Alouds" are excellent for introducing students to more difficult text. Students listen at a higher comprehension rate than at which they can read.	Not Usually Appropriate--- Students may become frustrated when independent reading texts above their current Lexile range. However, other factors such as high personal interest or background knowledge can increase student comprehension, making texts at this range more readable.	Not Appropriate--- Texts above student's Lexile range are not appropriate for fluent reading.

Instructional/ Challenging reading requires a high level of scaffolding and support, including advanced organizers, summarizing and contextualizing the story for the reader, helping define words the reader doesn't know, and teaching the student about syntax.

Independent/Instructional reading is where the highest level of engagement occurs (provided that the reader is interested in the topic). The reader demonstrates a sufficient control of vocabulary and syntax to get over the hurdles encountered when reading, with relative ease.

Independent/Fluent reading occurs when the reader experiences automaticity with the text. Both the vocabulary and syntax encountered is easy, and the reader reads simply for the story, not for skill building. The only exception to the is when the reader is reading a book on a new or difficult topic or theme: then (s)he can build both vocabulary and background knowledge.