

Lexiles and Guided Reading Leveling Overview

Lexile Levels

A Lexile text measure is based on two predictors of how difficult a text is to comprehend: word frequency and sentence length. Many other factors affect the relationship between a reader and a book, including its content, the age and interests of the reader, and the design of the actual book. The Lexile text measure is a good starting point in the book-selection process, with these other factors then being considered. Lexile text measures are rounded to the nearest 10L. Text measures at or below 0L are reported as BR for Beginning Reader.

Lexile Codes

AD (Adult Directed)
GN (Graphic Novel)
HL (High-Low)
IG (Illustrated Guide)
NC (Non-Conforming)
NP (Non-Prose)
BR (Beginning Reader)

New CCR Expectations

Grade Band 11-CCR:	1215-1355
Grade Band 9-10:	1080-1305
Grade Band 6-8	955-1155
Grade Band 4-5	770-980
Grade Band 2-3	450-790

AD	Picture books are frequently considered for an AD or "adult directed" code because they are usually read to a child, rather than a child reading them independently.
GN	The GN code indicates that the book is a graphic novel or comic book.
HL	A text designated as "HL" has a Lexile measure much lower than the average reading ability of the intended age range of its readers.
IG	The IG code is applied to books that consist of independent pieces or sections of text such as in an encyclopedia or glossary.
NC	The NC code is applied to books that have a Lexile measure markedly higher than is typical for the publisher's intended audience or designated developmental level of the book.
NP	Some common examples of non-prose content are poems, plays, songs, recipes, and text with non-standard or absent punctuation
BR	A text that receives a Lexile measure of 0L or below is coded BR

Titles in Bold	These are titles rotated in for whole class use by a particular grade or teacher. Other grade levels should avoid using them.
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Guided Reading Levels

LEVEL H:

Books are similar in difficulty to level G, but the texts vary more widely in size of print, length of sentences, and type of language; texts are less repetitious in events and language structures, with expanded vocabulary.

LEVEL I:

Longer and more complex stories than in levels G and H, with more highly elaborated information; multisyllable words arranged in longer sentences and paragraphs that require complex word solving; illustrations enhance meaning but provide less support for understanding the meaning of the text

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LEVEL J:

Beginning chapter books appear for the first time at this level, requiring readers to recall information over more than one sitting; fewer illustrations with whole pages of text in some books.

LEVEL K:

This level includes chapter books and short informational books with difficult concepts; readers learn about concepts and events outside their own experiences; readers need to use a variety of strategies to figure out different writing styles.

LEVEL L:

Books at this level are much longer and more complex, and include biographies; longer texts include many multisyllabic words and expand readers' vocabularies; some texts present abstract or symbolic themes

LEVEL M:

Text includes more complex language, and requires reader to make interpretations; most books at this level have greatly expanded vocabulary; many books at this level have smaller print with narrower word spacing.

LEVEL N:

Vocabulary continues to expand and go beyond readers' own experiences; variety of texts offer readers a chance to interpret information and speculate on alternate meanings.

LEVEL O:

Longer books at this level present varied vocabulary that will require readers to interpret the meaning of the text; texts have more sophisticated subjects and more complex sentence structures.

LEVEL P:

Informational texts at this level include history and biography, enabling readers to learn how to gain information from a variety of structures; concepts may include issues of early adolescence

LEVEL Q:

Selections contain themes to foster group discussion; relationship of illustrations to text also offers opportunities for exploration and discussion; texts contain difficult words, some from languages other than English

LEVEL R:

Books in this level contain sophisticated vocabulary to challenge readers; some of the longer chapter books require sustained reading effort over several sittings; books represent a range of times in history

LEVEL S:

Selections challenge readers to make connections with previous reading and with historical events; words present many shades of meaning that require readers' interpretation; this level includes chapter books in a variety of genres.

LEVEL T:

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At this level, readers encounter a variety of nonfiction text structures; expanded vocabulary requires readers to consider both literal and connotative meaning.

U:

Books cover a breadth of topics and present specific, technical information; illustrations require interpretation and connection to text; text requires readers to employ a wide range of reading strategies.

LEVEL V:

Texts present complex issues and use technical language; topics are distant from students' experience in terms of time and geographic area, and may include realistic historical information and more difficult themes

LEVEL W:

Books present complex information requiring readers to employ a wide range of content knowledge and to understand the basic organizational structures of nonfiction; topics explore the human condition and social issues; texts vary in length; print is generally in a small font.

LEVEL X:

Covers increasingly mature themes, and requires extensive prior knowledge; texts are designed to present a significant amount of new information.

LEVEL Y:

Books feature similar themes to previous levels, with more explicit detail; requires critical reading skills to evaluate the quality and objectivity of the text.

LEVEL Z:

A challenge for more widely-read students requiring critical reading skills; topics include controversial social and political issues; readers experience complex examples of nonfiction organizational structure