



The Lexile Framework[®]

FOR READING

The Lexile Map

Educational
Level

Literature Titles

Benchmarks

Tests/Textbooks



Educational Level	Literature Titles	Benchmarks	Tests/Textbooks
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. (<i>René Descartes, author</i>)	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 1570 Aeropagica 1550 God, Idea of the Ancients 1540 History of Aeronautics 1530 Plutarch's Lives 1520 A Modest Proposal 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. (<i>Immanuel Kant, author</i>)	1550 Culture/Power/History: A Reader in Contemporary Social Theory; Princeton University Press 1530 On Injuries of the Head; Project Gutenberg 1510 On Human Nature; Howard University Press 1500 On Liberty; Hackett Publishing 1500 The Making of Memory: From Molecules to Mind; Doubleday
	1500L 1480 Eothen 1470 Utilitarianism 1450 The Prince 1440 The Legend of Sleepy Hollow 1420 Master Humphrey's Clock 1410 Aristotle's Physics	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. (<i>Hippocrates, author</i>)	1450 Philosophical Essays; Hackett Publishing 1440 Graduate Management Admission Test 1430 Certified Public Accountant Examination 1430 Criminal Justice Today; Prentice Hall 1410 Science and Education; The Citadel Press 1400 Test of English as a Foreign Language
	1400L 1390 Moll Flanders 1350 Walden, or, Life in the Woods 1330 The Iliad 1330 Silas Marner 1320 Robinson Crusoe 1310 Up from Slavery	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?" (<i>Nathaniel Hawthorne, author</i>)	1390 Graduate Record Examination 1380 College Board Achievement Test in English 1380 Law School Admission Test 1330 Scholastic Aptitude Test 1330 Medical College Admission Test 1320 Psychology: An Introduction; Prentice Hall
	1300L 1280 Adam Bede 1280 From the Snow Image 1270 The Adventures of Robin Hood 1200 The Trumpeter of Krakow 1200 Great Expectations 1200 Civil Disobedience	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)	1290 Understanding Sociology; Glencoe/McGraw-Hill 1290 Speech Science Primer; Williams & Wilkins 1240 Business; Prentice Hall 1230 Armed Services Vocational Aptitude Battery 1220 Scholastic Reading Inventory 1210 American College Testing Program
COLLEGE JUNIOR-SENIOR	1200L 1190 Rebecca of Sunnybrook Farm 1190 Undying Glory 1180 Sense and Sensibility 1170 The Age of Innocence 1130 A Tale of Two Cities 1120 Agnes Grey	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. (<i>Leo Tolstoy, author</i>)	1160 History of a Free Nation; Glencoe/McGraw-Hill 1150 NAEP Test 1150 Scholastic Reading Inventory 1130 America: Pathways to Present; Prentice Hall 1110 Scholastic Reading Inventory
	1100L 1090 Antigone 1070 The Mystery of Edwin Drood 1070 All Things Bright and Beautiful 1020 Anne of Avonlea 1010 Ny Antonia	PRIDE AND PREJUDICE 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. (<i>Jane Austen, author</i>)	1090 Scholastic Reading Inventory 1060 Test of General Educational Development 1050 Test of Adult Basic Education, General Form 1010 Scholastic Reading Inventory

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	1100L 1090 Antigone 1070 The Mystery of Edwin Drood 1070 All Things Bright and Beautiful 1020 Anne of Avonlea 1010 My Antonia	PRIDE AND PREJUDICE 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 criticize. 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. (<i>Jane Austen, author</i>)	1090 Scholastic Reading Inventory SRI-Level H 1060 Test of General Educational Development GED 1050 Test of Adult Basic Education, General Form TABE-D 1010 Scholastic Reading Inventory SRI-Level G
	1000L 960 Moccasin Trail 950 Secret Garden 940 Rosa Parks: My Story 930 The Grey King 920 Bonanza Girl 910 The Phantom of the Opera	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." (<i>Anna Sewell, author</i>)	990 Scholastic Reading Inventory SRI-Level F 990 NAEP Test NAEP-Grade 8 940 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
COLLEGE JUNIOR-SENIOR	900L 870 James and the Giant Peach 860 Julie of the Wolves 850 Titanic: The Long Night 830 Call It Courage 830 Frindle 810 My Side of the Mountain	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. (<i>Victor Appleton, author</i>)	870 Word 97; Glencoe/McGraw-Hill 870 Scholastic Reading Inventory SRI-Level E 850 Stanford Achievement Test SAT 9-Intermediate 3 820 NAEP Test NAEP-Grade 4 810 Stanford Achievement Test SAT 9-Intermediate 2 800 Scholastic Reading Inventory SRI-Level D
	800L 780 And Now Miguel 760 Gone-Away Lake 750 Pacific Crossing 740 Song of the Swallows 720 On the Banks of Plum Creek 700 My Name Is Brian	THE ADVENTURES OF PINOCCHIO "Great soul!" 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! (<i>Carlo Collodi, author</i>)	780 World Explorer: The U.S. & Canada; Prentice Hall 770 World Explorer: Latin America; Prentice Hall 760 World Explorer: Europe & Russia; Prentice Hall 760 Stanford Achievement Test SAT 9-Intermediate 1 730 Test of Adult Basic Education TABE-E 700 Scholastic Reading Inventory SRI-Level C
	700L	BUNNICULA: A RABBIT TALE OF MYSTERY	
THIRD GRADE			
FIFTH GRADE			
SIXTH GRADE			
SEVENTH GRADE			
EIGHTH GRADE			
TENTH GRADE			
Twelfth Grade			



SPRING 2000

SPRING 2000



SEVENTH GRADE	SIXTH GRADE	FIFTH GRADE	FOURTH GRADE	THIRD GRADE	SECOND GRADE	FIRST GRADE	1000L	
							960 Moccasin Trail 950 Secret Garden 940 Rosa Parks: My Story 930 The Grey King 920 Bonanza Girl 910 The Phantom of the Opera	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 Sewall, <i>author</i>)
							900L	
							870 James and the Giant Peach 860 Julie of the Wolves 850 Titanic: The Long Night 830 Call It Courage 830 Frindle 810 My Side of the Mountain	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, <i>author</i>)
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							700L	
							670 The Girl Who Loved Wild Horses 670 Amigo 660 Encyclopedia Brown Sets the Pace 640 M.C. Higgins, the Great 620 The Pizza Mystery 610 Beat the Story-Drum, Pum-Pum	"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, <i>authors</i>) Copyright © 1979 by James Howe. Reprinted by permission of Simon & Schuster Children's Publishing Division. All rights reserved.
							600L	
							570 Curious George Takes a Job 550 Cousins 540 The Adventures of Sparrowboy 520 The Stories Julian Tells 510 John Henry: An American Legend 510 The Day Jimmy's Boa Ate the Wash	"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, <i>author</i>) Copyright © 1964 by Russell Hoban. Reprinted by permission of HarperCollins Publishers, Inc. All rights reserved.
							500L	
							490 Harold and the Purple Crayon 440 All Tutus Should Be Pink 420 Michael Bird-Boy 420 Angel Child, Dragon Child 410 Sam the Minuteman 400 Arthur's New Puppy	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, <i>author</i>) THE MAGIC SCHOOL BUS is a registered trademark of Scholastic Inc. Copyright © 1987 by Joanna Cole. Reprinted by permission of Scholastic Inc. All rights reserved.
							400L	
							370 The Drinking Gourd 370 A My Name Is Alice 370 Owl at Home 360 The Best Way to Play 330 Clifford, the Small Red Puppy 320 Miss Nelson Is Back	"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, <i>author</i>) Copyright © 1970 by Arnold Lobel. Reprinted by permission of HarperCollins Publishers, Inc. All rights reserved.
							300L	
							290 Sarah's Unicorn 270 Baseball Ballerina 270 In the Forest 260 At the Crossroads 230 The Boy Who Cried Wolf 220 Play Ball, Amelia Bedelia	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, <i>author</i>) Copyright © 1972 by Norman Bridwell. Reprinted by permission of Scholastic Inc. All rights reserved.
							200L	
							1000L	
							990 Scholastic Reading Inventory 990 NAEP Text 940 World Cultures: A Global Mosaic; Prentice Hall 930 Stanford Achievement Test 910 Test of Adult Basic Education 900 Stanford Achievement Test	SRI-Level F NAEP-Grade 8 SAT 9-Advanced 2 TABE-M SAT 9-Advanced 1
							800L	
							870 Word 97; Glencoe/McGraw-Hill 870 Scholastic Reading Inventory 850 Stanford Achievement Test 820 NAEP Text 810 Stanford Achievement Test 800 Scholastic Reading Inventory	SRI-Level E SAT 9-Intermediate 3 NAEP-Grade 4 SAT 9-Intermediate 2 SRI-Level D
							600L	
							780 World Explorer: The U.S. & Canada; Prentice Hall 770 World Explorer: Latin America; Prentice Hall 760 World Explorer: Europe & Russia; Prentice Hall 760 Stanford Achievement Test 730 Test of Adult Basic Education 700 Scholastic Reading Inventory	SAT 9-Intermediate 1 TABE-E SRI-Level C
							400L	
							680 One Nation Many People, Volume One; Globe Fearon 670 Science (Grade 4); Addison-Wesley 650 Test of Adult Basic Education, Anchor Test 630 Just Listen; Houghton Mifflin 600 Community Quilt, Scholastic Inc.	TABE-E
							200L	
							580 Stanford Achievement Test 550 Communities; Harcourt Brace Jovanovich 540 People and Places; Silver Burdett Ginn 510 Team Spirit, Scholastic Inc. 500 Meeting Many People; Harcourt Brace 500 Stanford Achievement Test	SAT 9-Primary 3 SAT 9-Primary 2
							100L	
							480 Scholastic Reading Inventory 480 Once Upon a Hippo; Scott Foresman 470 Bears Don't Go to School; Houghton Mifflin 440 Imagine That!; Scholastic Inc. 400 Scholastic Reading Inventory	SRI-Level B SRI-Level A
							80L	
							390 Discover Science (Grade 2); Scott Foresman 390 Carousels; Houghton Mifflin 350 Neighborhoods; Harcourt Brace Jovanovich 350 My World; Harcourt Brace 340 Stanford Achievement Test 330 Who Painted the Porcupine Purple?; Silver Burdett Ginn	SAT 9-Primary 1
							60L	
							280 Too Big; Houghton Mifflin 270 Test of Adult Basic Education 270 Parades; Houghton Mifflin 250 My Family, Your Family; Silver Burdett Ginn	TABE-L

About The Lexile Framework* The Lexile Framework is a tool which helps teachers, parents and students locate challenging textbooks, literature titles and everyday world texts (like newspapers, periodicals and printed instructions). The Framework also allows determination of reader ability so that texts and reader may be appropriately matched. Text difficulty and reader ability are measured in the same unit: a Lexile*. A reader's measure is that position on the Lexile scale where the reader can expect to have 75% comprehension. Reader measures can be obtained from any test that has been linked to The Lexile Framework (Stanford Achievement Test, 9th ed., Scholastic Reading Inventory and the Stanford Diagnostic Reading Test). When reader ability measures match text difficulty measures, the reader is "targeted." Targeted readers experience confidence, competence and control over text and will want to self-engage in reading. Other factors (purpose, interest, developmental appropriateness, prior knowledge, text quality and text support) may be as important as the Lexile text measure when choosing a book for a reader. Please note that listed titles are illustrative only. Final determination of the appropriateness of a title rests with the user. The Lexile Framework Map is a component of The Lexile Framework, developed in part by a series of grants (HD 19448-01, HD 19448-02, HD 23430, HD 25358-01 and HD 25358-02) from the National Institute of Child Health and Human Development, National Institute of Health and United States Public Health Service. For more information about The Lexile Framework, contact MetaMetrics, Inc. at 1-888-LEXILES or www.lexile.com.

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Look to the Lexile logo for appropriate reading levels...

Lexile Perspectives

A. Jackson Stenner, PhD and Benjamin D. Wright, PhD

Job

In 1992, when 25,000 adults reported their jobs to the National Adult Literacy Study, their reading ability was also measured (Campbell et al, 1992; Kirsch, et al 1993, 1994). It turned out that the average laborer read at 1000 Lexiles, the average secretary at 1200, the average teacher at 1400 and the average scientist at 1500. Figure 1 summarizes this relationship between reading ability and employment.

There appears to be a correlation between an increased reading ability and improved job status that might prove to be of motivational value. Figure 1, makes an obvious statement that anyone wishing to be a teacher at 1400 Lexiles who reads at only 1000, must increase their ability by 400 Lexiles to reach that goal. In short, anyone serious about teaching might use the Lexile Framework® to determine where it is necessary to improve. A potential teacher who can take 1400 Lexile books off the shelf and read them easily knows that they can read well enough to be a teacher. But if that potential teacher finds him/herself at 1000 Lexiles, then they cannot avoid the fact that they are not yet ready to qualify for teaching; not until they master reading more difficult text.

School

If we agree culturally that reading is learned in school, then the 1992 National Adult Reading Study shows that there is a strong relationship between the last school grade completed and subsequent adult reading ability. Figure 2 shows that, on average, we are never more literate than the day we left school. Therefore, the average 7th grade graduate reads at 800 Lexiles, the average high school graduate reads at 1150 Lexiles, and college graduates can reach 1400 Lexiles. The implication is that the last grade of school successfully completed defines one's reading ability for the rest of one's life; that once we leave school and we no longer benefit from the reading challenges that school provides, we tend to stop improving our reading abilities. The overwhelming implication of Figure 2 is that if we aspire to become a more literate society, then we must help everyone stay in school as long as it takes to achieve at some higher adult reading ability level.

Figure 1

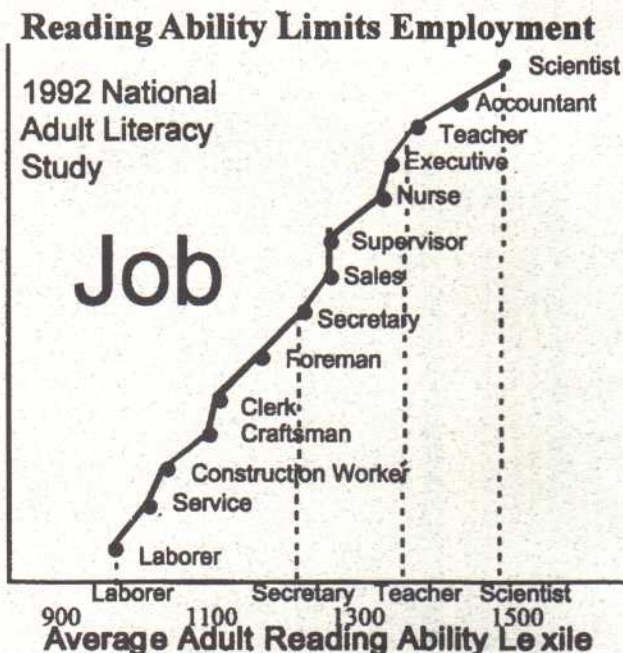
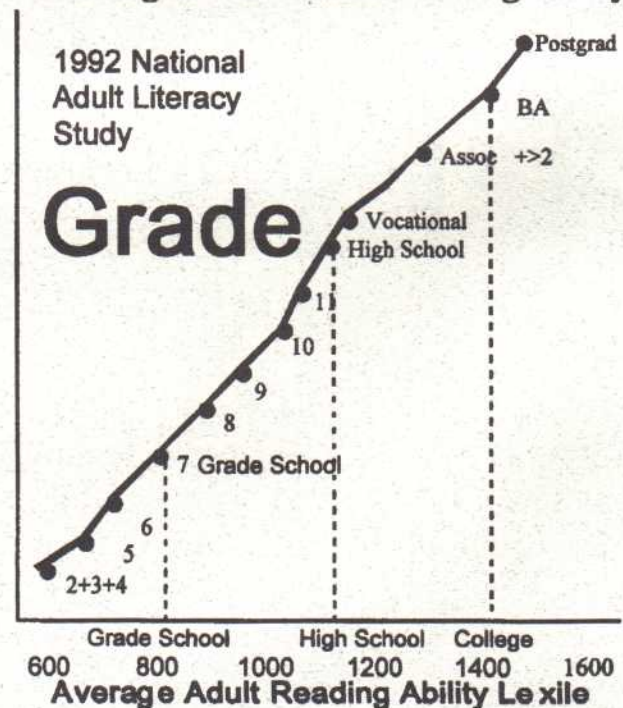


Figure 2

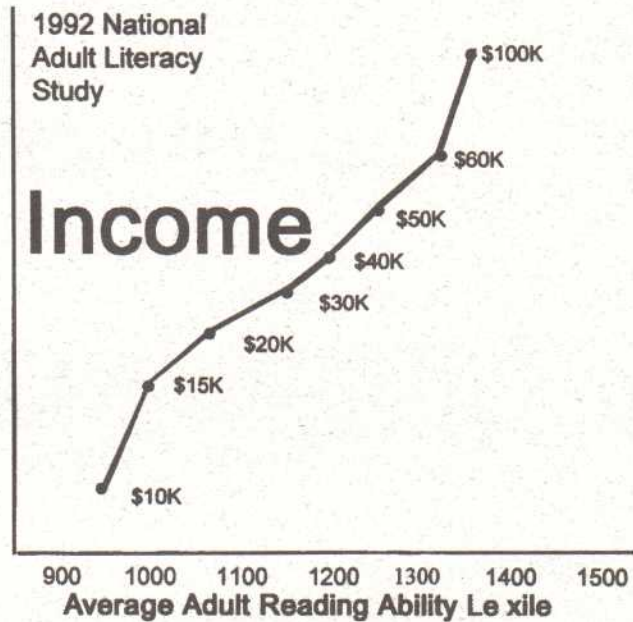
Leaving School Limits Reading Ability



Income

Using the data from the 1992 National Adult Literacy Study, it appears that reading ability is an indicator of how much we can expect to earn. Figure 3 shows the average incomes of readers at various Lexile reading abilities. From 1000 to 1300 Lexiles, each reading ability increase of 150 Lexiles doubles earning expectations. If one reads at 1000 Lexiles and wishes to double their potential, then they should attempt to improve their reading ability to 1150 Lexiles. When students can see the financial consequences of reading ability on an easy-to-understand scale that connects reading ability and income, then they have a persuasive reason to spend more time improving their reading abilities. The direct relationship of reading ability to income level illustrated in Figure 3 makes a strong argument that higher levels of reading ability should result in higher incomes, which might be used as a motivational tool when working with potential "drop-outs" or "stop-outs."

Figure 3
Reading Ability Limits Income



Reading Education

Education can succeed more fully if we connect learning to individual learner motives. If students feel engaged as individual learners, then perhaps it will be possible to engage their desires and arouse their drives. Engaged student education will drive itself, leaving us to add support and guidance. Otherwise, we will continue running a penitentiary system that keeps some troublesome kids off the street, but only for a while. When we know text readability, all we need to do to determine how well a student reads is to ask them to read a page or two aloud. If they succeed, we can give them

a more difficult page. If not, we know their reading ability is below the readability of the text we asked them to read. No need for debate. No need for guesswork. No need for confusion or reproach. The student's status is plain to us and plain to them. We have not tricked them with a mysterious test score. All we have done is to help them see for themselves how able they are to read at specified levels of achievement.

Editor's Note: This is a reprint from last year. It is included again in this section to round out the Lexile Story.

The Lexile Framework is a tool that has created a lot of excitement among our teachers. It's easy to use and has a great potential for impacting instruction.

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