

## Matching Readers with Text

Imagine getting students excited about reading while also improving their reading abilities. With the Lexile® Map, students have a chance to match books with their reading levels, and celebrate as they are able to read increasingly complex texts!

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**B** "  . / .

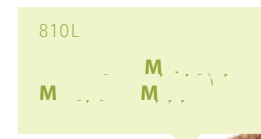
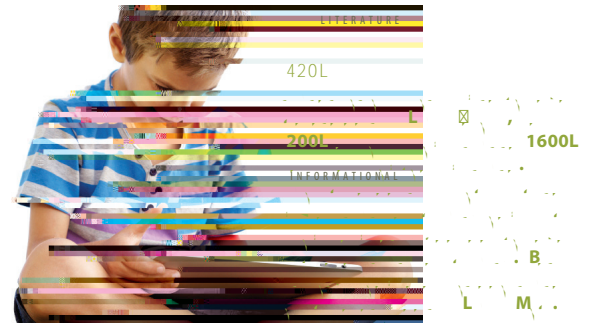
also provides a way to estimate a reader measure by using information about the reader's grade level and self-reported reading ability.

Individuals reading within their Lexile ranges (100L below to 50L above their Lexile reader measures) are likely to comprehend approximately 75 percent of the text when reading independently. This "targeted reading" rate is the point at which a reader will comprehend enough to understand the text but will also face some reading challenge. The result is growth in reading ability and a rewarding reading experience.

For more guidance concerning targeting readers with books, visit [www.lexile.com](https://www.lexile.com) to access the "Find a Book" tool. "Find a Book" enables users to search from over 210,000 books to build custom reading lists based on Lexile range and personal interests and to check the availability of books at the local library.

### HOW TO USE IT

Lexile reader and text measures can be used together to forecast how well a reader will likely comprehend a text at a specific Lexile level. A Lexile reader measure is usually obtained by having the reader take a reading comprehension test. Numerous tests report Lexile reader measures including many state end-of-year assessments, national norm-referenced assessments, and reading program assessments. A Lexile reader measure places students on the same Lexile scale as the texts. This scale ranges from below 200L to above 1600L. The Lexile website



Kaitlyn: 840L



*Don Quixote\*\**, . . .

The Words were to me so many Pearls of Eloquence, and his Voice sweeter to my Ears than Sugar to the Taste. The Re-fection on the Misfortune which these Verses brought on me, has often made me applaud Plato's Design of banishing all Poets from a good and well governed Commonwealth, especially those who write wantonly or lasciviously. For, instead of composing lamentable Verses, like those of the Marquiss of Mantua, that make Women and Children cry by the Fireside, they try their utmost Skill on such soft Strokes as enter the Soul, and wound it, like that Thunder which hurts and consumes all within, yet leaves the Garment sound. Another Time he entertained me with the following Song.

L I E A I E

I F M A I A L



1200L 1295L

1. Why We Can't Wait F

We sing the freedom songs today for the same reason the slaves sang them, because we too are in bondage and the songs add hope to our determination that "We shall overcome, Black and white together, We shall overcome someday." I have stood in a meeting with hundreds of youngsters and joined in while they sang "Ain't Gonna Let Nobody Turn Me 'Round." It is not just a song; it is a resolve. A few minutes later, I have seen those same youngsters refuse to turn around from the onrush of a police We sing the freedom songs today for the same reason the slaves sang them, because we too are in bondage and the songs add hope to our determination that "We shall overcome, Black and white together, We shall overcome someday."

17. H . . . . .

1. A . . . . .

1. C . . . . . D . . . . . E . . . . .

11. A . . . . . J . . . . .

1. \*\* . . . . .

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1. AB H . . . . . F

17. B . . . . . B . . . . . G : A . . . . . A . . . . .

C . . . . . \*\* . . . . .

1. B . . . . . D . . . . . M . . . . .

1. : C . . . . . L . . . . . H . . . . . C . . . . .

1. D . . . . . G . . . . .



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7. . . . .

LI EA I E . . . . .

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AL . . . . .

MA I . . . . .

I F . . . . .

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*We are the Ship: The Story of  
Negro League Baseball*



L I E A T E

I F M A I A L

L I E A T E

I F M A I A L



L I E A I E

C  
H 518MM515.AD57466E & B C CHB5515.0 551..

I F M A I A L

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