

January 2021

Dear Parents,

The Lexile Framework for Reading helps us find texts for a child's independent reading. The Lexile Framework uses a common metric, called a Lexile measure, to measure text in both reading ability and complexity. A Lexile measure is represented by a number followed by an "L" such as 800L. We use Lexile measures at DLR to monitor student academic growth.

Keep in mind that the Lexile does not take into account interest level or content. It can be difficult to find appropriate books for students with high Lexile levels who are in elementary school. Please use your best judgment when selecting books to read with your child. We have provided examples of book titles in each Lexile band that reflect the interest level of elementary school students.

The Lexile measures listed below were provided by www.arbookfind.com, under the Advanced Search tab. When searching this site for a Lexile measure, select Show Lexile Measure at the right, about mid-page:

ZPD Range/ATOS Book Level through [Show Lexile® Measure](#)

This site can provide you a Lexile measure, the Accelerated Reader (AR) Book Level (ATOS BL), the AR quiz number, and the number of possible points a book is worth.

Lexile Range	Example of Books in Range
Below 190	<i>Rabbits</i> by Helen Frost; Lexile 30L, ATOS BL 0.8 <i>Honey Helps</i> by Laura Godwin; Lexile 140L, ATOS BL 0.6 <i>Help for Dear Dragon</i> by Margaret Hillert; Lexile 180L, ATOS BL 0.9
190L - 530L	<i>I See the Moon</i> by Kathi Appelt; Lexile 270, ATOS BL 1.7 <i>The Seminole Indians</i> by Bill Lund; Lexile 400L, ATOS BL 3.2 <i>The Little Engine That Could</i> by Watty Piper; Lexile 520L, ATOS BL 3.5
420L - 650L	<i>William and the Gold Old Days</i> by Eloise Greenfield; Lexile 540L, ATOS BL 3.6 <i>Mary of Mile 18</i> by Ann Blades; Lexile 570L, ATOS BL 4.1 <i>Dancing with the Manatees</i> by Faith McNulty; Lexile 600L, ATOS BL 3.9
520L - 820L	<i>Wheels and Axles</i> by Michael Dahl; Lexile 550, ATOS BL 2.8 <i>Greyling</i> by Jane Yolen; Lexile 710L, ATOS BL 4.4 <i>Martin Luther King Jr. Day</i> by Jill Foran; Lexile 800L, ATOS BL 5.1
740L - 940L	<i>Little Cliff and the Porch People</i> by Clifton L. Taulbert; Lexile 770L, ATOS BL 4.6 <i>Weighing the Elephant</i> by Ting-Xing Ye; Lexile 810L, ATOS BL 5.2 <i>Salvador Dali</i> by Mike Venezia; Lexile 940L, ATOS BL 5.2
830L - 1010L	<i>Great Sand Dunes National Monument</i> by David Peterson; Lexile 840L, ATOS BL 5.5 <i>One Grain of Rice: A Mathematical Folktale</i> by Demi; Lexile 890L, ATOS BL 4.6 <i>The Egypt Game</i> by Zilpha Keatley Snyder; Lexile 1010L, ATOS BL 6.4
Above 1010L	<i>Kate Shelley: Bound for Legend</i> by Robert D. San Souci; Lexile 1050L, ATOS BL 5.7 <i>The Bone Detectives: How Forensic Anthropologists Solve Crimes and Uncover Mysteries of the Dead</i> by Donna M. Jackson; Lexile 1100L, ATOS BL 7.8 <i>Miranda Rights: Protecting the Rights of the Accused</i> by G.S. Prentzas, Lexile 1250L, ATOS BL 9.6

After reading books in the selected range, ask your child the following questions related to the book that promote higher-order thinking skills:

1. Compare the main character in this book to a character from another book you've read. How are they similar? How are they different? (for younger students, you may need to ask students to compare two specific characters from books you've read together).
2. Talk about the character's choices in the book you've read. Did you think they made good decisions or bad decisions? Explain your reasoning.
3. If you could change one thing about a character in this book, what would it be? How would this change affect what happens in the story?