



Texts and Lexile® Measures

An Overview Guide for Publishers
and Content Developers

How Do Texts Receive Lexile Measures?

Texts receive Lexile measures through the Lexile® Text Analyzer, an automated software program that uses an algorithm to evaluate the reading demand—or text complexity—of books, articles, and other text.



The Lexile Text Analyzer

The Lexile Text Analyzer measures text difficulty on a scale that ranges from beginning texts below 0L to advanced texts above 1600L. Generally, longer sentences and words of lower frequency lead to higher Lexile measures. Shorter sentences and words of higher frequency lead to lower Lexile measures. The outcome of text analysis is a Lexile measure expressing text complexity.

Early Reading Texts at 650L and Below

Often authors of early reading texts pay special attention to factors that facilitate comprehension such as easy vocabulary and decoding. Repetition and patterning are usually important in texts at this level to help early readers cultivate reading strategies and skills. To account for these unique factors, the Lexile Text Analyzer evaluates early reading indicators for texts that are 650L and below (for English text only):

- ➔ **Structure:** Low demand texts have more repeated words and phrases. Harder texts have fewer repeating words and phrases and place a higher demand on the reader.
- ➔ **Syntactic:** Low demand texts have shorter sentences and more words that overlap between sentences. Texts that put a higher demand on the reader have longer sentences and fewer words.
- ➔ **Semantic:** Low demand texts have more common, familiar and concrete vocabulary. Texts that have more rare, unfamiliar and abstract words place a higher demand on the reader.
- ➔ **Decoding:** Low demand texts have words with fewer syllables and simpler sounds (e.g., “net” and “shop”). Higher demand texts have words with more syllables and more complex sounds (e.g., “balloon” and “ceremony”).

Example of Analyzed Text Below 650L

Document Information	
Lexile Measure	420L
Word Count	153
Mean Sentence Length (MSL)	6.95
Mean Log Frequency (MLF)	3.43

Text on Geckos (420L)

Sample Text

Geckos are lizards. They can be found all over the world. They usually live in warm areas.

- Shorter sentences
- Easier decoding

Most geckos sleep during the day. They are awake at night.

Birds, snakes, and other animals hunt geckos. Geckos must be careful. They have a few ways to get away.

Geckos can lose their tails. Geckos can do this to get away from another animal. The other animal grabs a gecko's tail. It thinks it has caught the gecko, but it has really only caught its tail. The gecko gets away. Later, the gecko will grow a new tail.

- Parallel sentence patterning

Geckos have special feet, too. Their feet help them to walk on very smooth things like grass. Geckos can also walk upside down. This helps the geckos get away, too.

Some geckos can change color. Geckos can look like what's around them. Animals hunting the geckos just see rocks or leaves. They do not see the geckos!

- Easier vocabulary
- More concrete words

Example of Analyzed Text Above 650L

Document Information	
Lexile Measure	980L
Word Count	124
Mean Sentence Length (MSL)	13.78
Mean Log Frequency (MLF)	3.28

Text on Geckos (980L)

Sample Text

Geckos are found all over the world, usually in tropical and temperate climates. These lizards, most of which are nocturnal, have unique abilities that enable them to protect themselves from predators.

Perhaps their most valuable defense is their detachable tail. When a gecko is captured, it can shed its tail, providing enough of a distraction for it to escape. Most geckos have small hairs on their feet that act as “suction cups” allowing them to climb smooth surfaces. They can even walk upside down across a ceiling. This ability provides them with the escape routes that their predators cannot access. Some geckos use camouflage to blend in with their immediate environment. This makes them virtually invisible to predators such as snakes and birds.

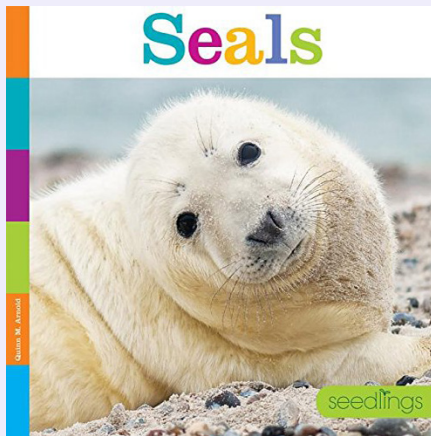
- Harder decoding
- Longer sentences
- Diverse sentence patterning
- Harder vocabulary
- More use of abstract words

Examples of Published Text

Once the content has been developed and published, your customers see book titles with Lexile measures across the Lexile scale connecting students to reading material at their unique ability level—both now and as their reading abilities grow.

330L

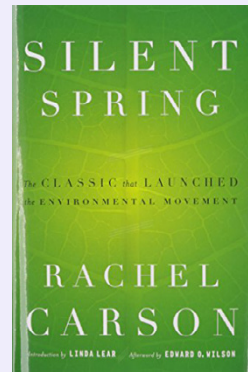
Lower Demand Text Example



Earless seals live in oceans. Thick blubber keeps seals warm. A seal's back flippers help it swim fast. A seal on land is low. Its claws dig into rocks and ice. Many seals have dark brown or gray fur. Some have spots. Seals molt every year.

1340L

Higher Demand Text Example



The basic element, carbon, is one whose atoms have an almost infinite capacity for uniting with each other in chains and rings and various other configurations, and for becoming linked with atoms of other substances. Indeed, the incredible diversity of living creatures from bacteria to the great blue whale is largely due to this capacity of carbon. The complex protein molecule has the carbon atom as its basis, as have molecules of fat, carbohydrates, enzymes, and vitamins. So, too, have enormous numbers of nonliving things, for carbon is not necessarily a symbol of life.

Limitations of Lexile Text Measures

The Lexile Text Analyzer is not designed to analyze:

- Lists.
- Recipes.
- Poetry, plays/drama, or song lyrics.
- Student writing.
- Multiple-choice or fill-in-the-blank questions.
- Instant messages or text language.



Lexile text measures do not:

- Indicate text quality, story complexity, or style aspects of language.
- Indicate text appropriateness for a student's age or developmental level, background, motivation, or interests.
 - » *However, book search databases, such as Lexile® Find a Book at [Hub.Lexile.com](https://www.lexile.com/hub), allow students to search for books by Lexile measure and interests.*
- Measure text supports such as accompanying pictures found in graphic novels and children's books.
- Comprise the only information that should be used to make reading selections for a student.
- Take into account students' purpose for reading (assignment, pleasure, discovery, research, etc.).

Research on Text Demands for College and Career Readiness

MetaMetrics® studied the text demands of typical reading material for students in grades 1 through 12. The “stretch” text measures (defined in 2012 through studies related to the development of the Common Core State Standards for English Language Arts) represent the demand of texts that would advance to 1300L, a text level that individuals typically encounter in their initial postsecondary college and career experiences.

Lexile Text Measure Ranges (English)

Grade	College- and Career-Ready Ranges <i>Beginning of Year to End of Year</i>
K	BR40L* to 230L
1	190L to 530L
2	420L to 650L
3	520L to 820L
4	740L to 940L
5	830L to 1010L
6	925L to 1070L
7	970L to 1120L
8	1010L to 1185L
9	1050L to 1260L
10	1080L to 1335L
11 & 12	1185L to 1385L

Ranges for grades 1 through 12 are based on the text complexity grade bands in the Common Core State Standards for English Language Arts, Appendix A (Additional Information), NGA and CCSSO, 2012.

**Beginning Reader (BR) is a code given to readers and texts that are below 0L on the Lexile scale.*

Additionally, MetaMetrics examined Spanish texts in grades 1-5 from a sample of states where statewide textbook adoptions were common practice. The study confirmed that, like English text complexity, Spanish text complexity increases across grades 1-5 and varies within each grade.

Lexile Text Measure Ranges (Spanish)

Grade	College- and Career-Ready Ranges <i>Beginning of Year to End of Year</i>
1	450L to 540L
2	505L to 655L
3	635L to 740L
4	700L to 810L
5	730L to 870L
6	760L to 940L
7-8	795L to 995L
9-12	960L to 1070L

These text ranges represent approximately the middle 50 percent of the distribution of text complexity measures for each grade level.

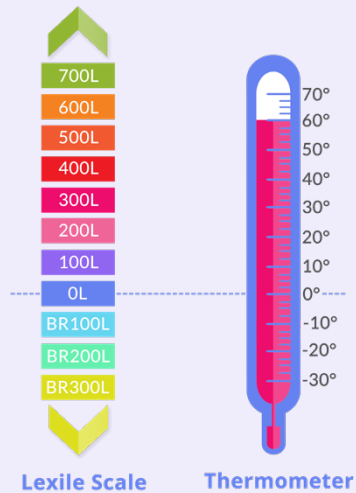
For More Information

Visit our research database and select the topic “Text Complexity” at: metametricsinc.com/research

Lexile Codes for Texts

Lexile codes are a two-letter designation before a Lexile text measure that provide more information about the type of book, its developmental appropriateness, and/or its common or intended use.

- ➔ **AD: Adult Directed**
Better when read aloud to a student rather than having the student read independently.
- ➔ **BR: Beginning Reader**
Appropriate for emerging readers with a Lexile measure below 0L. A Lexile measure of BR100L indicates that the Lexile measure is 100 units below 0L. Just like -10 degrees is higher (warmer) than -30 degrees on a thermometer, a BR100L book is more complex than a BR300L book.
- ➔ **GN: Graphic Novel**
Graphic novels or comic books.
- ➔ **HL: High-Low**
Content to engage older students who need materials that are less complex and at a lower reading level.
- ➔ **IG: Illustrated Guide**
Nonfiction materials often used for reference.
- ➔ **NC: Non-Conforming**
Good for high-ability readers who still need age-appropriate content.
- ➔ **NP: Non-Prose**
Poems, plays, songs, recipes, and text with non-standard or absent punctuation.



For More Information

Learn more about Lexile codes at the Lexile® and Quantile® Hub—our website for educators, families, and students—at: hub.lexile.com/lexile-codes-for-matching-readers-to-books.



Measures That Inspire

MetaMetrics.com