# Lexile-to-Grade Correspondence

There is no direct correspondence between a specific Lexile measure and a specific grade level. Within any classroom or grade, there will be a range of readers and a range of reading materials. For example, in a fifth-grade classroom there will be some readers who are ahead of the typical reader (about 250L above) and some readers who are behind the typical reader (about 250L below). To say that some books are "just right" for fifth graders assumes that all fifth graders are reading at the same level. The Lexile® Framework for Reading is intended to match readers with texts at whatever level the reader is reading.

**Typical Reader Measures, by Grade**

|  |  |
| --- | --- |
| Grade | Reader Measures, Mid-Year 25th percentile to 75th percentile (IQR) |
| 1 | Up to 300L |
| 2 | 140L to 500L |
| 3 | 330L to 700L |
| 4 | 445L to 810L |
| 5 | 565L to 910L |
| 6 | 665L to 1000L |
| 7 | 735L to 1065L |
| 8 | 805L to 1100L |
| 9 | 855L to 1165L |
| 10 | 905L to 1195L |
| 11 and 12 | 940L to 1210L |

Data for the first column of text measures came from a research study designed to examine collections of textbooks designated for specific grades (MetaMetrics, 2009). The "stretch" text measures (defined in 2012 through studies related to the development of the [Common Core State Standards for English Language Arts](http://www.corestandards.org/the-standards/english-language-arts-standards)) in the second column represent the demand of text that students should be reading to be [college and career ready](http://cdn.lexile.com/m/uploads/positionpapers/EducationalReform.pdf) by the end of Grade 12.

**Typical Text Measures, by Grade**

|  |  |  |
| --- | --- | --- |
| Grade | Text Demand Study 2009 25th percentile to 75th percentile (IQR) | 2012 CCSS Text Measures\* |
| 1 | 230L to 420L | 190L to 530L |
| 2 | 450L to 570L | 420L to 650L |
| 3 | 600L to 730L | 520L to 820L |
| 4 | 640L to780L | 740L to 940L |
| 5 | 730L to 850L | 830L to 1010L |
| 6 | 860L to 920L | 925L to 1070L |
| 7 | 880L to 960L | 970L to 1120L |
| 8 | 900L to 1010L | 1010L to 1185L |
| 9 | 960L to 1110L | 1050L to 1260L |
| 10 | 920L to 1120L | 1080L to 1335L |
| 11 and 12 | 1070L to 1220L | 1185L to 1385L |

\*COMMON CORE STATE STANDARDS FOR ENGLISH, LANGUAGE ARTS, APPENDIX A (ADDITIONAL INFORMATION), NGA AND CCSSO, 2012

New [research](https://d1jt5u2s0h3gkt.cloudfront.net/m/cms_page_media/135/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf) was released on August 15, 2012 concerning text complexity. The updates refer to the three-part model defined in Appendix A of the the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, which combines the quantitative and qualitative measures of text complexity with reader and task considerations. The goal of the quantitative study was to provide information regarding the variety of ways text complexity can be measured quantitatively and to examine text complexity tools that are valid, transparent, user friendly, and reliable. We continue to update our tools to be aligned to the CCSS. Most recently, we updated the Lexile Map to include CCSS text exemplars and the new CCSS ranges.