

# lexile level to guided reading

**\*\*Understanding Lexile Level to Guided Reading: Bridging the Gap for Better Literacy\*\***

**lexile level to guided reading** is a topic that often comes up among educators, parents, and literacy specialists trying to match books with a child's reading ability. These two measures—Lexile levels and guided reading levels—are essential tools in the world of education, but they serve different purposes and function differently. Understanding how to convert or correlate Lexile measures to guided reading levels can significantly enhance a teacher's ability to select appropriate reading materials, foster student growth, and create targeted interventions.

In this article, we'll dive deep into what Lexile levels and guided reading levels are, how they differ, the relationship between them, and practical tips for educators and parents to make the most out of these metrics. Along the way, we'll explore related concepts such as reading comprehension, text complexity, leveled books, and literacy development.

## What Is a Lexile Level?

Lexile levels are a standardized metric used to measure both the difficulty of a text and a reader's ability. Developed by MetaMetrics, the Lexile Framework assigns a numerical value, called a Lexile measure, to a book or a reader. This score ranges from below 200L (for beginning readers) up to above 1600L (for advanced readers or challenging texts).

The Lexile measure considers factors like sentence length and word frequency to assess text complexity. The idea is that by matching a reader's Lexile measure with a text's Lexile level, educators can find books that are neither too easy nor too difficult, which encourages optimal reading growth and comprehension.

## Why Lexile Levels Matter in Education

One of the biggest advantages of Lexile levels is their precision and objectivity. Because the measure is based on actual text characteristics, it provides a consistent way to evaluate reading materials across different subjects and genres. This is especially helpful for schools as they track progress over time or when selecting materials for different reading interventions.

Additionally, many popular standardized tests now report student reading achievement in Lexile measures, making it easier to connect assessment data to classroom instruction.

# What Is Guided Reading and Guided Reading Levels?

While Lexile measures focus on text complexity, guided reading is a teaching approach developed by educational expert Fountas and Pinnell. It involves small-group instruction tailored to students with similar reading abilities, aiming to develop confident and independent readers.

Guided reading levels, often labeled with letters (A-Z), classify books according to difficulty based on various factors such as vocabulary, sentence structure, themes, and content familiarity. These levels help teachers select appropriate books for students during guided reading sessions.

## How Guided Reading Levels Are Determined

Unlike the numerical precision of Lexile measures, guided reading levels incorporate qualitative judgment. Teachers and literacy specialists consider:

- Word recognition and decoding challenges
- Sentence complexity and length
- Text features (e.g., illustrations, chapter divisions)
- Content and theme appropriateness
- The reader's fluency and comprehension skills

The goal is to find books that provide a “just right” challenge—materials that students can read with some support but without frustration.

## Lexile Level to Guided Reading: Making the Connection

Given that Lexile levels and guided reading levels approach reading difficulty differently, one might wonder how to translate between the two. Although no exact one-to-one conversion exists, educators have developed approximate correlation charts to help bridge the gap.

For example, a Lexile measure of 400L might correspond roughly to a guided reading level of J or K, which is typical for students in late first or early second grade. Meanwhile, a Lexile of 800L might match a guided reading level of P or Q, often seen in middle elementary grades.

## Why Is This Correlation Important?

Understanding the relationship between Lexile levels and guided reading levels allows teachers to:

- Use multiple assessment tools in tandem and interpret results coherently
- Select books that fit both the student's reading ability and instructional goals
- Communicate reading expectations effectively with parents and students
- Design interventions that target specific reading skills based on both quantitative and qualitative data

## Approximate Lexile to Guided Reading Level Chart

| Guided Reading Level | Approximate Lexile Range |

|-----|-----|

| A - D | BR (Beginning Reader) - 190L |

| E - H | 190L - 400L |

| I - L | 400L - 600L |

| M - P | 600L - 800L |

| Q - T | 800L - 1000L |

| U - Z | 1000L - 1300L+ |

\*Note: These correlations are approximate and should be used as guidelines rather than strict rules.\*

## Tips for Using Lexile Levels and Guided Reading Levels Effectively

Navigating the world of reading metrics can feel overwhelming, but here are some practical tips to help educators and parents:

### 1. Use Multiple Measures for a Holistic View

Relying solely on Lexile or guided reading levels might miss some nuances. Combining student interest, fluency observations, and comprehension assessments alongside these measures ensures better book selection and instruction.

### 2. Remember the Reader's Purpose

A student reading for pleasure may choose books slightly below their instructional level, while academic reading may require more challenging texts. Adjust book selection accordingly.

### 3. Encourage Reading Across Genres and Formats

Lexile and guided reading levels often apply best to narrative texts, but nonfiction, poetry, and digital texts may vary in complexity. Balancing different text types supports comprehensive literacy growth.

### 4. Monitor Progress Regularly

As students develop, their Lexile and guided reading levels will change. Continuous assessment allows teachers to adjust instruction and materials dynamically.

## Challenges and Considerations When Linking Lexile and Guided Reading Levels

Though helpful, the relationship between Lexile levels and guided reading levels comes with caveats:

- **Different Focuses:** Lexile measures emphasize text complexity, while guided reading levels also consider reader behaviors and instructional contexts.
- **Variability Among Publishers:** Different leveled book systems may not align perfectly, leading to confusion.
- **Individual Differences:** Two students with the same Lexile measure might perform differently with guided reading materials due to background knowledge or motivation.
- **Limited Scope:** Neither system fully captures elements like cultural relevance or thematic depth, which influence reading engagement.

Because of these factors, educators should treat Lexile to guided reading correlations as tools, not prescriptions.

## Integrating Technology and Data for Reading Level Assessment

Advancements in educational technology have made it easier to assess and track reading levels. Many digital platforms provide instant Lexile scores for student reading samples, while others offer guided reading level recommendations based on reading fluency and comprehension data.

Teachers can leverage these tools to streamline the matching process and personalize learning experiences. However, it's important to supplement technology with human judgment and classroom observations.

# Using Lexile and Guided Reading Data to Differentiate Instruction

With accurate reading level data, teachers can:

- Group students by similar reading needs for focused guided reading groups
- Provide leveled books that gradually increase in difficulty, scaffolding student growth
- Design targeted mini-lessons that address phonics, vocabulary, or comprehension strategies
- Set individualized reading goals and celebrate progress

This approach not only improves literacy outcomes but also builds student confidence and motivation.

## Final Thoughts on Lexile Level to Guided Reading

Understanding how to navigate the world of reading levels can transform the way educators support young readers. While Lexile levels provide a standardized, data-driven way to assess text difficulty, guided reading levels offer a more nuanced, instructional perspective. By learning how to translate between these systems, teachers and parents can make informed choices that nurture literacy skills effectively.

The key is to view Lexile level to guided reading as complementary tools rather than competing ones. When combined thoughtfully, they create a richer picture of a student's reading journey and open the door to more personalized, engaging, and successful reading experiences.

## Frequently Asked Questions

### What is the relationship between Lexile level and guided reading level?

Lexile levels measure a student's reading ability based on text complexity and comprehension, while guided reading levels categorize books by difficulty. They are related but use different criteria; educators often use both to match students with appropriate reading materials.

### How can I convert a Lexile measure to a guided reading level?

There is no exact one-to-one conversion, but approximate guides exist. For example, a Lexile of 200-400 often corresponds to guided reading levels A-C, 400-600 to levels D-G, and so on. Various charts are available online to help educators estimate guided reading levels from Lexile measures.

## Why is it important to use both Lexile levels and guided reading levels?

Using both provides a more comprehensive understanding of a student's reading ability and the text's difficulty. Lexile levels focus on text complexity, while guided reading levels consider factors like vocabulary, sentence structure, and content, helping teachers select the best instructional materials.

## Can a student's Lexile level change their guided reading level?

Yes, as students improve their reading skills and their Lexile level increases, their guided reading level typically advances as well. However, changes in guided reading levels also depend on factors like comprehension, fluency, and decoding skills.

## Are Lexile levels suitable for all types of reading materials in guided reading?

Lexile levels work best for narrative and expository texts but might not be as effective for poetry, plays, or texts with specialized vocabulary. Guided reading levels may better account for different genres and text features in selecting appropriate materials.

## How do teachers use Lexile and guided reading levels to support differentiated instruction?

Teachers assess students' Lexile and guided reading levels to group students by ability and select texts that match their reading skills. This ensures instruction is tailored to individual needs, promoting growth by challenging students without causing frustration.

## Additional Resources

**\*\*Bridging the Gap: Understanding Lexile Level to Guided Reading Correlations\*\***

**lexile level to guided reading** is a topic that has garnered significant attention among educators, literacy specialists, and parents aiming to enhance reading instruction and assessment. As literacy frameworks evolve, the need to translate between different leveling systems becomes crucial for tailoring instruction to individual student needs. This article delves into the intricacies of converting Lexile measures to guided reading levels, examining their methodologies, applications, and implications for effective literacy development.

## Understanding the Foundations: Lexile Levels and Guided

# Reading

Before exploring the conversion between Lexile level to guided reading, it is essential to grasp what each system represents and how they function in educational settings.

The Lexile Framework is a widely-used quantitative reading measure that assesses text complexity and reader ability on a single scale, ranging approximately from 200L (lower levels) to above 1600L (advanced readers). Lexile scores are derived from syntactic complexity and semantic difficulty, providing a numeric value that helps match readers with appropriate texts. It offers a data-driven approach to reading assessment, commonly used in standardized testing and digital platforms.

In contrast, guided reading levels, often represented by alphabetical letters (A-Z), are a qualitative system developed through classroom observations and teacher judgment. Guided reading levels consider factors beyond vocabulary and sentence length, including text structure, themes, illustration support, and reader engagement. This system is widely adopted in early childhood and elementary education, facilitating small-group instruction tailored to students' developmental stages.

## Key Differences and Educational Implications

The fundamental difference between Lexile measures and guided reading levels lies in their assessment focus. Lexile emphasizes measurable text features and reader comprehension, whereas guided reading integrates qualitative elements and instructional context. Understanding this distinction is crucial when attempting to correlate the two.

While Lexile provides a standardized quantitative scale, guided reading relies on teacher expertise and student interaction with the text. Consequently, converting Lexile scores to guided reading levels requires careful interpretation rather than a simple mathematical translation.

## Mapping Lexile Level to Guided Reading: Methods and Challenges

Educators and curriculum planners often seek to align Lexile levels with guided reading levels to streamline instructional materials and assessments. Several frameworks and conversion charts have been developed to facilitate this process, but none are universally definitive due to inherent differences in the systems.

## Common Conversion Charts and Their Use

Various publishers and educational organizations provide approximate equivalency charts. For example, a Lexile measure between 300L and 500L typically corresponds to guided reading levels J to M, which are considered early to middle primary grades. Similarly, a Lexile range of 600L to 800L might align with guided reading levels P to S, suitable for upper elementary readers.

These charts assist teachers in selecting books that are appropriately challenging, balancing fluency and comprehension goals. However, the variability in student backgrounds, text genres, and instructional context necessitates a flexible approach.

## Limitations and Considerations

Several challenges complicate the lexile level to guided reading alignment:

- **Text Features:** Guided reading levels account for illustrations, text layout, and narrative complexity, which Lexile does not quantify.
- **Reader Variability:** Lexile measures are reader- and text-specific, but guided reading levels focus on instructional grouping and often include affective factors like motivation.
- **Genre and Content:** Lexile scores might not reflect thematic or cultural complexity, elements that guided reading levels consider important.

Therefore, while conversion charts are useful starting points, educators must apply professional judgment and consider the holistic needs of learners.

## Practical Applications in the Classroom

The interplay between lexile level to guided reading conversion plays a pivotal role in differentiated instruction, literacy assessment, and curriculum design.

## Supporting Differentiated Instruction

Teachers often use Lexile measures to monitor reading growth quantitatively, while guided reading levels

help structure small-group sessions with targeted support. By correlating these systems, educators can select texts that align with students' abilities and instructional goals, thereby fostering engagement and skill development.

## **Informing Assessment and Progress Monitoring**

Standardized assessments frequently report Lexile scores, offering objective data on reading proficiency. Translating these scores into guided reading levels enables teachers to interpret results within the classroom context and adjust instruction accordingly.

## **Selecting Appropriate Reading Materials**

Library and classroom book collections tagged by both Lexile and guided reading levels allow for flexible resource allocation. Students can access texts that challenge their skills without causing frustration, promoting a positive reading experience.

## **Emerging Trends and the Future of Reading Level Integration**

Advancements in educational technology and data analytics continue to influence how lexile level to guided reading conversions are approached. Adaptive learning platforms increasingly integrate multiple leveling systems, providing personalized recommendations based on comprehensive student profiles.

Furthermore, research into reading comprehension emphasizes the importance of multidimensional assessment, encouraging educators to look beyond numeric scores to factors such as background knowledge, motivation, and critical thinking skills.

As literacy education evolves, the synergy between quantitative measures like Lexile and qualitative frameworks like guided reading will likely become more sophisticated, supporting nuanced understanding of student needs.

Reading specialists advocate for professional development focused on interpreting and interrelating different reading levels to optimize instructional strategies. This holistic approach ensures that data supports rather than constrains personalized learning paths.

The ongoing dialogue between assessment frameworks underscores the complexity of reading development and the necessity for flexible, informed application of leveling systems.

In navigating the landscape of reading instruction, educators and stakeholders benefit from recognizing the

strengths and limitations inherent in lexile level to guided reading conversion. This awareness fosters balanced decision-making that prioritizes student growth and engagement over rigid categorization.

## **Lexile Level To Guided Reading**

**lexile level to guided reading: How to Plan Differentiated Reading Instruction** Sharon Walpole, Michael C. McKenna, 2011-04-25 Offering step-by-step guidance to simplify planning and decision making, this book reviews the basics of differentiated reading instruction and provides detailed, ready-to-use lesson plans and materials to help teachers hit the ground running. Teachers get everything they need to implement four types of instructional groups over multiple three-week cycles. For fluency, vocabulary, and comprehension, lessons are based on popular, inexpensive trade books. For phonemic awareness and word recognition, dozens of reproducibles are provided, all in a convenient large-size format. The book can be used on its own or as a complement to *Differentiated Reading Instruction: Strategies for the Primary Grades*, which offers a complete introduction to the authors' approach.

**lexile level to guided reading: *Literacy Assessment and Intervention for Classroom Teachers*** Beverly DeVries, 2017-07-05 The fourth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems, while providing practical, effective intervention strategies to help every student succeed. The author thoroughly explores the major components of literacy, providing an overview of pertinent research, suggested methods and tools for diagnosis and assessment, intervention strategies and activities, and technology applications to increase students' skills. Discussions throughout focus on the needs of English learners, offering appropriate instructional strategies and tailored teaching ideas to help both teachers and their students. Several valuable appendices include assessment tools, instructions and visuals for creating and implementing the book's more than 150 instructional strategies and activities, and other resources.

**lexile level to guided reading: How to Teach Balanced Reading and Writing** Bonnie Burns, 2006-05-16 Any teacher can use this book regardless of the reading program a district may be using. It brings the various practices of reading and writing together in a practical and useful way. -Betty Ann Collinge, Kindergarten/First Grade Teacher Green Acres Elementary School, North Haven, CT This book's major strengths include straightforward writing, clear discussion of topics, excellent graphic samples, strong attention to a balanced perspective, and practical ideas. -Jennifer Trujillo, Assistant Professor, Teacher Education Fort Lewis College The book is easy to follow and very accessible. It is not too esoteric or philosophical, yet includes important theory and knowledge about learning. The suggestions are excellent, relevant, and inclusive. -Karen Heath, Literacy Coordinator Barre Schools, VT Use these practical strategies to help students develop strong reading and writing skills! Reading is a complex process. And in today's increasingly diverse classrooms, each student has unique learning needs. In the face of these challenges, how can teachers ensure that all students develop essential literacy skills? *How to Teach Balanced Reading and Writing* provides practical, research-based strategies for all aspects of literacy education. Presenting best practices in an easy-to-use format, literacy expert Bonnie Burns supplies guidance for providing direct instruction in phonics, using authentic texts, building word recognition, strengthening comprehension, and implementing writing across the curriculum. Aligned with the National Reading Panel Report (2000) and Reading First legislation, this book offers strategies to use with students at all developmental levels. This second edition has been extensively revised to include · A discussion of language acquisition Strategies for assessing phonemic awareness Techniques for developing fluency Increased attention to the needs of diverse learners Additional instructional activities in every chapter Because of its flexibility, this book is suitable for both novice and experienced teachers. Its

friendly, accessible format also makes it an ideal text for preservice teachers and students in education courses.

**lexile level to guided reading:** *Working with Library Collections* Hali R. Keeler, 2025-09-04 Library support staff who work with collections assist with the processes that put library materials on the shelf or online; this work requires knowledge and understanding of publishers, vendors, preparing items for use, and caring for items in the collections. *Working with Library Collections: An Introduction to Technical Service for Support Staff* is a text for library support staff programs and an introductory reference manual for support staff who work in libraries. This book will guide support staff to better:

- Know how to use an integrated library system and other appropriate online tools.
- Know the basic principles of collection development and management.
- Assist with decisions regarding selection, de-selection, retention, and replacement of all types of library resources.
- Know the basic principles, and can apply, the appropriate procedures to the processes that provide users with access to a wide variety of content.
- Know the various ways in which content, in multiple formats, is produced and distributed to libraries.
- Understand the value of resource sharing agreements and apply them to collection decisions.
- Know and use the recognized standard evaluative sources to assist with collection development.
- Know the principles and practices of cataloging materials.
- Know the principles and basic practices regarding the preservation of library resources.
- Apply appropriate methods and techniques for accurate preparation of library resources
- Can explain and apply policies regarding library collections.

The Library Support Staff series is aimed for staff that work in libraries and want to enhance their skills; college professors who teach library support staff instruction; and/or students who seek academic credit. Each book in the series addresses a specific course in an academic curriculum for library support staff. Content of each book in the series is aligned with American Library Association competencies for accredited programs and learning for library support staff (ALA-LSSC). The text is written in clear language with practical examples of how performance can contribute to exemplary library service.

**lexile level to guided reading:** *Literacy Assessment and Intervention for Classroom Teachers* Beverly A. DeVries, 2019-05-31 The fifth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems, while providing practical, effective intervention strategies to help every student succeed. DeVries thoroughly explores the major components of literacy, offering an overview of pertinent research, suggested methods and tools for diagnosis and assessment, intervention strategies and activities, and technology applications to increase students' skills. Updated to reflect the needs of teachers in increasingly diverse classrooms, the fifth edition addresses scaffolding for English language learners, and offers appropriate instructional strategies and tailored teaching ideas to help both teachers and their students. Several valuable appendices include assessment tools, instructions and visuals for creating and implementing the book's more than 150 instructional strategies and activities, and other resources. New to the Fifth Edition: Up-to-date and in line with ILA, CCSS, and most state and district literacy standards, this edition also addresses the important shifts and evolution of these standards. New chapter on Language Development, Speaking, and Listening covers early literacy, assessment, and interventions. New intervention strategies and activities are featured in all chapters and highlight a stronger technology component. Updated Companion Website with additional tools, resources, and examples of teachers using assessment strategies.

**lexile level to guided reading:** Suzanne I. Barchers, 2012

**lexile level to guided reading:** *Democracy in Picturebooks from Sweden and United States, 2000-2020* Mary Alice Barksdale, Getahun Yacob Abraham, 2021-10-18 *Democracy in Picturebooks from Sweden and the United States, 2000-2020* explores democracy-themed picturebooks written for children between the ages of three and ten. With multiple analyses of picturebooks throughout the twenty-first century, the authors illustrate how picturebooks can play a vital role in the development of children's perceptions about the different principles of democracy. From a holistic perspective, these books can be seen as the starting point for socializing children who will come to lead and participate in democratic societies themselves. The multi-pronged approach in this research

introduces: (a) concepts underlying the role of picturebooks in familiarizing children with concepts about democracy, (b) research methods for picturebook analyses, (c) exploration of specific exemplar picturebooks that address democratic principles, (d) how picturebooks link democracy with human qualities, (e) utilizing democracy-themed picturebooks in the home and the school. This project holds the promise of promoting meaningful instruction of democracy through the use of picturebooks.

**lexile level to guided reading:** *Reading Reconsidered* Doug Lemov, Colleen Driggs, Erica Woolway, 2016-02-11 TEACH YOUR STUDENTS TO READ WITH PRECISION AND INSIGHT The world we are preparing our students to succeed in is one bound together by words and phrases. Our students learn their literature, history, math, science, or art via a firm foundation of strong reading skills. When we teach students to read with precision, rigor, and insight, we are truly handing over the key to the kingdom. Of all the subjects we teach reading is first among equals. Grounded in advice from effective classrooms nationwide, enhanced with more than 40 video clips, *Reading Reconsidered* takes you into the trenches with actionable guidance from real-life educators and instructional champions. The authors address the anxiety-inducing world of Common Core State Standards, distilling from those standards four key ideas that help hone teaching practices both generally and in preparation for assessments. This 'Core of the Core' comprises the first half of the book and instructs educators on how to teach students to: read harder texts, 'closely read' texts rigorously and intentionally, read nonfiction more effectively, and write more effectively in direct response to texts. The second half of *Reading Reconsidered* reinforces these principles, coupling them with the 'fundamentals' of reading instruction—a host of techniques and subject specific tools to reconsider how teachers approach such essential topics as vocabulary, interactive reading, and student autonomy. *Reading Reconsidered* breaks an overly broad issue into clear, easy-to-implement approaches. Filled with practical tools, including: 44 video clips of exemplar teachers demonstrating the techniques and principles in their classrooms (note: for online access of this content, please visit [my.teachlikeachampion.com](http://my.teachlikeachampion.com)) Recommended book lists Downloadable tips and templates on key topics like reading nonfiction, vocabulary instruction, and literary terms and definitions. *Reading Reconsidered* provides the framework necessary for teachers to ensure that students forge futures as lifelong readers.

**lexile level to guided reading:** *Nonfiction Readers* Chandra Prough,

**lexile level to guided reading:** *Tippy and the Night Parade* Lilli Carre, 2014-02-11 Follow Tippy on a nocturnal adventure through mist, up a mountain, down a hole and back home--

**lexile level to guided reading:** *Kit and Kaboodle Take the Train* Michelle Portice, 2020-04-07 Stories + Puzzles = Reading Success! Highlights Puzzle Readers offer an innovative approach to learning to read that integrates puzzles and stories to develop motivated, confident readers. All aboard for a rollicking ride as Kit and Kaboodle have fun adventures on their train trip in this Level 2 Highlights Puzzle Reader. Kids can help the duo by finding items for their journey in six Hidden Pictures puzzles that double as story illustrations. With a bonus picture dictionary, *Kit and Kaboodle Take the Train* is perfect for readers who are starting to explore reading. National Parenting Seal of Approval Winner, National Parenting Product Award (NAPPA)

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**lexile level to guided reading:** *Targeted Phonics, My First Consonants and Vowels* ,

**lexile level to guided reading:** *Nick and Nack Fly a Kite* Brandon Budzi, 2020-04-07 Stories + Puzzles = Reading Success! Highlights Puzzle Readers offer an innovative approach to learning to

read that integrates puzzles and stories to develop motivated, confident readers. Nick and his robot pal Nack love to build things. As they make a kite in this Level 1 Highlights Puzzle Reader, kids can find supplies in Hidden Pictures scenes that double as picture support for the simple story text, which is full of repeated words. With bonus craft directions, Nick and Nack Fly a Kite will appeal to junior makers who are just discovering reading. National Parenting Seal of Approval Winner, National Parenting Product Award (NAPPA)

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**lexile level to guided reading:** Nick and Nack Blow Bubbles Brandon Budzi, 2021-06-08 Stories + Puzzles = Reading Success! Highlights Puzzle Readers offer an innovative approach to learning that integrates puzzles and stories to develop motivated, confident readers. Nick and his robot pal Nack love to build things. As they make bubble wands and bubble mix in this Level 1 Highlights Puzzle Reader, kids can find supplies in Hidden Pictures scenes. These puzzles double as picture support for the simple story text, which is full of repeated words. With bonus craft directions, Nick and Nack Blow Bubbles will appeal to junior makers who are just discovering reading.

**lexile level to guided reading:** *Bridging Technology and Literacy* Amy Hutchison, Jamie Colwell, 2015-06-18 This book provides a practical understanding of digital literacy and information on integrating digital technology into English Language Arts and literacy instruction at the K-6 grade levels. Cross-disciplinary connections are also provided to bridge literacy and language arts and other content areas for a more integrated approach to literacy instruction. This text not only introduces readers to various types of digital tools and resources, but also provides practical approaches for using digital tools in instruction to help students read and write multi-modal digital texts. Each chapter contains key elements that prompt brainstorming about digital tools, connections to the Common Core State Standards in Language Arts, and resources for teachers to plan instruction that incorporates digital tools. Comprehensive sample lesson plans that are aligned to the Common Core State Standards and English Language Proficiency Standards are provided throughout the text. Information about digital citizenship, digital copyright, lesson planning, and long-range planning is also provided.

**lexile level to guided reading:** Special Delivery Mara Conlon, 2008-08 When a package comes for Walden, Wubbzy opens it and loses the toy train that it contains.

**lexile level to guided reading:** Spooky Hayride Brian James, 2008-08 While on a hayride, two brothers try to scare each other.

**lexile level to guided reading:** Dragon's Fall Fair , 2010-07 It's the first day of fall! Beaver suggests that Dragon celebrate the season with a Fall Fair. But Dragon has never been to a Fall Fair! Dragon and his friends find their own creative ways to go on a hay ride and make a fun house. At the end of the day, Beaver says he's never been to a Fall Fair like Dragon's!

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