

LEXILE LEVEL TO GUIDED READING

****UNDERSTANDING LEXILE LEVEL TO GUIDED READING: BRIDGING THE GAP IN LITERACY INSTRUCTION****

LEXILE LEVEL TO GUIDED READING IS AN ESSENTIAL CONCEPT FOR EDUCATORS, PARENTS, AND LITERACY SPECIALISTS AIMING TO SUPPORT CHILDREN'S READING DEVELOPMENT EFFECTIVELY. WHILE BOTH LEXILE LEVELS AND GUIDED READING LEVELS SERVE AS VALUABLE TOOLS IN ASSESSING AND GUIDING STUDENTS' READING PROGRESS, UNDERSTANDING HOW TO TRANSLATE BETWEEN THE TWO CAN SOMETIMES BE CONFUSING. THIS ARTICLE DELVES INTO THE RELATIONSHIP BETWEEN LEXILE MEASURES AND GUIDED READING LEVELS, OFFERING INSIGHTS, PRACTICAL TIPS, AND EXPLANATIONS TO HELP BRIDGE THE GAP BETWEEN THESE TWO POPULAR READING FRAMEWORKS.

WHAT ARE LEXILE LEVELS AND GUIDED READING LEVELS?

BEFORE EXPLORING HOW TO CONVERT OR RELATE LEXILE LEVEL TO GUIDED READING, IT'S IMPORTANT TO UNDERSTAND WHAT EACH OF THESE MEASURES REPRESENTS.

LEXILE LEVELS: A QUANTITATIVE MEASURE OF TEXT DIFFICULTY

THE LEXILE FRAMEWORK FOR READING ASSIGNS A NUMERICAL VALUE TO BOTH READERS AND TEXTS BASED ON COMPLEXITY. LEXILE LEVELS RANGE FROM BELOW 200L FOR BEGINNING READERS TO ABOVE 1600L FOR ADVANCED READERS. THIS SYSTEM EVALUATES FACTORS LIKE VOCABULARY FREQUENCY AND SENTENCE LENGTH TO ESTIMATE HOW CHALLENGING A TEXT IS. FOR EXAMPLE, A BOOK WITH A LEXILE MEASURE OF 500L IS EXPECTED TO BE SUITABLE FOR READERS WHO CAN COMFORTABLY READ AT THAT LEVEL.

GUIDED READING LEVELS: A QUALITATIVE APPROACH

GUIDED READING LEVELS, OFTEN REPRESENTED BY LETTERS (A THROUGH Z), WERE DEVELOPED BY FOUNTAS AND PINNELL AND FOCUS ON A QUALITATIVE ASSESSMENT OF A READER'S CAPABILITIES AND THE TEXT'S CHARACTERISTICS. THESE LEVELS CONSIDER ELEMENTS SUCH AS TEXT STRUCTURE, LANGUAGE COMPLEXITY, THEMES, AND ILLUSTRATION SUPPORT. GUIDED READING IS INTERACTIVE AND TEACHER-LED, AIMING TO SUPPORT THE INDIVIDUAL NEEDS OF STUDENTS AS THEY PROGRESS IN READING SKILLS.

WHY UNDERSTANDING LEXILE LEVEL TO GUIDED READING CONVERSION MATTERS

BOTH LEXILE AND GUIDED READING LEVELS ARE WIDELY USED IN CLASSROOMS AND LIBRARIES, BUT THEY DON'T ALWAYS ALIGN PERFECTLY. KNOWING HOW TO NAVIGATE BETWEEN THESE SYSTEMS HELPS EDUCATORS PICK THE RIGHT BOOKS TO MATCH STUDENTS' ABILITIES, ENHANCING ENGAGEMENT AND LEARNING.

WHEN TEACHERS CAN CORRELATE A STUDENT'S LEXILE SCORE TO A GUIDED READING LEVEL, THEY CAN:

- SELECT APPROPRIATE GUIDED READING TEXTS THAT PROVIDE THE RIGHT CHALLENGE,
- MONITOR READING GROWTH MORE EFFECTIVELY,
- COMMUNICATE READING PROGRESS CLEARLY WITH PARENTS AND STAKEHOLDERS, AND
- PERSONALIZE READING INSTRUCTION TO MEET DIVERSE LEARNER NEEDS.

How to Convert Lexile Level to Guided Reading Level

TRANSLATING LEXILE LEVEL TO GUIDED READING IS NOT AN EXACT SCIENCE BECAUSE THE TWO SYSTEMS ASSESS DIFFERENT ASPECTS OF READING. HOWEVER, THERE ARE GENERAL CONVERSION CHARTS AND GUIDELINES THAT MANY EDUCATORS USE AS A STARTING POINT.

GENERAL CONVERSION RANGES

HERE'S A SIMPLIFIED EXAMPLE OF HOW LEXILE LEVELS CORRESPOND TO GUIDED READING LEVELS:

- **LEXILE 190L-530L:** GUIDED READING LEVELS A-D (EARLY READERS)
- **LEXILE 420L-650L:** GUIDED READING LEVELS E-J (BEGINNING READERS)
- **LEXILE 540L-810L:** GUIDED READING LEVELS K-N (TRANSITIONAL READERS)
- **LEXILE 740L-980L:** GUIDED READING LEVELS O-S (FLUENT READERS)
- **LEXILE 830L-1070L:** GUIDED READING LEVELS T-Z (ADVANCED READERS)

KEEP IN MIND THAT THESE RANGES OVERLAP AND VARY DEPENDING ON THE SOURCE AND INDIVIDUAL STUDENT NEEDS.

CONSIDERATIONS WHEN USING CONVERSION CHARTS

- ****TEXT CHARACTERISTICS:**** SOME BOOKS MAY HAVE A HIGHER LEXILE SCORE DUE TO COMPLEX VOCABULARY BUT REMAIN ACCESSIBLE BECAUSE OF FAMILIAR THEMES OR STRONG VISUAL CUES.
- ****STUDENT'S READING BEHAVIOR:**** A STUDENT MAY HANDLE HIGHER LEXILE TEXTS BUT STRUGGLE WITH CERTAIN GUIDED READING FEATURES LIKE INFERENCE OR TEXT STRUCTURE.
- ****PURPOSE OF READING:**** LEXILE LEVELS ARE OFTEN USED FOR INDEPENDENT READING, WHILE GUIDED READING LEVELS ARE MORE SUITED FOR INSTRUCTIONAL SUPPORT.

PRACTICAL TIPS FOR EDUCATORS WORKING WITH LEXILE AND GUIDED READING LEVELS

NAVIGATING BETWEEN LEXILE LEVEL TO GUIDED READING SYSTEMS REQUIRES THOUGHTFUL APPLICATION. HERE ARE SOME USEFUL STRATEGIES:

USE BOTH MEASURES TO GET A COMPLETE PICTURE

RELYING SOLELY ON LEXILE SCORES OR GUIDED READING LEVELS CAN LIMIT UNDERSTANDING. COMBINING QUANTITATIVE LEXILE DATA WITH QUALITATIVE GUIDED READING ASSESSMENTS PROVIDES A RICHER PROFILE OF A STUDENT'S READING STRENGTHS AND CHALLENGES.

INCORPORATE STUDENT INTERESTS AND BACKGROUND KNOWLEDGE

REGARDLESS OF LEVEL, ENGAGEMENT INCREASES WHEN READERS CONNECT WITH THE TEXT. WHEN SELECTING BOOKS, CONSIDER TOPICS THAT RESONATE WITH STUDENTS TO MOTIVATE READING PRACTICE AND COMPREHENSION.

ADJUST GUIDED READING GROUPS BASED ON LEXILE DATA

IF YOU KNOW STUDENTS' LEXILE MEASURES, YOU CAN GROUP THEM MORE STRATEGICALLY FOR GUIDED READING SESSIONS. THIS HELPS TAILOR INSTRUCTION TO THEIR CURRENT SKILL LEVEL AND GRADUALLY INCREASE COMPLEXITY.

DON'T RELY SOLELY ON TEXT DIFFICULTY

REMEMBER THAT READING COMPREHENSION DEPENDS ON MORE THAN JUST TEXT DIFFICULTY. FACTORS SUCH AS FLUENCY, VOCABULARY, AND MOTIVATION PLAY CRUCIAL ROLES. USE RUNNING RECORDS, COMPREHENSION QUESTIONS, AND STUDENT FEEDBACK ALONGSIDE LEVEL DATA.

ADDRESSING COMMON CHALLENGES IN LEXILE LEVEL TO GUIDED READING ALIGNMENT

EDUCATORS OFTEN ENCOUNTER HURDLES WHEN TRYING TO ALIGN THESE TWO SYSTEMS.

MISMATCH IN LEVELS CAUSING FRUSTRATION

SOMETIMES, A STUDENT'S LEXILE MEASURE MIGHT SUGGEST THEY'RE READY FOR A CERTAIN GUIDED READING LEVEL, BUT THE TEXT'S CHARACTERISTICS MAKE IT TOO DIFFICULT OR TOO EASY. TO AVOID FRUSTRATION, USE FLEXIBLE GROUPING AND SCAFFOLD INSTRUCTION.

LIMITED AVAILABILITY OF BOOKS AT MATCHING LEVELS

FINDING BOOKS THAT PERFECTLY FIT BOTH LEXILE AND GUIDED READING LEVELS CAN BE TOUGH. SUPPLEMENT CLASSROOM LIBRARIES WITH DIGITAL RESOURCES, LEVELED READERS, AND CAREFULLY SELECTED TRADE BOOKS.

VARIABILITY AMONG STUDENTS

EACH CHILD DEVELOPS READING SKILLS UNIQUELY. SOME EXCEL IN DECODING BUT STRUGGLE WITH COMPREHENSION, OR VICE VERSA. INDIVIDUAL ASSESSMENT BEYOND LEVELS IS CRITICAL.

THE ROLE OF TECHNOLOGY IN MANAGING LEXILE TO GUIDED READING TRANSITIONS

MODERN EDUCATIONAL TECHNOLOGY OFFERS TOOLS THAT HELP TEACHERS MANAGE AND INTERPRET READING LEVEL DATA MORE EFFICIENTLY.

READING SOFTWARE AND APPS

MANY PLATFORMS PROVIDE LEXILE SCORING AND GUIDED READING RECOMMENDATIONS, AUTOMATING THE MATCHING PROCESS AND PROVIDING TAILORED READING SUGGESTIONS.

DATA MANAGEMENT SYSTEMS

DIGITAL GRADEBOOKS AND LITERACY TRACKING SYSTEMS CAN INTEGRATE LEXILE AND GUIDED READING LEVELS, MAKING IT EASIER FOR EDUCATORS TO MONITOR PROGRESS AND ADJUST INSTRUCTION ACCORDINGLY.

FINAL THOUGHTS ON LEXILE LEVEL TO GUIDED READING

UNDERSTANDING THE RELATIONSHIP BETWEEN LEXILE LEVEL TO GUIDED READING IS A VALUABLE SKILL FOR ANYONE INVOLVED IN LITERACY EDUCATION. BY APPRECIATING THE STRENGTHS AND LIMITATIONS OF BOTH SYSTEMS, EDUCATORS CAN BETTER SUPPORT STUDENTS ON THEIR JOURNEY TOWARD FLUENT AND CONFIDENT READING. COMBINING QUANTITATIVE MEASURES WITH QUALITATIVE INSIGHTS, ALONG WITH ATTENTION TO STUDENT INTERESTS AND INSTRUCTIONAL GOALS, ENSURES THAT READING INSTRUCTION IS BOTH EFFECTIVE AND ENGAGING. AS LITERACY TOOLS AND RESOURCES CONTINUE TO EVOLVE, STAYING INFORMED AND ADAPTABLE WILL HELP MEET THE DIVERSE NEEDS OF LEARNERS IN EVERY CLASSROOM.

FREQUENTLY ASKED QUESTIONS

WHAT IS THE DIFFERENCE BETWEEN LEXILE LEVEL AND GUIDED READING LEVEL?

LEXILE LEVEL MEASURES A STUDENT'S READING ABILITY BASED ON TEXT COMPLEXITY USING A NUMERIC SCALE, WHILE GUIDED READING LEVEL CATEGORIZES BOOKS INTO LETTERED LEVELS THAT REFLECT TEXT DIFFICULTY AND SUPPORT INSTRUCTIONAL GROUPING.

HOW CAN I CONVERT A LEXILE LEVEL TO A GUIDED READING LEVEL?

THERE IS NO EXACT CONVERSION, BUT EDUCATORS OFTEN USE APPROXIMATE CHARTS THAT ALIGN LEXILE RANGES TO GUIDED READING LEVELS BASED ON GRADE NORMS AND TEXT COMPLEXITY COMPARISONS.

WHY IS IT IMPORTANT TO UNDERSTAND BOTH LEXILE LEVELS AND GUIDED READING LEVELS?

UNDERSTANDING BOTH HELPS EDUCATORS SELECT APPROPRIATE TEXTS THAT MATCH A STUDENT'S READING ABILITY AND INSTRUCTIONAL NEEDS, PROVIDING A BALANCED APPROACH TO READING DEVELOPMENT.

CAN A STUDENT'S LEXILE LEVEL CHANGE THEIR GUIDED READING GROUP PLACEMENT?

YES, A CHANGE IN LEXILE LEVEL CAN INFLUENCE GUIDED READING GROUP PLACEMENT, AS BOTH ASSESSMENTS HELP DETERMINE THE MOST SUITABLE READING MATERIALS AND INSTRUCTIONAL SUPPORT.

ARE LEXILE MEASURES USED INTERNATIONALLY FOR GUIDED READING?

LEXILE MEASURES ARE WIDELY USED INTERNATIONALLY, BUT GUIDED READING LEVELS ARE MORE COMMON IN CERTAIN EDUCATIONAL SYSTEMS LIKE THE U.S.; INTEGRATION DEPENDS ON LOCAL CURRICULA AND TEACHING PRACTICES.

How reliable is it to use Lexile levels alone for guided reading instruction?

Using Lexile levels alone may not be sufficient because they focus on text complexity but do not account for comprehension skills, vocabulary, or reader interest, which guided reading levels consider.

Where can teachers find resources to align Lexile levels with guided reading levels?

Teachers can find alignment charts and resources from educational publishers, literacy organizations, and websites like MetaMetrics or Scholastic that provide guidance on matching Lexile measures to guided reading levels.

Additional Resources

****Understanding Lexile Level to Guided Reading: Bridging the Gap in Literacy Instruction****

Lexile Level to Guided Reading is a critical consideration for educators aiming to tailor reading materials to individual student needs. As literacy instruction evolves, the relationship between Lexile measures and guided reading levels has become a focal point in educational assessment and curriculum design. This article explores how these two frameworks interact, their unique attributes, and the practical implications for teachers seeking to optimize reading interventions.

Decoding Lexile Measures and Guided Reading Levels

Lexile levels and guided reading levels serve as benchmarks to evaluate and match students with appropriate texts, yet they approach reading proficiency from different angles. The Lexile Framework for Reading quantifies text complexity and reader ability on a single scale, typically ranging from below 200L for beginning readers to above 1600L for advanced readers. This numeric scale is derived from sentence length and word frequency, providing a standardized metric widely used across educational settings.

Guided reading levels, conversely, originate from qualitative assessments of text characteristics and reader behavior. Established by Fountas and Pinnell, the Guided Reading Scale uses letters (A-Z) to categorize books based on factors such as vocabulary complexity, sentence structure, theme, and text layout. These levels help educators facilitate small-group instruction, allowing for targeted support as students develop fluency and comprehension.

Comparing Lexile Level to Guided Reading: Fundamental Differences

While both systems aim to support reading development, their methodologies differ significantly:

- **Measurement Approach:** Lexile levels rely on quantitative analysis of text features, whereas guided reading levels incorporate qualitative teacher judgment and text characteristics.
- **Purpose:** Lexile scores predict a student's ability to comprehend a text, useful for independent reading choice and growth monitoring. Guided reading levels focus on instructional grouping and scaffolded support during guided reading sessions.
- **Range and Granularity:** Lexile measures provide a continuous numerical scale, enabling fine-grained distinctions. Guided reading levels are categorical, making it easier for teachers to select materials but potentially less precise.

UNDERSTANDING THESE DISTINCTIONS IS CRUCIAL WHEN CONVERTING OR ALIGNING LEXILE LEVELS TO GUIDED READING LEVELS IN CLASSROOM PRACTICE.

MAPPING LEXILE LEVEL TO GUIDED READING: CHALLENGES AND SOLUTIONS

ONE OF THE PRIMARY CHALLENGES EDUCATORS FACE IS THE LACK OF A UNIVERSALLY ACCEPTED CONVERSION CHART BETWEEN LEXILE LEVELS AND GUIDED READING LEVELS. ALTHOUGH VARIOUS APPROXIMATIONS EXIST, THESE MAPPINGS ARE INHERENTLY IMPERFECT DUE TO THE DIFFERENT CRITERIA EACH SYSTEM USES TO ASSESS TEXT DIFFICULTY.

FOR EXAMPLE, A LEXILE SCORE OF 500L MIGHT CORRESPOND ROUGHLY TO A GUIDED READING LEVEL M OR N, BUT THIS CAN VARY DEPENDING ON THE TEXT'S QUALITATIVE FEATURES, SUCH AS THEMATIC COMPLEXITY OR TEXT STRUCTURE. THIS VARIANCE NECESSITATES CAUTION WHEN USING CONVERSION CHARTS TO ENSURE STUDENTS RECEIVE APPROPRIATELY CHALLENGING READING MATERIAL.

POPULAR CONVERSION REFERENCES AND THEIR LIMITATIONS

SEVERAL WIDELY CITED RESOURCES ATTEMPT TO ALIGN LEXILE MEASURES WITH GUIDED READING LEVELS:

- **METAMETRICS LEXILE TO GUIDED READING CHART:** OFFERS BROAD ESTIMATES BUT WARNS AGAINST RIGID APPLICATION DUE TO VARIABILITY IN TEXT FEATURES.
- **READING A-Z MATCHING GUIDES:** PROVIDE SUGGESTED GUIDED READING LEVELS FOR LEXILE RANGES, EMPHASIZING THE NEED FOR TEACHER DISCRETION.
- **SCHOLASTIC AND FOUNTAS & PINNELL RESOURCES:** OFTEN USED IN SCHOOLS, THESE TOOLS SUPPORT GUIDED READING BUT DO NOT OFFICIALLY ENDORSE A DIRECT LEXILE EQUIVALENCY.

WHILE THESE REFERENCES ARE HELPFUL, EDUCATORS MUST INCORPORATE THEIR PROFESSIONAL JUDGMENT AND CONSIDER STUDENT CONTEXT WHEN APPLYING THEM.

INTEGRATING LEXILE AND GUIDED READING IN LITERACY INSTRUCTION

THE SYNERGY BETWEEN LEXILE LEVEL TO GUIDED READING ASSESSMENTS CAN ENHANCE INSTRUCTIONAL STRATEGIES WHEN APPLIED THOUGHTFULLY. EDUCATORS CAN LEVERAGE THE STRENGTHS OF BOTH SYSTEMS TO CREATE A MORE COMPREHENSIVE READING PROGRAM.

USING LEXILE LEVELS TO INFORM GUIDED READING GROUPS

LEXILE SCORES PROVIDE AN OBJECTIVE MEASURE OF A STUDENT'S READING ABILITY, USEFUL FOR IDENTIFYING GENERAL PROFICIENCY AND MONITORING PROGRESS OVER TIME. TEACHERS CAN USE LEXILE DATA TO INITIALLY GROUP STUDENTS BY READING LEVEL BEFORE SELECTING TEXTS THAT ALIGN WITH GUIDED READING CRITERIA. THIS APPROACH ENSURES THAT INSTRUCTIONAL MATERIALS MEET BOTH QUANTITATIVE AND QUALITATIVE BENCHMARKS.

GUIDED READING AS A SCAFFOLD FOR LEXILE-LEVEL TEXTS

GUIDED READING SESSIONS ALLOW TEACHERS TO INTRODUCE TEXTS THAT MIGHT BE SLIGHTLY ABOVE A STUDENT'S CURRENT LEXILE LEVEL BUT ARE SCAFFOLDED THROUGH DISCUSSION, VOCABULARY SUPPORT, AND COMPREHENSION STRATEGIES. THIS METHOD ENCOURAGES GROWTH BY CHALLENGING STUDENTS WITHIN A SUPPORTIVE ENVIRONMENT, BRIDGING THE GAP BETWEEN INDEPENDENT READING ABILITY AND INSTRUCTIONAL READING DEMANDS.

ADVANTAGES AND LIMITATIONS OF COMBINING LEXILE AND GUIDED READING SYSTEMS

EMPLOYING BOTH LEXILE LEVEL TO GUIDED READING FRAMEWORKS OFFERS SEVERAL BENEFITS:

- **PERSONALIZED INSTRUCTION:** TEACHERS CAN TAILOR LESSONS MORE PRECISELY TO INDIVIDUAL STUDENT NEEDS.
- **PROGRESS TRACKING:** LEXILE MEASURES PROVIDE QUANTIFIABLE DATA FOR ASSESSING GROWTH, COMPLEMENTING QUALITATIVE GUIDED READING OBSERVATIONS.
- **RESOURCE SELECTION:** COMBINING SYSTEMS HELPS EDUCATORS CHOOSE BOOKS THAT ARE BOTH APPROPRIATELY CHALLENGING AND ENGAGING.

HOWEVER, THERE ARE INHERENT LIMITATIONS:

- **CONVERSION INACCURACY:** NO EXACT FORMULA EXISTS TO TRANSLATE LEXILE LEVELS INTO GUIDED READING LETTERS, POTENTIALLY CAUSING MISMATCHES.
- **OVERRELIANCE ON METRICS:** EXCESSIVE DEPENDENCE ON NUMERIC SCORES MAY OVERLOOK CRITICAL FACTORS LIKE READER INTEREST AND BACKGROUND KNOWLEDGE.
- **IMPLEMENTATION COMPLEXITY:** INTEGRATING BOTH SYSTEMS REQUIRES TEACHER TRAINING AND TIME, WHICH MAY BE CONSTRAINED IN BUSY CLASSROOMS.

BEST PRACTICES FOR EDUCATORS

TO MAXIMIZE THE BENEFITS OF BOTH FRAMEWORKS, EDUCATORS SHOULD:

1. USE LEXILE LEVELS AS A STARTING POINT FOR GROUPING AND RESOURCE SELECTION RATHER THAN AN ABSOLUTE INDICATOR.
2. INCORPORATE GUIDED READING ASSESSMENTS TO EVALUATE COMPREHENSION, FLUENCY, AND ENGAGEMENT.
3. CONTINUOUSLY MONITOR STUDENT PROGRESS THROUGH FORMATIVE ASSESSMENTS BEYOND LEXILE AND GUIDED READING METRICS.
4. CHOOSE TEXTS THAT REFLECT DIVERSE GENRES AND CULTURAL PERSPECTIVES TO MAINTAIN STUDENT MOTIVATION.

BY ADOPTING A BALANCED APPROACH, EDUCATORS CAN EFFECTIVELY NAVIGATE THE COMPLEXITIES OF LEXILE LEVEL TO GUIDED READING ALIGNMENT.

EMERGING TRENDS AND FUTURE DIRECTIONS

AS EDUCATIONAL TECHNOLOGY ADVANCES, ADAPTIVE READING PLATFORMS INCREASINGLY INTEGRATE LEXILE LEVEL TO GUIDED READING DATA, OFFERING PERSONALIZED READING PATHWAYS. ARTIFICIAL INTELLIGENCE-DRIVEN TOOLS ANALYZE STUDENT RESPONSES IN REAL-TIME, ADJUSTING TEXT DIFFICULTY AND SUPPORT TO OPTIMIZE LEARNING OUTCOMES.

MOREOVER, ONGOING RESEARCH AIMS TO REFINE THE CORRELATION BETWEEN THESE SYSTEMS, DEVELOPING MORE NUANCED CONVERSION MODELS THAT ACCOUNT FOR COGNITIVE AND AFFECTIVE FACTORS INFLUENCING READING COMPREHENSION. SUCH INNOVATIONS PROMISE TO ENHANCE EDUCATORS' ABILITY TO INDIVIDUALIZE INSTRUCTION EFFICIENTLY.

IN SUM, UNDERSTANDING THE INTERPLAY BETWEEN LEXILE LEVEL TO GUIDED READING REMAINS A DYNAMIC AREA WITHIN LITERACY EDUCATION. ITS THOUGHTFUL APPLICATION CAN SIGNIFICANTLY IMPACT STUDENT READING DEVELOPMENT, FOSTERING LIFELONG LITERACY SKILLS IN DIVERSE LEARNING ENVIRONMENTS.

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