Instructional Support in Lexia Core5 Reading for California Students With Dyslexia

Lexia CORE5™ READING

Lexia® California

All for Literacy

Table of Contents

Dyslexia Definition	3
How Core5 Helps California Students With Dyslexia	4
Core5 Scope and Sequence: Systematic and Cumulative	4
Phonological and Phonemic Awareness	5
Phonics Support in Core5	6
Structural Analysis Support	7
Vocabulary Support in Core5	8
Automaticity and Fluency in Core5	9
Comprehension Support in Core5	10
Explicit Presentation of Concepts in Core5	11
Multisensory Learning Opportunities in Core5	12
Why Choose Lexia?	13

Dyslexia Definition

The following definition was adopted in 2002 by the International Dyslexia Association and is used by the National Institutes of Child Health and Human Development:

> Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

This definition highlights difficulties in automatic word recognition due to weaknesses in underlying phonological processing abilities such as phonemic awareness. Students with dyslexia often struggle to make the connection between the phoneme—the basic sound of speech (e.g., the "b" sound in "bat")—and the letter symbol for that sound, and to blend sounds into words. Phonemic awareness supports a student's ability to understand letter-sound associations that are necessary to decode unfamiliar words; when students with dyslexia lack the ability to decode, they are not able to derive meaning from the text.

The most commonly used interventions appropriate for students with dyslexia share four characteristics: 1) explicit introduction of concepts, 2) a structured, sequential, and cumulative order of presentation, 3) multisensory stimulation (visual, auditory, and tactile modalities), and 4) intensive review and practice (Moats & Dakin, 2007).

How Core5 Helps California Students With Dyslexia

Lexia® Core5® Reading is a highly structured and sequential blended-learning approach to reading instruction that is designed to create individualized learning paths for students of all ability levels, including students with dyslexia. The following is not exhaustive of all instances in which Core5 supports instruction for students with dyslexia. Contact the Lexia California team for a full demonstration.

Core5 Scope and Sequence: Systematic and Cumulative

The introduction of skills is done in a systematic sequence that moves from simple to complex and cycles back to review material previously introduced. This intensive review and practice is a critical characteristic of effective intervention for students with dyslexia.

The program determines a personalized learning path for each student based on their strengths and weaknesses and supports them continuously through an adaptive placement. As students work independently in the online activities, real-time performance data is collected through Lexia's patented embedded assessment tool, Assessment Without Testing®. These diagnostic data provide continual assessment of students' retention and application of skills as learners work through the scope and sequence.

Core5 Scope and Sequence

Grade & Level		Title	Phonological Awareness	Phonics	Structural Analysis	Automaticity/ Fluency	Vocabulary	Comprehension
Pre-K	1	A Picnic in the Woods	●	●		●	●	●
Kindergarten	2	A Day at the Beach	●	●		●	●	●
	3	A Snow Day in the City	●	●		●	●	●
	4	The Amazon Rainforest	●	●		●	●	●
	5	The Scottish Cliffs		●		●		●
Grade 1	6	A Day in Paris		●		●	●	●
	7	The African Serengeti		●		●		●
	8	The South Pole		●		●	●	●
	9	The Egyptian Desert		●		●	●	●
Grade 2	10	An English Garden		●	●	●		●
	11	The Swiss Alps		●		●	●	●
	12	A Russian Circus		●	●	●	●	●
Grade 3	13	The Indian Rainforest			●	●	●	●
	14	A Japanese Garden			●	●	●	●
	15	A Journey Through China			●	●	●	●
Grade 4	16	The Great Barrier Reef			●	●	●	●
	17	A Hawaiian Paradise			●	●	●	●
	18	A Mexican Valley			●	●	●	●
Grade 5	19	The Southwest, USA			●	●	●	●
	20	The Ancient Greek Countryside			●	●	●	●
	21	Mesopotamia: Land Between Two Rivers			●	●	●	●

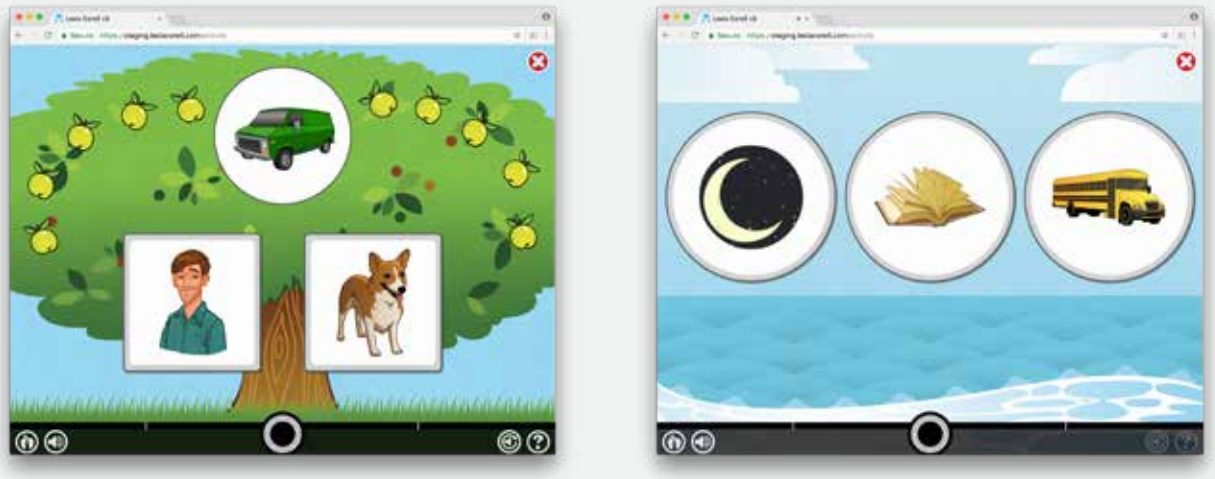
*Core5 provides all students a systematic and structured approach to the six areas of reading: **phonological awareness**, **phonics**, **vocabulary**, **structural analysis**, **automaticity/fluency**, and **comprehension**.*

Phonological and Phonemic Awareness

Students with dyslexia have difficulties in automatic word recognition due to weaknesses in underlying phonological processing abilities such as phonemic awareness.

During early activities in Core5, students work in the phonological awareness strand, participating in picture-matching activities that emphasize recognition of rhyming words and the ability to blend syllables in spoken words. Students also learn to segment spoken words by identifying the number of syllables they hear. Blending and segmenting activities begin with compound words and progress to three-syllable words.

Once phonological awareness has been established through working with syllables, students begin to develop phonemic awareness by analyzing and synthesizing individual sounds in words. During phonemic awareness activities, they match pictures with the same beginning or ending sounds, and also blend and segment individual phonemes in words. These phonemic awareness (or sound-analysis) skills are critical for learning phonic word-attack strategies related to word identification and spelling.



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Phonics Support in Core5

With the phonics strand, Core5 helps students build sound-symbol knowledge while also developing orthographic skills (i.e., skills related to recognizing the written spelling patterns and rules in language).

Students are taught the regularity and irregularity of the orthographic patterns—including syllable patterns—of English in an explicit and systematic manner, and this instruction is integrated with phonology and sound-symbol knowledge.

Phonics activities in Core5 start with building letter-sound correspondence knowledge and progress to include activities that require the application of this knowledge to decode isolated words, as well as decodable phrases, sentences, and paragraphs. Students learn sound-symbol associations for consonants, short and long vowels, consonant digraphs, and vowel combinations.

Furthermore, students gain an understanding of syllable types, rules for syllable division, and spelling conventions—all of which are critical for students with dyslexia—including patterns such as open, closed, and silent-e syllables in one-syllable words. In subsequent activities, students learn to combine syllables to construct and read two-syllable words, as well as to apply basic rules for syllable division. Throughout the vocabulary, comprehension, and fluency activities at each level of the program, students apply their phonics knowledge to read sentence- and paragraph-level text.

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Structural Analysis Support

Through the structural analysis strand, Core5 helps students build an awareness of the morphological structure of words (i.e., how meaningful word parts—such as a base word, prefix, root, and suffix—combine to form words). The goal of the structural analysis strand is to help all students, including students with dyslexia, develop the necessary skills to read, spell, and understand multisyllabic words often found in literature, math, history, and science. Activities aim to strengthen reading and spelling by focusing on the recurring morphemes (meaningful word parts) that make up these words.

Initial activities expose students to simple suffixes, such as -ed and -ing, and Latin prefixes, such as un- and pre-, with the goal to improve word identification. Students identify these affixes through listening, reading, and constructing words containing the word parts. Later activities focus on Latin suffixes and common spelling rules based on the morphological structure of words (e.g., the doubling rule and the drop-e rule). As students move through the program, additional emphasis is placed on the meanings of word parts, prefixes, suffixes, and roots to build vocabulary. Students use word-learning strategies in conjunction with their knowledge of word parts to infer the meaning of academic vocabulary at the word, sentence, and passage level while continuing to strengthen their automatic reading and spelling of complex, multisyllabic words. Ultimately, students are introduced to prefix meanings, root meanings, Greek combining forms, and accent placement rules, which allows them to read and comprehend vocabulary across the curriculum, particularly for science and the arts.

Vocabulary Support in Core5

Vocabulary instruction must go beyond word definitions to affect comprehension. In fact, a varied vocabulary is one of the most important factors that drives a student's ability to learn new information. The way in which a student uses language is dependent upon their semantic word knowledge—the range of words a person knows, understands, and can use in sentences.

The vocabulary strand in Core5 is structured to build semantic knowledge by teaching word-learning strategies, providing exposure to a rich assortment of vocabulary words, promoting deep knowledge of abstract academic vocabulary words, and allowing students to develop insights into word relationships. Throughout the vocabulary strand, activities require students to think critically about words and the concepts they represent while also applying strategies to build vocabulary breadth and depth. Early activities allow students to develop word-learning strategies as they deduce the meaning of unfamiliar high-level words and are aimed at building categorization skills by requiring students to recognize relationships between words.

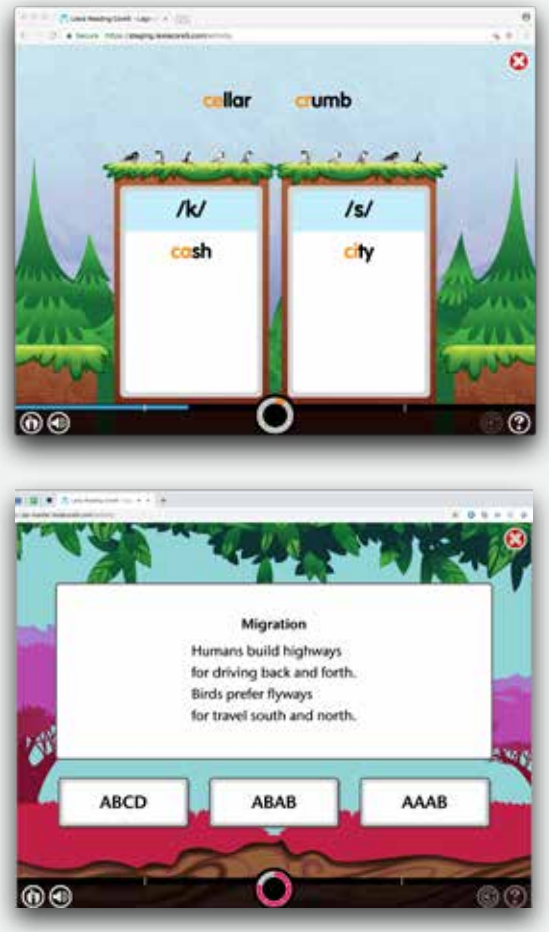
As vocabulary activities progress, students are explicitly introduced to more abstract vocabulary concepts, such as multiple-meaning words, idioms, similes and metaphors, and academic vocabulary terms. Through these activities, students build the knowledge and skills necessary for strong vocabulary development (e.g., they acquire the strategies needed to use context clues to determine meaning). At the same time, students receive direct and deep instruction in complex and high-utility academic words, all within the context of multifaceted topics and texts. The most advanced vocabulary tasks continue to emphasize associations between words through a focus on analogies and shades of meaning; this encourages students to consider and recognize nuances in word meaning while thinking critically about words and their relationships.

Automaticity and Fluency in Core5

In Core5, automaticity and fluency are targeted through systematic activities that ultimately enhance reading comprehension.

Automaticity involves the ability to identify letters, orthographic patterns, and isolated words accurately and quickly. Fluency integrates automatic word identification with the application of intonation, rhythm (prosody), and phrasing at the text level, freeing the reader's attention and cognitive energy to focus on meaning and thereby allowing for more efficient application of higher-order thinking skills.

To enhance automaticity, Core5 includes warmup activities and review units designed to consolidate previously learned skills, with the content of the warmups following the same sequence as the activities within previous levels. Warmups begin with letter and sound-symbol correspondences and move to a recognition of both regular and irregular words, as well as key elements related to comprehension. This systematic and cumulative review of concepts is particularly important for students with dyslexia.



To enhance automaticity, Core5 includes warmup activities and review units designed to consolidate previously learned skills.

Efficient readers learn to integrate automatic word identification with knowledge of sentence structure and meaning. In Core5, fluency instruction is built systematically by work that focuses on important aspects of sentence structure, as well as activities that involve the analysis of intonation, emphasis, phrasing, rhythm, and rhyme scheme. Fluency activities also include work at the paragraph level through the timed silent reading of narrative and expository text; these activities follow a maze format in which students are timed as they silently read a passage and choose words to complete the text while ensuring that they are monitoring for meaning. Serving as supplemental key fluency resources, Lexia Skill Builders® and Lexia Lessons® support the development of additional skills important for reading fluency, including oral reading with a focus on expression and appropriate prosody.

Comprehension Support in Core5

The goal of the comprehension strand is to develop students' active reading skills and support critical engagement with texts while teaching about the structure of sentences (syntax) and texts. Early comprehension activities aim to build a student's language comprehension skills and print awareness through listening activities and modeled readings, thereby teaching developing readers about the structure of text and providing a framework for later reading comprehension.

As soon as word-reading skills emerge, students associate decodable words, phrases, and sentences with pictures that reinforce comprehension as they build their decoding skills. Activities encourage students to apply word-learning skills while actively engaging with language; an emphasis on understanding syntactic and language structure is maintained with added complexity in later levels, with students learning how words function in sentences and how sentences can be built up to add precision and detail.

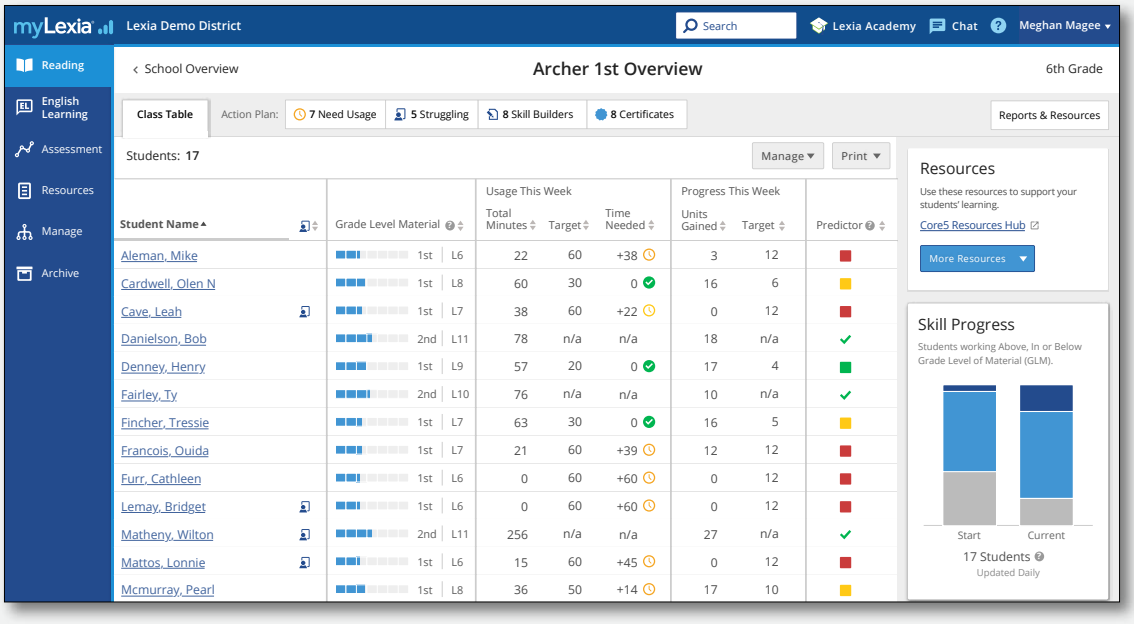
As students move through the program, they are required to apply skills to independently read and comprehend multi-paragraph texts that represent a wide selection of genres and present a range of thought-provoking topics. Texts are organized around content-area themes; are preceded by introductions designed to build disciplinary knowledge, pique interest, and set a purpose for reading; and are presented in varied formats that offer multiple modalities of interaction. Each reading is followed by questions and tasks designed to spur deep comprehension and develop higher-order thinking skills.

Explicit Presentation of Concepts in Core5

Reviews of the research on reading acquisition have consistently suggested that more explicit instructional approaches have the strongest impact on the reading growth of children at risk for reading disabilities such as dyslexia (Snow et al., 1998).

Core5 is designed to create an individualized path for students of all ability levels, including students with dyslexia. The model integrates explicit online activities with multisensory teacher-led lessons to enhance instruction and facilitate paper-pencil activities that solidify skills. When students first log in, a placement tool is used to identify their proficiency gaps and place them at a start level consistent with their reading skills. For example, a second-grade student with dyslexia may place at a kindergarten or low first-grade level and begin working on activities appropriate for their personal skill set. Based on this data, Core5 prescribes the appropriate intensity of instruction to reach end-of-year benchmarks (adjusted monthly based on performance) and uses adaptive technology to include the explicit instruction needed to accelerate skills acquisition.

While a student works on an activity, the program provides a scaffolding system for support and instruction as necessary. If a student struggles in a unit, automatic branching moves them to Guided Practice with fewer stimuli and more structure. If the student continues to struggle, they move to Direct Instruction, which explicitly teaches the skill to the student. Teachers have access to online reports that provide continuous assessment data, allowing educators to, for example, identify students who are struggling with a particular skill. Students are flagged for teacher-led individual or small-group instruction that can be provided through targeted teacher-led Lexia Lessons. Once a lesson has been presented, students can move back into the online program for intensive review and practice.



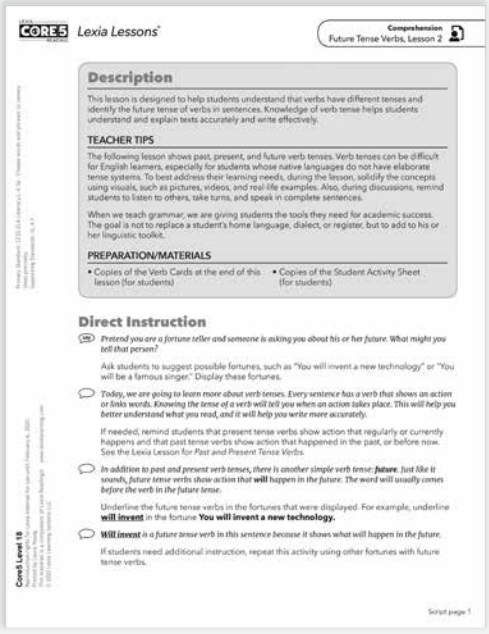
Multisensory Learning Opportunities in Core5

Multisensory instruction implies using multiple senses and modalities simultaneously or in rapid succession.

As students work through online activities in Core5, auditory information is supported through engaging visual demonstrations and examples. Students respond to questions and instructions through a variety of task types that require them to interact and manipulate content using assorted modalities (e.g., drag and drop, highlighting) while also connecting auditory inputs with visuals such as images and printed text.

Furthermore, Core5 offers extensive offline materials (Lexia Lessons, Lexia Skill Builders, and Lexia® Connections) to support educators in providing multisensory instruction. These materials can be incorporated into classroom routines in a range of ways, including whole-class instruction, small-group activities, and independent work. These materials provide opportunities for students to reinforce foundational reading skills using multisensory manipulative materials, as well as to interact with content in a hands-on and collaborative way.

Via a multisensory approach that includes the use of visual, auditory, and kinesthetic-tactile pathways, students with dyslexia have the advantage of learning through multiple modalities that enhance their strengths.


CORE5 Lexia Lessons®

Comprehension
Future Tense Verbs, Lesson 2

Description

This lesson is designed to help students understand that verbs have different tenses and identify the future tense of verbs in sentences. Knowledge of verb tense helps students understand and explain texts accurately and write effectively.

TEACHER TIPS

The following lesson shows past, present, and future verb tenses. Verb tenses can be difficult for English learners, especially for students whose native languages do not have elaborate tense systems. To best address their learning needs, during the lesson, solidify the concepts using visuals, such as pictures, videos, and real-life examples. Also, during discussions, remind students to listen to others, take turns, and speak in complete sentences.

When we teach grammar, we are giving students the tools they need for academic success. The goal is not to replace a student's home language, dialect, or register, but to add to his or her linguistic toolkit.

PREPARATION/MATERIALS

- Copies of the Verb Cards at the end of this lesson (for students)
- Copies of the Student Activity Sheet (for students)

Direct Instruction

VM *Pretend you are a fortune teller and someone is asking you about his or her future. What might you tell that person?*

Ask students to suggest possible fortunes, such as "You will invent a new technology" or "You will be a famous singer." Display these fortunes.

Today, we are going to learn more about verb tenses. Every sentence has a verb that shows an action or links words. Knowing the tense of a verb will tell you when an action takes place. This will help you better understand what you read, and it will help you write more accurately.

If needed, remind students that present tense verbs show action that regularly or currently happens and that past tense verbs show action that happened in the past, or before now. See the Lexia Lesson for *Past and Present Tense Verbs*.

*In addition to past and present verb tenses, there is another simple verb tense: **future**. Just like it sounds, future tense verbs show action that **will** happen in the future. The word will usually comes before the verb in the future tense.*

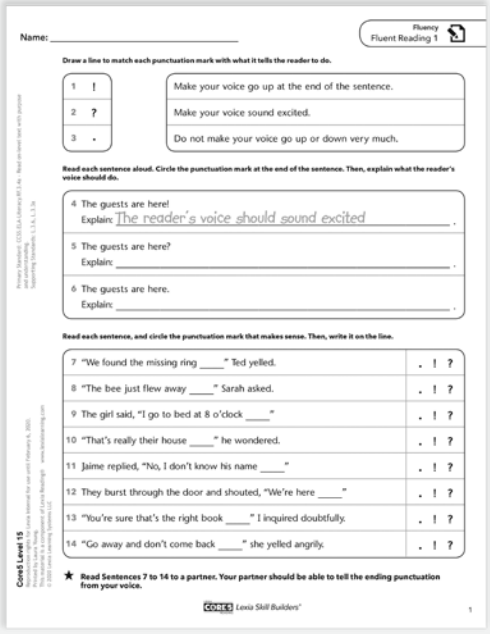
Underline the future tense verbs in the fortunes that were displayed. For example, underline **will invent** in the fortune **You will invent a new technology.**

__Will invent__ is a future tense verb in this sentence because it shows what will happen in the future.

If students need additional instruction, repeat this activity using other fortunes with future tense verbs.

Core5 Level 18

Script page 1


Name: _____

Fluency
Fluent Reading 1

Draw a line to match each punctuation mark with what it tells the reader to do.

1	!	Make your voice go up at the end of the sentence.
2	?	Make your voice sound excited.
3	.	Do not make your voice go up or down very much.

Read each sentence aloud. Circle the punctuation mark at the end of the sentence. Then, explain what the reader's voice should do.

4 The guests are here!
Explain: The reader's voice should sound excited .

5 The guests are here?
Explain: _____ .

6 The guests are here.
Explain: _____ .

Read each sentence, and circle the punctuation mark that makes sense. Then, write it on the line.

7	"We found the missing ring ____" Ted yelled.	. ! ?
8	"The bee just flew away ____" Sarah asked.	. ! ?
9	The girl said, "I go to bed at 8 o'clock ____"	. ! ?
10	"That's really their house ____" he wondered.	. ! ?
11	Jaime replied, "No, I don't know his name ____"	. ! ?
12	They burst through the door and shouted, "We're here ____"	. ! ?
13	"You're sure that's the right book ____" I inquired doubtfully.	. ! ?
14	"Go away and don't come back ____" she yelled angrily.	. ! ?

★ **Read Sentences 7 to 14 to a partner. Your partner should be able to tell the ending punctuation from your voice.**

CORE5 *Lexia Skill Builders®*

Core5 Level 15

These materials provide opportunities for students to reinforce foundational reading skills using multisensory manipulative materials.

Why Choose Lexia?

Our expertise

Lexia, A Cambium Learning® Group company, is one of the best-known and most highly respected reading-technology companies in the world. Founded in 1984 with private funding and grants from the National Institute of Child Health and Human Development, Lexia's instructional and assessment programs play a critical role in helping educators deliver personalized literacy instruction for millions of K–12 students across the world.

Our commitment to efficacy

Lexia currently has more than 20 studies that have been published in independent, peer-reviewed journals and meet the standards of evidence required under the Every Student Succeeds Act. Core5 received a "Strong" rating—the highest ranking available—from Evidence for ESSA, and the National Center on Intensive Interventions (NCII) reported positive effects favoring Lexia users over non-users in all reviewed studies.

Contact the Lexia California Team to learn more!

Lexia®

Lexia®, a Cambium Learning Group company, is a leader in science of reading-based solutions. For 40 years, the company has focused on pre-K–12 literacy and today provides solutions for every student and educator. With a complete offering of professional learning, curriculum, and embedded assessment, Lexia helps more learners read, write, and speak with confidence.

lexialearning.com

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