# Lexia® Core5® Reading
Washington Dyslexia Handbook PK-5

Lexia® Core5® Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades Pre-K through 5. Lexia's research-proven program provides explicit, systematic, personalized learning in the six primary areas of reading instruction: Phonological Awareness, Phonics, Structural Analysis, Automaticity/Fluency, Vocabulary and `Comprehension. Core5 targets skill gaps as they emerge and provides teachers with the data and student-specific resources they need for individual or small-group instruction.

This document provides an overview of how Core5 is aligned to the guidelines outlined in the **Washington State's Dyslexia Resource Guide**. The following alignment is not exhaustive of all the instances in which Core5 supports instruction for students with dyslexia, but rather designed to show specific examples for how the program supports Washington's expectations. Evaluators are encouraged to consult the program's Scope-and-Sequence and demo pathways for a deeper understanding of instructional practices.
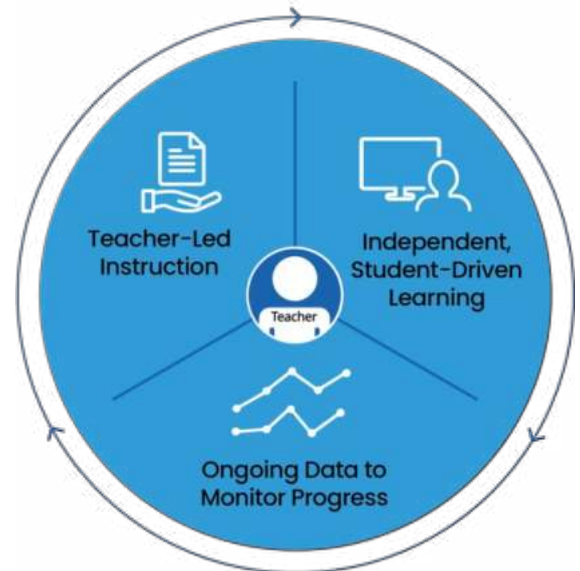
Washington State Administrative Code

In accordance with Washington State Senate Bill 6162 and the revised code of Washington RCW 28A.320.260 Sec. 2 (3)(a) sub- section (3).24 25 (b) **The interventions must be evidence-based multisensory structured literacy interventions** and must be provided by an educator trained in instructional methods specifically targeting students' areas of weakness.

"Teachers who provide instruction to students with dyslexia and related disabilities should be trained on instructional approaches that are explicit, systematic, sequential, and cumulative. Instruction must address the phonology, morphology, orthography, syntax, semantics, and pragmatics of language." (Washington State Dyslexia Handbook, 27)

Washington State Principles of Instruction

In accordance with the recommendations outlined by the Washington State Dyslexia Resource Guide, the following academic skills and cognitive processes should be monitored; in order to understand the literacy progress of students with dyslexia:

- Word Reading (phonetically regular and irregular words)
- Letter-Sound Associations
- Reading Comprehension
- Reading Fluency
- Spelling
- Phonological Awareness / Phonemic Awareness
- Phonological Memory
- Rapid Automatic Naming
- Receptive/Expressive Orthographic Coding
- Graphomotor Functions

Delivery of Dyslexia Instruction

While it is necessary that students are provided instruction in the above content, it is also critical that the way in which the content is delivered be consistent with research-based practices. Principles of effective intervention for students with dyslexia include all of the following:

Critical, Evidence-Based Components of Dyslexia Instruction	How Core 5's Aligns Support for Instruction
SIMULTANEOUS, MULTISENSORY "Multisensory teaching links listening (ear), speaking (voice), reading (eye), and writing (hand) to reinforce learning of language structure. It is the simultaneous and alternative involvement of visual (seeing text or pictures), auditory (hearing lecture, discussion, or technology), and kinesthetic/tactile (feeling and moving) sensory modalities. It supports the connection of oral language with visual language symbols. When all three sensory pathways are used at the same time, the material is presented in a simultaneous, multisensory way with the strong channels reinforcing the weak. A reader with dyslexia "can develop awareness of the sound structure of a word by physically forming the word with his lips, tongue and vocal chords." (Washington State Dyslexia Handbook, 27-28)	Core5's blended learning platform provides multiple opportunities and modes for simultaneous, multisensory instruction. Online, students may see, hear, and drag and drop. Offline, with Lexia Lessons, students may see, hear, and write or manipulate.
SYSTEMATIC AND CUMULATIVE "Struggling learners benefit when the structure of spoken and written language, beginning with phonemes, is represented for them explicitly, sequentially, directly and systematically in the context of a comprehensive reading program. "It is easier to integrate multiple sources of information during learning when the material is physically integrated, auditorily and visually, than when information is presented to each modality separately." Orton Gillingham based programs combine multisensory teaching of handwriting, spelling, decoding, and reading." (Washington State Dyslexia Handbook, 28)	The six strands of Core5 (Phonological Awareness, Phonics, Structural Analysis, Automaticity/Fluency, Vocabulary, and Comprehension) present basic concepts that progressively build to more complex concepts. (See Scope & Sequence: By Skill.) Warm-ups systematically review previously introduced concepts.

Critical, Evidence-Based Components of Dyslexia Instruction	How Core 5's Aligns Support for Instruction
DIRECT CLASSROOM INSTRUCTION "In direct instruction the teacher does not assume that the student will learn any concept through inference alone. The teacher explains what is being taught and guides learning through practice to independence. The direct teaching of all concepts requires continuous student-teacher interaction in a shared and cooperative experience." (Washington State Dyslexia Handbook, 28)	Concepts are explicitly taught. When students need support online, they receive online guided practice and, if needed, additional instruction. If students continue to struggle with a skill or concept, they receive offline instruction that is delivered by teacher through Lexia Lessons.
SYNTHETIC INSTRUCTION Synthetic instruction presents each concept/skill in isolation (such as teaching individual sounds) and then teaches how the parts work together to form a whole (combining those sounds and letters to spell words)." (Washington State Dyslexia Handbook, 29)	Each part of the key instructional components of Core5's six instructional strands is presented, so students can systematically build their knowledge and understanding of the components. By understanding each part, students can appreciate the logic of how English is arranged phonologically, orthographically, morphologically, syntactically, and semantically.
ANALYTIC INSTRUCTION "Analytic instruction begins with the whole and teaches how it can be broken down into component parts as when the student decodes a word, moving from a word unit to sound units." (Washington State Dyslexia Handbook, 29)	Students apply and demonstrate their knowledge and understanding of the parts of the key instructional components of each of Core5's six instructional strands by analyzing words, sentences, and texts. Online activities and Lexia Skill Builders provide students additional opportunities to apply and demonstrate their knowledge and understanding.

Essential Components of Reading

"According to Reid Lyon of the National Institute for Child Health and Human Development (NICHHD), 'Reading skill serves as the major foundational skill for all school-based learning. When children do not learn to read, their general knowledge, their spelling and writing abilities and their vocabulary development suffer in kind.'"(Washington State Dyslexia Handbook, 29)

Critical, Evidence-Based Components of Dyslexia Instruction	How Core5 Aligns

PHONEMIC AWARENESS
 	
"Phonemic awareness is an awareness of the sounds that make up spoken words and the ability to manipulate sounds within words.
 	
 These skills are among those most directly related to reading and writing." (Washington State Dyslexia Handbook, 30)
	Students begin to develop phonemic awareness by analyzing and synthesizing individual sounds in words. In later program levels, more complex phonemic awareness abilities involving the manipulation of sounds continue to develop, in concert with phonics skills.
	
	Example Skills Taught:
	
	● Rhyming
	● Categorization of Phonemes
	   o Beginning consonant sounds
	   o Ending sounds
	● Identification of Phonemes
	● Phoneme Blending
	   o Blending & segmenting syllables and words
	   o Word and Phrase Segmenting
	● Phoneme Deletion
	● Phoneme Addition
	● Phoneme Substitution
	   o Short & long vowel sounds
	   o Manipulating sounds

Critical, Evidence-Based Components of Dyslexia Instruction	How Core5 Aligns
PHONICS & THE ALPHABETIC PRINCIPLE "Phonics is a method that stresses letter-sound relationships in reading and spelling. It provides tools for decoding unfamiliar words. Automatic letter recognition is the key to automatic word recognition. This provides a tool that helps students decode words rather than rely solely on memorization of words. Understanding of the alphabetic principle emerges with the student's realization that spoken words are made up of sounds that can be represented in print. Further experiences with print and writing move the student to the stage of complete phonetic representation." (Washington State Dyslexia Handbook, 30)	In Core5, phonics follows a systematic and cumulative scope and sequence. Activities include the ability to apply knowledge of letter-sound correspondence to reading and spelling words. In addition, phonics activities involve pattern recognition of syllable types, rules for syllable division, and simple spelling generalizations that are based on letter-sound correspondence. **Example Skills Taught:** ● Concepts of Print ● Letter matching ● Reversible letters ● Consonant & digraph sounds ● Beginning & ending sounds ● Short and long vowels sounds ● Word chains ● Contractions ● Hard and soft c & g ● Sight words
FLUENCY "A fluent reader makes the words sound natural and more like speaking. Reading is well phrased, paced, and read with ease. Students without fluency may read slowly, haltingly, and at a spasmodic pace. They make decoding or word-calling errors. Phrasing is poor, with poor intonation and inflection. There is a direct relationship between fluency and comprehension. "Fluency allows readers to attend to the meaning of the text rather than the mechanics of decoding." It is the single best indicator of overall reading skill and is commonly used for screening and progress monitoring." (Washing State Dyslexia Handbook, 31)	Core5 fluency instruction is built systematically by work that focuses on building accurate and efficient word reading, raising awareness of important aspects of sentence structure, and activities that involve the analysis of intonation, emphasis, phrasing, rhythm, and rhyme scheme (i.e., elements of prosody). **Example Skills Taught:** ● Passage fluency ● Timed silent reading

Critical, Evidence-Based Components of Dyslexia Instruction	How Core5 Aligns
VOCABULARY "There is a high correlation between vocabulary knowledge and comprehension of written text. It allows the reader to have a thorough understanding of complicated text." (Washington State Dyslexia Handbook, 34) ● comprehension of auditory information ● comprehension of written text ● comprehension of multiple meanings, synonyms, antonyms, and application of word in context ● generation of written language, overall understanding of global information	Vocabulary instruction in Core5 is structured to teach word-learning strategies, to provide exposure to rich and varied vocabulary words, to promote deep knowledge of abstract academic vocabulary words, and to allow students to develop insights into word relationships. These goals are systematically integrated into increasingly more complex activities. **Example Skills Taught**: ● Categorizing Pictures ● Basic Concepts ● Advanced Descriptors ● Categorizing Words ● Combining adjectives ● Multiple Meaning words ● Synonyms & Antonyms ● Simple Analogies ● Similes & Metaphors ● Idioms ● Analogies
READING COMPREHENSION Reading comprehension involves making meaning of printed words efficiently; good readers expend less brain activity. Intensive intervention that targets specific reading skills rectifies activity in the brain. Intervention returns the brain activity of those with dyslexia to that more like the brain activity of those without dyslexia. To comprehend text well, readers must have: ● enough time to process the text, ● ability to connect the written word with the sounds of spoken language, and; ● meaningful context with retrievable words (Washington State Dyslexia Handbook, 35)	Core5 Reading provides a systematic and structured approach to six critical areas of reading. These areas, or "strands", map onto the Simple View. **Example Skills Taught**: ● Picturing/visualizing stories ● Spatial concepts ● Picture-word matching ● Analogies ● Multiple meaning words ● Similes and metaphors ● Idioms ● Shade of meaning ● Sequencing stories ● Understanding text structure

Critical, Evidence-Based Components of Dyslexia Instruction	How Core5 Aligns
	○ Building sentences ○ Analyzing sentence structure ○ Signal words ● Comprehension strategies with narrative & informational text
SYLLABICATION "A syllable is a unit of oral or written language with one vowel sound. Instruction must include the six basic types of syllables in the English language; closed, open, vowel consonant-e, r controlled, vowel pair (or vowel team), and final stable syllable. Syllable division rules must be directly taught in relation to the word structure" (Birsh, 2018, p. 26).	Core5 explicitly and systematically teaches the distinct syllable types, starting with the easier syllable types (e.g., open, closed, silent-e) and gradually progressing to more complex syllable types (e.g., vowel-r, consonant-le). **Example skills taught:** ● Six syllable types (closed, open, silent -e, vowel pair: vowel teams, vowel combinations, vowel-r, consonant-le) ● Syllable division (VCCV, V/CV, VC/V)

Critical, Evidence-Based Components of Dyslexia Instruction	How Core5 Aligns
ORTHOGRAPHY Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound-symbol knowledge.	Instruction begins with the introduction of common spelling patterns found in single-syllable words and then progress to instruction focused on syllable types. Once students have learned to apply this knowledge to one- and two-syllable words, they are supported to learn how meaningful word parts impact spelling. **Example skills taught:** ● Spelling patterns (Final /k/ = ck, Final /j/ = dge, Final /ch/ = tch) ● Spelling rules (FLSZ/Floss, Doubling, Drop e, Changing y to I, Prefix change rules)
MORPHOLOGY "Morphology is the study of how morphemes are combined to form words. A morpheme is the smallest unit of meaning in **the** language." (Birsh, 2018, p. 26)	Instruction focused on spelling begins with the introduction of common spelling patterns found in single-syllable words and then progress to instruction focused on syllable types. Once students have learned to apply this knowledge to one- and two-syllable words, they are supported to learn how meaningful word parts impact spelling (i.e., morphology instruction). This focus on morphology includes explicit instruction in common and more advanced spelling rules that are based on the morphological structure of words (e.g., the doubling rule and the drop-e rule). **Example skills taught:** ● Latin Morphemes (Prefixes, Suffixes, Root) ● Greek combining forms

Critical, Evidence-Based Components of Dyslexia Instruction	How Core5 Aligns
SYNTAX "Syntax is the set of principles that dictate sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation, and the mechanics of language" (Birsh, 2018, p. 26).	Core5 offline activities offer various opportunities for expressive language in writing. Students learn about sentence structure and text structure in a variety of texts. **Example skills taught:** ● Irregular plurals & verbs ● Advanced descriptors ● Sentence structure (Subject) ● Predicate phrases

Additional Elements of Literacy

Critical, Evidence-Based Components of Dyslexia Instruction	Example Skills Introduced in Core5
ORAL LANGUAGE DEVELOPMENT "Oral language development is the natural basis for all instruction for all students, especially those with dyslexia. In reading, the visual symbols must be translated into phonetic structures, then into the acoustic structures before traveling to the level of comprehension. A good foundation in speaking and listening improves reading performance" (Washington State Dyslexia Handbook, 36)	Oral language has a strong relationship with reading comprehension. If readers do not understand the language used in a text and the concepts the language describes, "reading" the printed page will not result in comprehension or learning. Core5 systematically and comprehensively supports the development of these early reading and language skills through the following strategies **Example skills taught:** - Instruction focused on the key areas of reading - Explicit and structured instruction with plenty of opportunities for feedback and practice - Engagement through animations and student-driven choice - Personalized learning experiences that support each students' particular needs - Multisensory learning, including audio, engaging visual demonstrations, and interactive tasks
SPELLING & WRITTEN LANGUAGE "Spelling is a complex process for students with dyslexia. It is not simply rote memorization that relies totally on visual recall. Writing words is related to sound sequences, letter patterns, and morphemes (base words and affixes). It requires knowledge and use of phonology (speech sounds), morphology (meaning units), and orthography (patterns and rules). Spelling involves knowledge about the sounds of the language; the most frequent and reliable letter patterns, and rules of English orthography, morphology, and word origins". (Washington State Dyslexia Handbook, 36)	Core5 takes an explicit and systematic approach to spelling instruction, integrating these learning opportunities with those focused on word-recognition skills. Instruction focused on spelling begins with the introduction of common spelling patterns found in single-syllable words and then progress to instruction focused on syllable types. **Example skills taught:** - Closed syllables, - Open syllables \ - Vowel consonant e (VCe) syllables - Vowel digraph - Consonant –le, - r controlled

Sources for Critical, Evidence-Based Components and Delivery of Dyslexia Instruction

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