

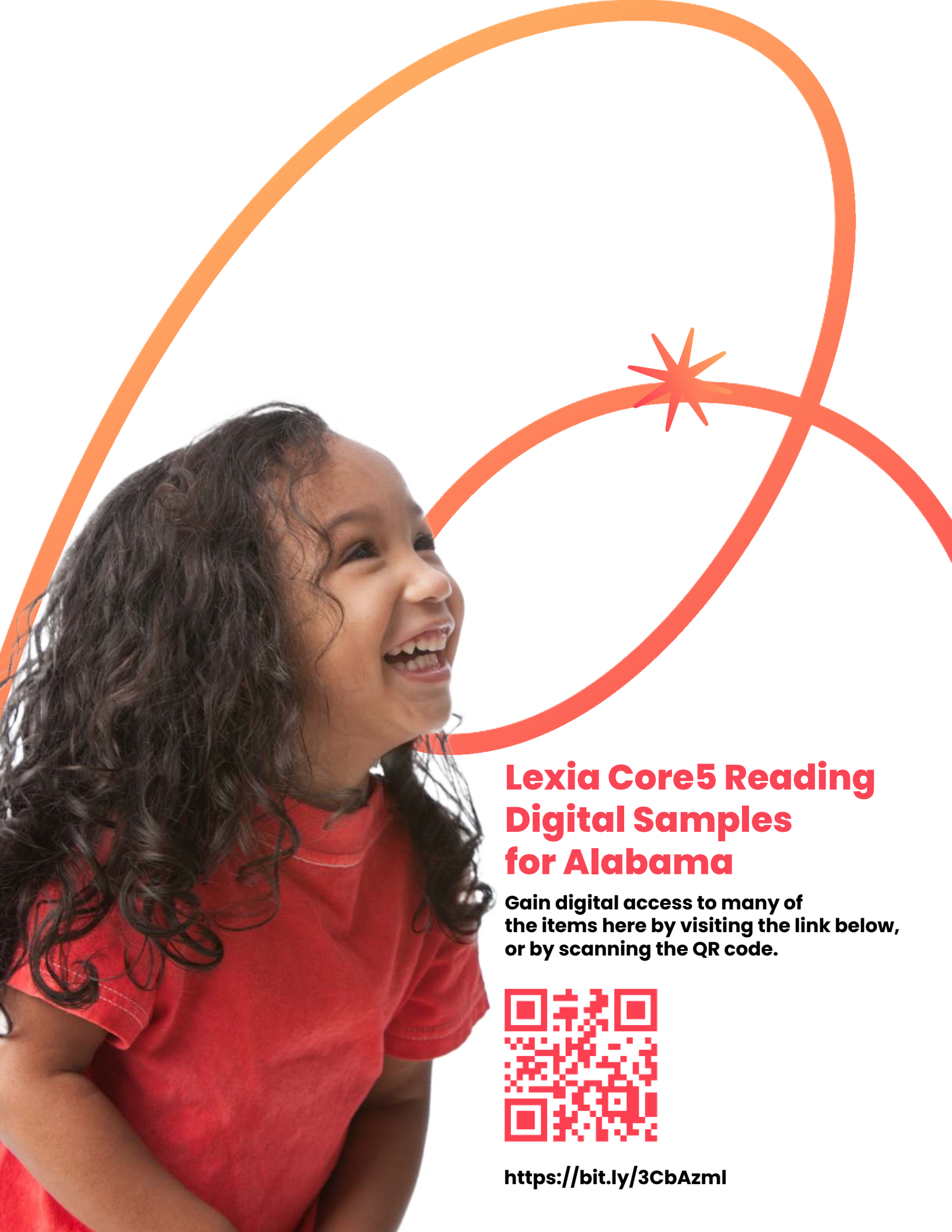


LEXIA
CORE 5
READING

A Pre-K–Fifth Grade
Literacy Acceleration Program
for Alabama

**Evaluator's
Guide**





Lexia Core5 Reading Digital Samples for Alabama

**Gain digital access to many of
the items here by visiting the link below,
or by scanning the QR code.**



<https://bit.ly/3CbAzml>

Lexia[®]

Product Portfolio



Literacy Acceleration for
Students in Grades Pre-K-5



Professional Learning
for Educators



Literacy Acceleration for
Students in Grades 6-12



WIDA-Driven English
Language Development



Actionable Data for Educators
and Administrators

World-Class Service and Support

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Learning the Alabama Way

Lexia® Core5® Reading provides accelerated blended learning for Alabama’s pre-K–5 students.



Standards Aligned

Aligned to the Alabama Language Arts Standards.

WIDA Coverage

Recognized as satisfying all 44 criteria under the WIDA PRIME V2 Correlation for English Language Development Standards.

Evidence-Based

Multiple studies published in peer-reviewed journals continue to prove the efficacy of Core5.

Personalized and Adaptive

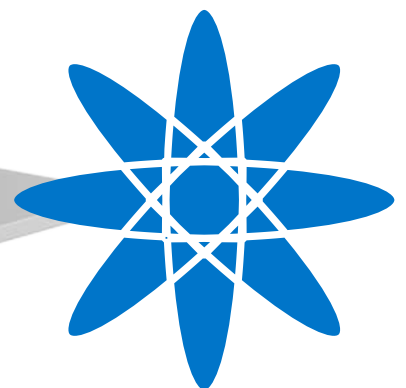
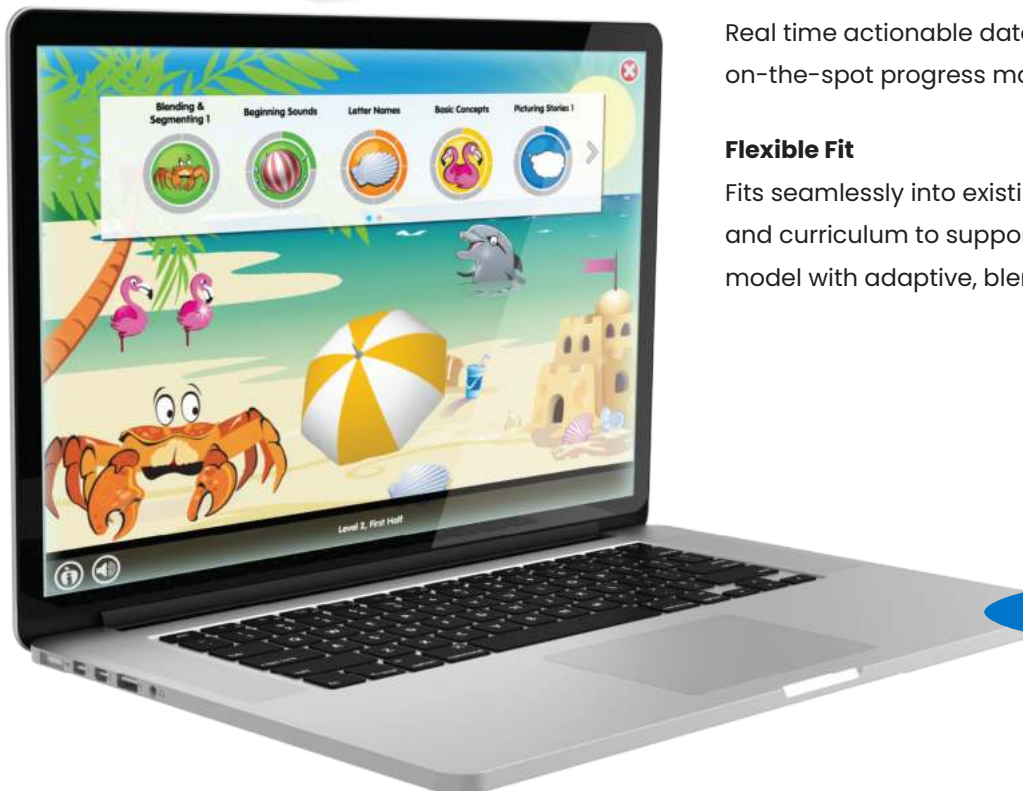
Explicit and systematic instruction is prescribed for every student to create a unique learning pathway through the essential components of reading.

Assessment Without Testing®

Real time actionable data allows for on-going, on-the-spot progress monitoring.

Flexible Fit

Fits seamlessly into existing classroom routines and curriculum to support your educational model with adaptive, blended learning.



Proven for Alabama

Critical Coverage for Alabama Literacy

Research shows that an overwhelming majority of students who were successful on Core5 met or mastered grade-level expectations on end-of-year assessments. On-target Performance Predictor scores can be used to forecast student performance on independent benchmarks and state assessments.

- Based on the science of reading
- Instruction for all Alabama Language Arts Standards
- Teach across the curriculum with multigenre and multimodal texts.



What is the main idea of this passage?

how to set up a tent when you camp

how to run on a track

how to find a lost dog

Based on the Science of Reading

Content is organized into **six strands of instruction**, with grammar and academic language integrated throughout. Educators can use these icons to quickly recognize where students are working and find related instructional resources.
































































































Explore the World Through Literacy

The Core5 Scope & Sequence is designed to engage students in learning the critical components of literacy while exploring world cultures.



Scope & Sequence

Lexia Core5 Reading provides a systematic and structured approach to six critical areas of reading. The program creates personalized learning paths for students of all abilities through an adaptive placement and scaffolded activities that align to the Alabama Language Arts Standards.

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



Program Components

Real-Time Data and Reporting

The myLexia® data platform populates with real-time, actionable data that can be used to drive instructional priorities at the district, school, classroom and student level.

Lexia's Assessment Without Testing® technology gathers assessment-quality data with every click of the mouse, without stopping instruction for a testing event.

Research- and Evidence-Based Instructional Resources

A robust library of skill-based explicit and systematic lessons and supplemental materials close achievement gaps and enrich instruction for all students.

Personalized, Prescriptive Student Pathway

The Core5 student experience provides a uniquely prescribed instructional pathway personalized for each student to master critical literacy skills.



Instruction for All Alabama Students

Lexia Lessons
 CORES
 Fluency
 Rhyme Scheme, Lesson 1

Description
 This lesson is designed to help students understand rhyme scheme in poems. Poets use rhyme to tie the lines of a poem together. Students use the terms **rhythm**, **rhyme**, and **rhyme scheme** to discuss a poem and make observations about patterns in **lines** and **stanzas**. When students are able to identify that rhyme falls in a predictable pattern, it is easier for them to read fluently with appropriate intonation and stress. This serves as the basis for better comprehension.

TEACHER TIPS
 The following steps show a lesson with short poems for students to listen to or read. You can adapt and use this lesson with any poem that has a simple rhyme scheme. During discussion, remind students to listen to others, take turns, and speak in complete sentences.

PREPARATION/MATERIALS

- A copy of the poem "Public Speaking" (for display)
- Copies of short poems or an anthology of read-aloud poems (for students)
- Copies of the poem "New Year's Eve" (for display and for students)

Direct Instruction

1 A poem is a special kind of writing that has **rhythm**, just like a song or a drumbeat. Some poems have words that **rhyme**, or sound almost the same. Today we're going to talk about poems made up of **lines** that end with words that rhyme. Listen as I read this poem.

Display and give an expressive oral reading of the poem "Public Speaking".

**My knees are shaking.
 My stomach's quaking.
 What if I forget the words to say
 when I give my speech today?**

Did you notice how the words at the end of the lines rhyme? Let's break down this poem, one line at a time, listening carefully for the rhyming words. I'll read the first line of the poem, and you listen for the last word I say.

Read the first line of the poem aloud, stressing the word **shaking**.

Now, listen to the next line and pay attention to the last word I say.

Read the second line of the poem aloud, stressing the word **quaking**.

The words **shaking** and **quaking** rhyme. I'm going to underline these words and mark them with the letter **A**, the first letter of the alphabet, to show that these two lines end with words that rhyme.

Underline **quaking** and **shaking**. Then, write the letter **A** at the end of each line.

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Script page 1

Lexia Lessons
 Prescribed, comprehensive lessons designed to help students close skill gaps.

Comprehension
 Sequencing Sentences

Name: _____

Cut out the sentences at the bottom of the page. Then, glue them in order to make a story. Be sure to correct each sentence to include capital letters and ending punctuation.

1 _____

2 _____

3 _____

Answer the questions using complete sentences. Be sure to use a capital letter at the beginning of each sentence and for names.

4 Who did Max meet?

5 Where did Max meet his pal?

6 Why did Max and Val swim?

★ Draw a picture to show the story on a separate piece of paper.

at the pond, max met his pal val

max and val swam in the pond and had fun

it was a hot day and max went down the path to the pond

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Lexia Skill Builders

LEXIA CONNECTIONS

Structural Analysis
 Skill Sequence

- Simple Suffixes
- Latin Prefixes
- LATIN SUFFIXES**
- Spelling Rules: Doubling & Drop E
- Prefix Meanings
- Vocabulary Strategies
- Root Meanings
- Prefix Change Rules
- Spelling Rules: Change y to i
- Greek Combining Forms
- Special Accent Rules

Curriculum Connection

Give students sentences that you have created or sentences that come directly from classroom content. Have them circle any Latin suffixes that they find within the sentences and review their findings. Then, have them choose 4-6 of these words and compose their own sentences containing the words.

Latin Suffixes

Latin suffixes are word parts that come at the end of the word and that can change the meaning or form of a base word. The ability to recognize Latin suffixes helps students understand the structure and meaning of words (prefix, root/base word, suffix), allows students to develop word identification strategies for multisyllabic words, and serves as a foundation for understanding the most common spelling rules.

Classroom Ideas

Teach or Review

As necessary, teach or review the definition of a suffix. Introduce specific suffixes by displaying example words and having students circle the suffix, underline the base word, and read the word aloud.

Listening Lab

Say a word that contains a learned suffix (e.g., dangerous) and use the word within the context of a sentence for students. Then, have the students tell you the suffix contained within the target word (-ous). For those suffixes that can be confused when heard aloud, students may also spell the suffix.

Super Sort

Create word cards that contain words with different learned suffixes. Have students highlight the suffix and work in pairs to sort the words by suffix.

Brainstorm

Have students practice reading words that are similar, but have different Latin suffixes (e.g., different/difference). Then, ask students to generate additional words that are in the same family; they do not necessarily need to contain Latin suffixes (e.g., differ, differently, differential).

Word Play

Demonstrate for students that adding a suffix can often change the form of a word (e.g., adding -ive to the noun/verb act creates the adjective active). Provide students with a base word. Have them work together to generate another word by adding a Latin-based suffix. Finally, have them write two separate sentences, one with the original base word and one with the new word containing a suffix.

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page 1

Lexia Skill Builders
 Print-based activities and exercises prescribed for students to provide multiple opportunities for practice.

Lexia Connections
 Engaging strategies and routines for structuring individual, small-group, or whole-class activities.

Teacher-Centered Implementation

Core5 is intentionally designed to fit flexibly into your classroom routines, so educators do not have to change their instructional practices.



Classroom Workshop Model

- Use a student's Prescription of Intensity to determine that student's instructional pathway.
- Use small-group time to deliver Lexia Lessons®.
- Further develop automaticity and expand skills through independent practice and collaboration using Lexia Skill Builders®.
- Set up collaborative group activities to reinforce skills using Lexia® Connections.



Before & After School

- For students who need additional instruction based on their Prescription of Intensity, before- and after-school programs provide another opportunity for practice.
- This additional time can also be used for targeted instruction using Lexia Lessons, or for practice with Lexia Skill Builders.
- Student progress-monitoring data is always tracked in myLexia regardless of when or where the work is completed.



At-Home Use

- Students can access Core5 online at home. Parent letters (available in multiple languages) facilitate school-to-home communication and easy access outside of school.
- To solidify skills already completed, Lexia Skill Builders can be used as homework for all students.



Summer School

- Students and educators can use Core5 during summer school to accelerate literacy gains.



Tier II & Tier III Intervention

- Educators can deliver the Lexia Lessons specific to a student's or small group's needs.
- Students can be assigned to multiple classes so that all teachers working with a student can view data and identify appropriate Lexia Lessons and Skill Builders.



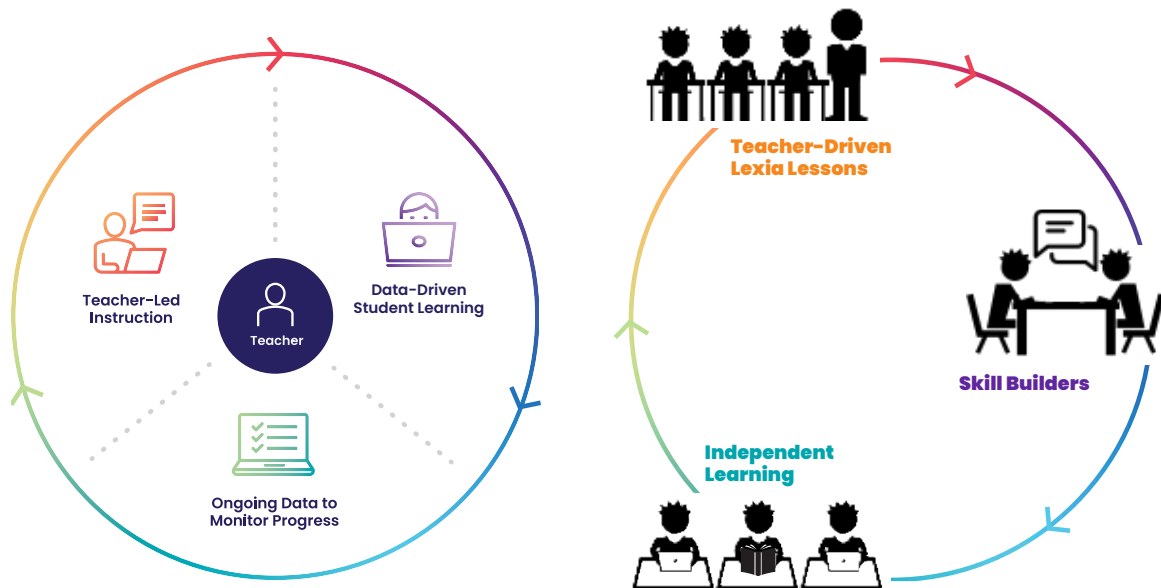
Instructional Model

Core5 seamlessly adapts with student performance, targets skill gaps as they emerge, and equips teachers with the data and instructional resources they need to personalize instruction for every student.

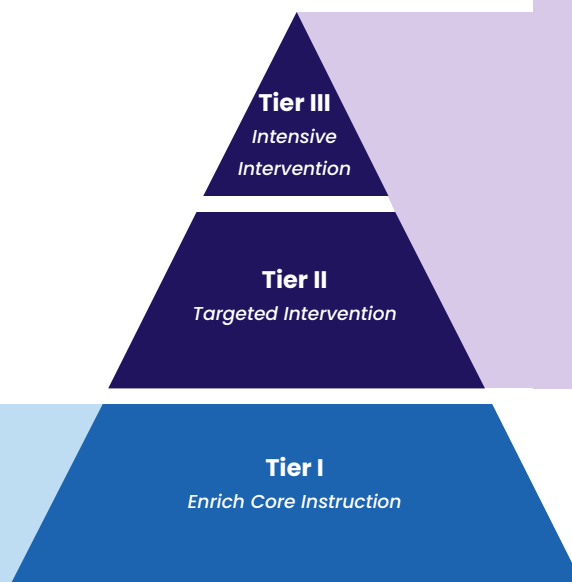
Save Valuable Instructional Time with Assessment Without Testing

Assessment Without Testing provides teachers and administrators real-time progress monitoring data without a test event—saving teachers up to a month of instructional time.

Provides Comprehensive Reading Intervention With Support for English Language Learners



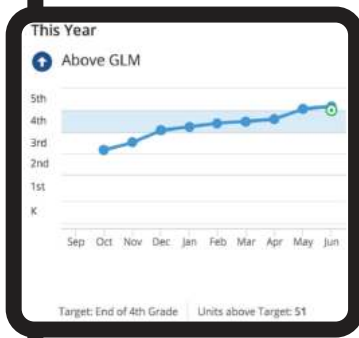
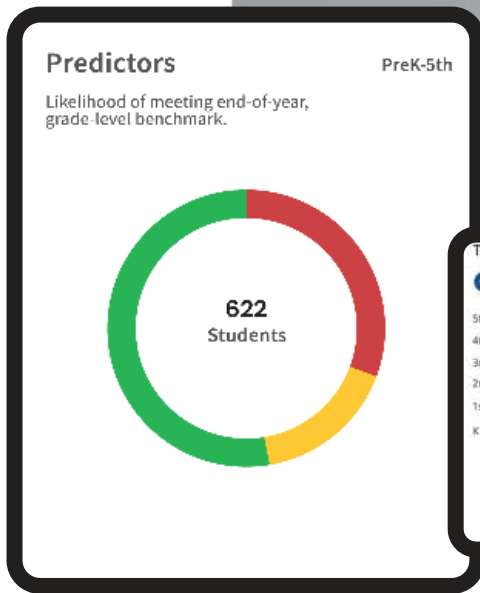
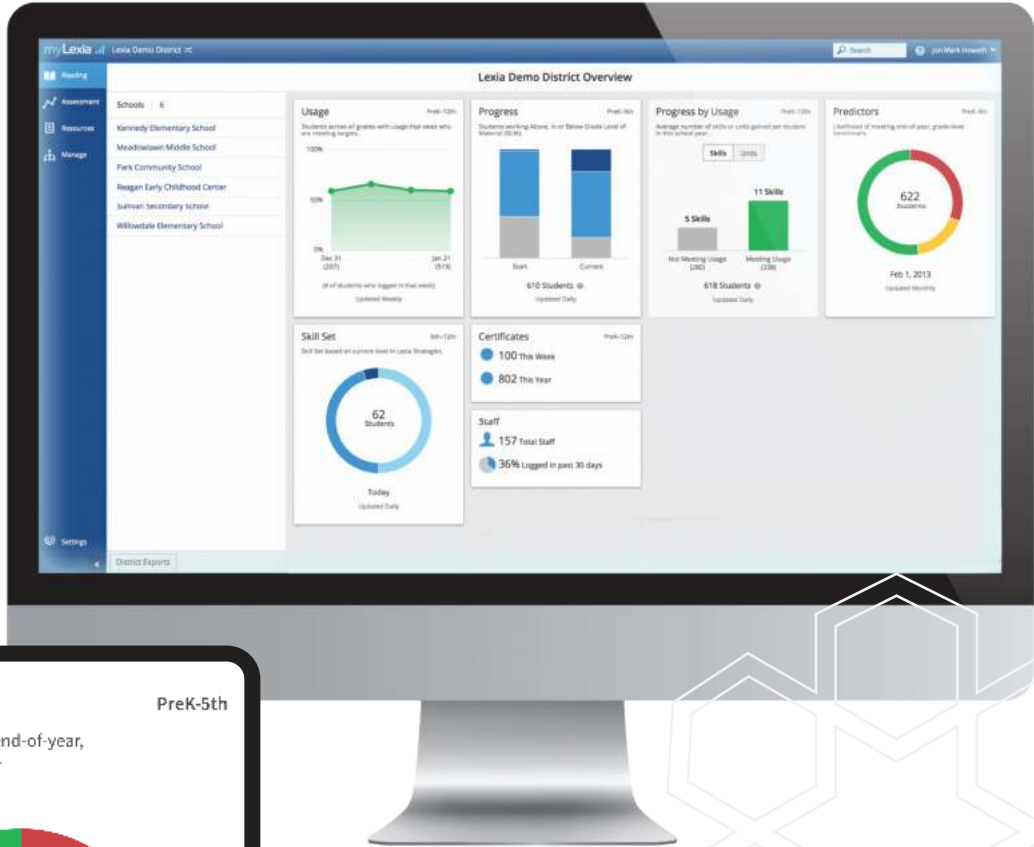
- Lexia Lessons
- Skill Builders
- Lexia Connections
- Fluency & Automaticity Passages
- Lexia resources library
- Writing prompt pack
- Lexile®-leveled Close Reads library
- Educator mode for modeling success
- Phonics tools
- Decodable Reader Library
- Lexia Lesson Slide Decks
- Comprehension Packs



- Adaptive student materials
- Rapid response Lexia Lessons
- Daily progress monitoring in myLexia
- Transfer of knowledge Skill Builders
- Lexile-leveled Close Reads library

The Educator Experience

MyLexia provides district-, school-, classroom-, and student-level reporting of progress-monitoring data to empower educators at all levels.



Performance Predictors

On-target performance Predictor Scores can be used to forecast student performance on state tests.

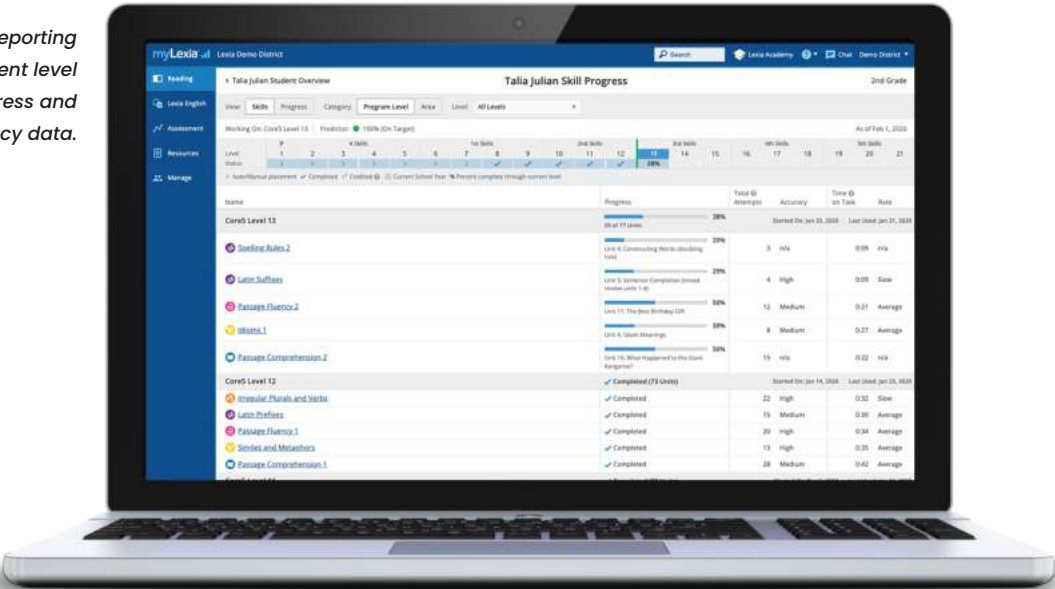


The myLexia management system provides reports and resources for accelerating learning.

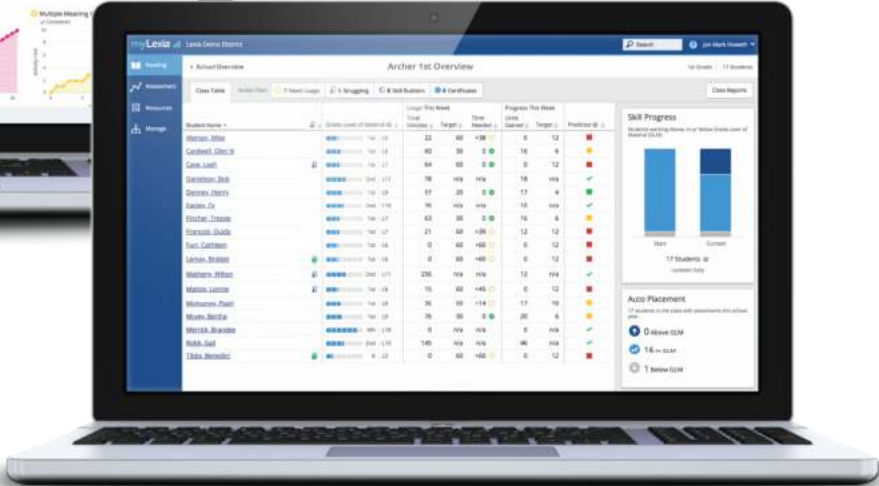
Diagnostic & Progress-Monitoring Data & Assessment Without Testing

Core5 provides detailed **progress-monitoring and diagnostic assessments** tied directly to action plans and relevant instructional resources. Assessment Without Testing provides actionable, norm-referenced and criterion-referenced performance data without stopping the flow of instruction to administer a test.

Skill-specific reporting at the student level with progress and accuracy data.



Detailed reporting allows educators to drill down into the skill and sub-skill level.



Lexia Lessons

Lexia Lessons are explicit, print-based lessons prescribed automatically in myLexia when a student does not meet mastery in the Explicit Instruction Step online.

To review the entire library of Lessons, please visit lexialearning.com/core5.

Lexia Lessons
Comprehension
Author's Point of View, Lesson 1

Description
This lesson is designed to help students examine a text in order to determine the author's **point of view** (or viewpoints)—what the author thinks or believes about the topic. Students are guided to read sample texts with understanding and offer their own points of view.

TEACHER TIPS
Preview the texts to determine if your students are likely to need support while reading them. You may prefer to do a first-read together, reading aloud while students follow along.
During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS
• A copy of "A Python Problem" (for display) • Copies of "Look at a Leaf" (for students)
• Copies of "Superstitions" (for display and for students)

Direct Instruction
Today we'll be reading information. You know that an informational text gives facts on a topic. Facts can be proved true. Authors of informational texts often express their own ideas and opinions about the topic as they give facts and other details of information. We'll think about the information we read and the author's point of view.
Display the first informational text, "A Python Problem." Have students read aloud the title, the author's name, and the first two paragraphs.
A **point of view**, or **viewpoint**, is what someone thinks or believes about a topic. I can tell from the beginning of this informational text that the author, Raymond Pierre, believes that Burmese pythons do not belong in the Everglades. What words show me that point of view? (Students should note the word **Problem** in the title and the last sentence of the second paragraph: "These snakes have caused great harm.")
Tell students to read the full text. As they read, they should pay special attention to the author's main ideas and statements of opinion that show a point of view.
After reading, use the following items to prompt students to reread segments to note main ideas and the author's point of view and to express their own point of view. Annotate the text as suggested.
Reread the first sentence of Paragraph 4. Which word shows the author's opinion?
Circle the word **disaster** after students note it.
What is he calling a disaster? (In Paragraph 3, the author explains that native mammals are being eaten by tens of thousands of Burmese pythons and are disappearing from the Everglades. He thinks that the loss of these mammals is terrible—a disaster.)

Script page 1

The Description helps educators support students by providing an overview of target skills and tips for differentiated instruction.

Guided Practice gives students increased agency as they work to master target skills in a gradual release of responsibility model.

Lexia Lessons are scripted for use by educators, if desired.

Lexia Lessons
Phonological Awareness
Rhyming

Independent Application
How I'm going to say two words. If the two words rhyme, show me thumbs up. If the two words don't rhyme, show me thumbs down.
Go over these signals with students to make sure they know that thumbs-up means yes and thumbs-down means no.
Say the word pairs below, one pair at a time. Have students decide if they rhyme or not. If students are struggling, repeat the pair, stretching out the ending sounds in both words.
Listen as I say these words: **five, dive**. Now you say them. Do the words **five** and **dive** rhyme? Do they sound the same at the end?
Word pairs to use: **five/dive, tip/moth, rose/nose, toe/knee, car/jar, hay/two**.

Wrap-up
Check students' understanding.
How do you know if two words rhyme? (Students may say that they sound the same at the end. Or they may say that they are like these words and give you examples of words that rhyme.)
Use students' responses to guide your choice of activities in the Adaptations section below.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT
Option 1: Repeat the lesson using pictures to accompany the rhyming words to give students visual support for the auditory task. For example, in the Guided Practice section, display pictures of **man, pan, fan, and dish**. Point to the appropriate picture each time you say the matching word.
Option 2: Use rhythm, rhyme pattern, and familiar context to help students practice rhyming words.
• Use poems, nursery rhymes, or songs that students know.
• Give them a target word and have them listen for words that rhyme with this word.
• Students should put their thumbs up when they hear a rhyming word.
Be sure to stick to target words that rhyme with words at the ends of lines, to make the task as easy as possible.
For example, have students listen for words that rhyme with **car** as you slowly recite this song: **Twinkle, twinkle, little star. How I wonder what you are. Students should raise their hands for star and are.**

FOR STUDENTS READY TO MOVE ON
Have students generate rhymes.
• Point to different objects with single-syllable names (e.g., book, head, key, wall, chair, rug, toe, pill, and nose).
• Have students think of as many rhymes as they can for each word.

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.
For further practice with these skills, provide students with Lexia Skill Builders.®

Script page 2

The Wrap-Up section offers key opportunities to check for understanding or serve as an exit ticket.

Adaptations are offered to allow educators to differentiate instruction in the moment for students who may need more support or for those ready to move on in the lesson.

Skill Builders

Lexia Skill Builders are materials for student application of literacy skills and strategies. Skill Builders make great exit tickets, homework, and checks for understanding.

Name: _____

Fluency
Passage Fluency 5

Read the passages below with a partner. Take turns being the reader and the listener.

THE READER SHOULD:	THE LISTENER SHOULD:
<ul style="list-style-type: none"> Read the words carefully and clearly. Pay attention to punctuation and read with expression. 	<ul style="list-style-type: none"> Listen closely to the reader. Is the reading smooth, clear, and easy to understand? As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 For more than one thousand years, fish called carp have been raised in China. In Chinese, the word for fish—*yú*—sounds like a word meaning “plenty!” Carp are symbols of long life, strength, and riches. In China long ago, carp were guarded in specially built ponds. The fish had dull colors. But once in a while, a yellow carp hatched. People began to breed these yellow carp. Over time, the carp changed. It became the first goldfish.

In the 1600s, traders from Europe came to China and were helping people in Europe discover the arts and culture of China. The traders saw goldfish ponds and the pretty fish swimming in them. There was much to admire and copy.

Back then, Europeans thought of fish only as food, not as pets. That changed when traders brought live goldfish from China. Wealthy Europeans built outdoor ponds to show off these fish and enjoy them. By the late 1800s, people in many countries were keeping goldfish in indoor tanks. Today, there are more than 100 kinds of goldfish, including some that are red, purple and black. Goldfish are popular pets in homes all over the world.

2 Not all folks believe this, but it happened way back when the Old West was young. One day, a covered wagon crossing the desert hit a bump and a baby boy bounced out. A coyote came by, carried the boy to its den, and raised him with the other pups. The boy ran with the coyote pack until he was a teenager. Then he discovered that he had no tail. “I’m coyote-wild and coyote-tough, but I’m not a coyote,” he thought. “I guess I’ll be a cowboy.” And that was how Pecos Bill got his start in Texas.

Now, Pecos Bill was the toughest cowboy that Texas ever saw. One time, he was walking in the desert when a rattlesnake blocked his path. That rattlesnake reared up higher than a horse and showed its sharp fangs. “Out of my way,” said Pecos Bill, but the rattler just lunged forward to take a bite. Pecos Bill did a little fancy footwork. Then he gave that rattler a thrashing that made its eyes roll like wagon wheels. It fell in a heap.

Pecos Bill wrapped the dizzy snake around his arm. “You’ll make a handy rope,” he said and went on his way.

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.

Lexia Skill Builders™

Name: _____

Structural Analysis
Simple Suffixes

Circle the correct suffix to complete each word. Then, write the suffix in the blank.

1 The plane land <u>ed</u> on time.	ed er
2 She has two pet dog _____.	s est
3 The red sled went quick _____.	less ly
4 Can you short _____ the long pants?	en es
5 The man fix _____ the pipe.	ness es
6 Do not act fool _____ in class.	ment ish
7 I got a ship _____ of books today.	en ment
8 They were drink _____ milk.	ing ful

★ Read these sentences to a partner.

Lexia Skill Builders™

Interactive Skill Builders are available with the Schoolwork® app from Apple®, which allows Skill Builders to be:

- Assigned
- Reviewed
- Highlighted
- Annotated
- Typed on

To review the entire library of Skill Builders, please visit lexialearning.com/core5 or arrange for a program evaluation with your designated Lexia representative.

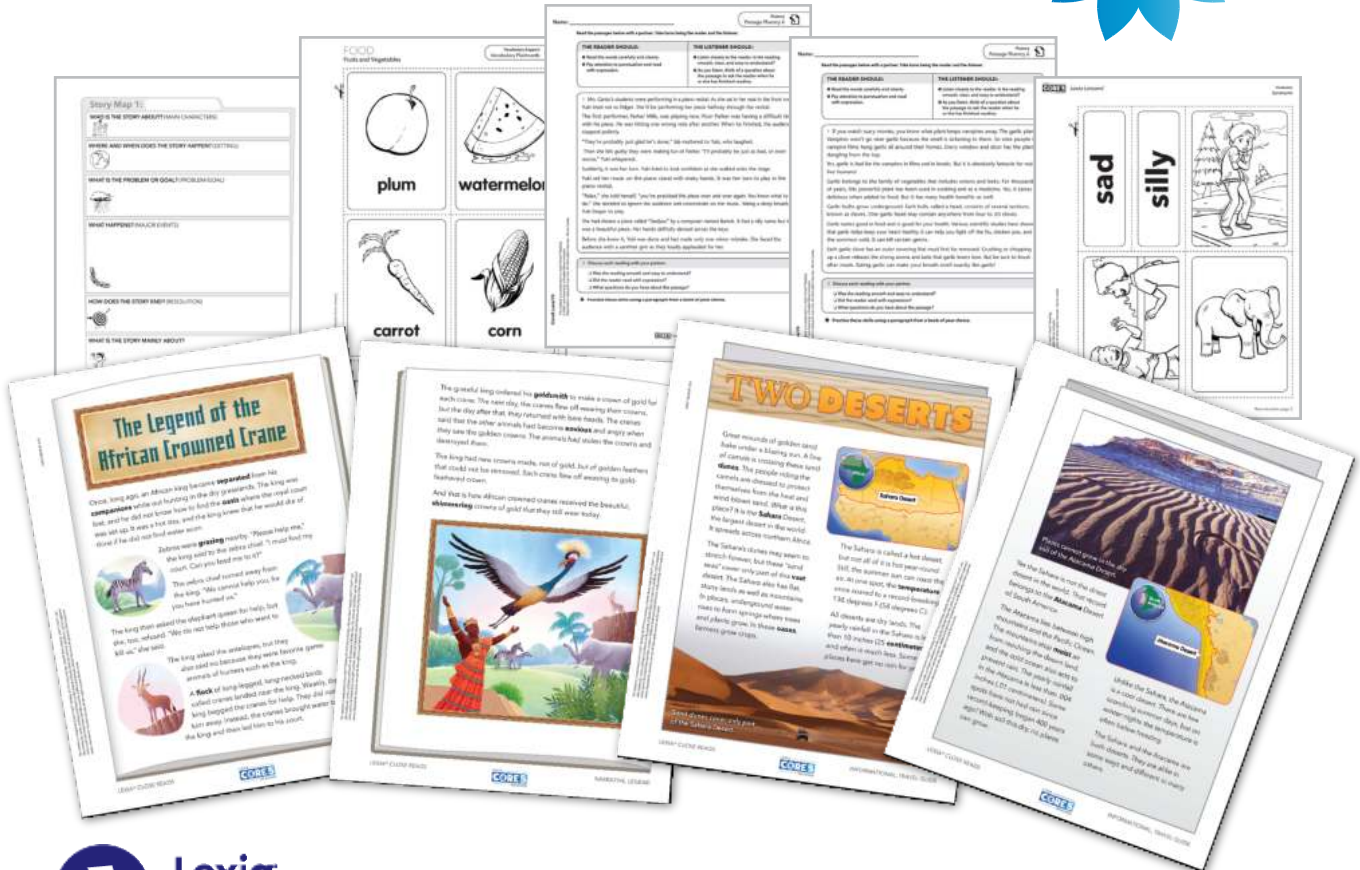
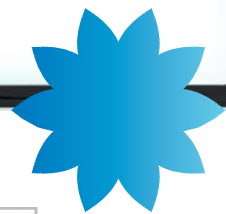
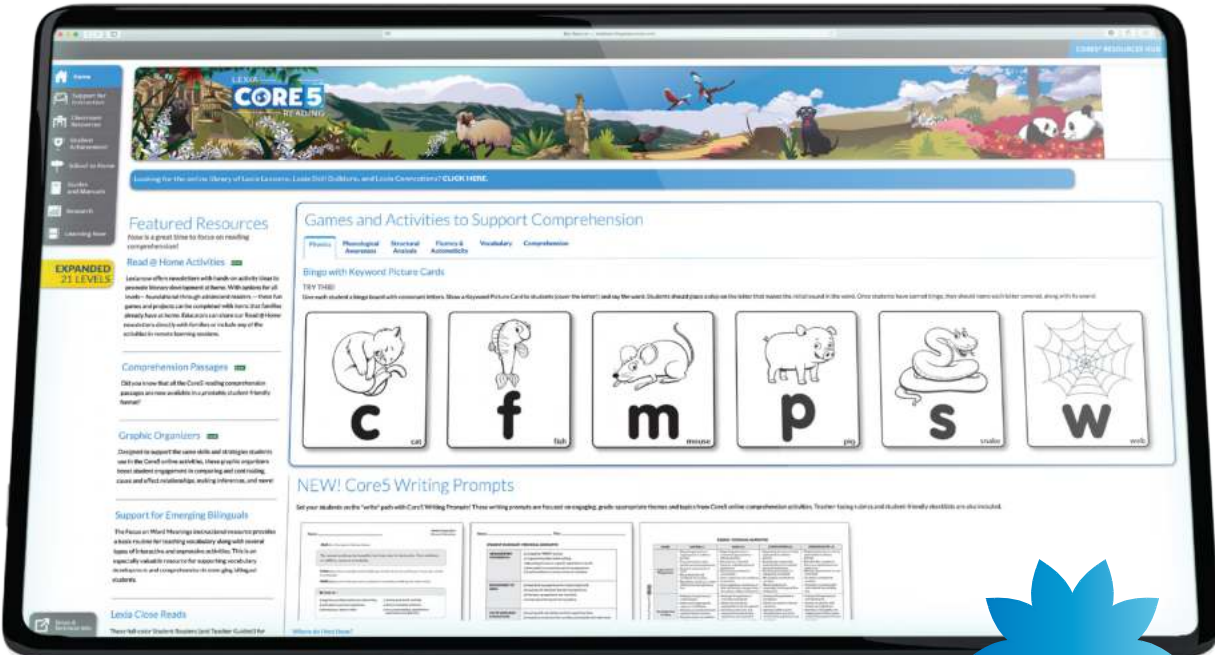


Lexia
Alabama

All for Literacy

Resources for Educators

The online **Resources Hub** contains a robust and always-growing library of resources for Alabama educators.



Lexia
Alabama

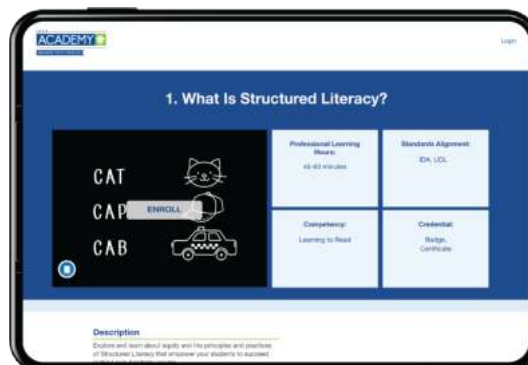
All for Literacy

Lexia Academy

Lexia® Academy supports educators' professional growth with self-paced, meaningful, and relevant learning opportunities based on the science of reading and aligned to Universal Design for Learning (UDL) standards. Courses integrate resources and strategies to support blended learning, literacy instruction, and product implementation. Educators engage with multimodal learning formats designed to facilitate direct application and knowledge acquisition.



Shareable Digital Badges
Celebrate completion and reinforce learning with digital badges, printable instructional resources, and course completion certificates.

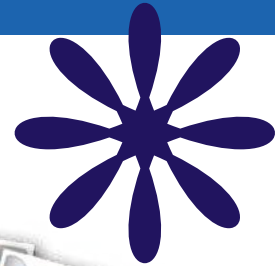


Lexile-Leveled Close Reads

Lexia® Close Reads provide high-interest texts with selections ranging from folktales to contemporary informational texts, representing a full spectrum of genres. The full-color student collection will serve as mentor text to provide a solid foundation for educators to bridge the divide when selecting additional rich and meaningful texts. Lexia Close Reads are organized into grades for text complexity guidance and were selected based on both quantitative and qualitative measures. These texts encourage students to engage with proper scaffolding to develop fluency and comprehension while promoting higher-order thinking, collaboration, and discussion.

Genres and Modes Include:

- Narrative / Folktale
- Informational / Travel Guide
- Narrative / Science Fiction
- Informational / Blog Entry
- Informational / Magazine Article
- Narrative / Legend
- Narrative / Realistic Fiction
- Informational / Letter to the Editor
- Informational / Reference Book
- Narrative / Myth
- Informational / Encyclopedia Article



Detailed teacher guides facilitate critical analysis and higher-order thinking through text-dependent questions, collaborative activities, and peer discussions. For each selection, the accompanying teacher guide includes:

- Passage summary
- Discussion prompts
- Lexile measure
- Writing prompts
- Key vocabulary
- Graphic organizers
- Focus questions
- Answer key
- Reading strategies



Celebrating Student Success

Certificates are earned to celebrate when a student completes a level. These are automatically generated in myLexia. Each certificate contains “I Can” statements, as well as offline activities students complete at home.



Achievement Certificates Are Available in **SIX** Additional Languages:

Spanish • Mandarin • Haitian-Creole • Arabic • Portuguese • Vietnamese
 Español • 普通话 • Kreyòl Ayisyen • **عربى** • Português • Tiếng Việt

The Student Experience

- A one-time, adaptive placement test determines each student's appropriate starting level in Core5.
- Questions assess numerous literacy skills across levels.
- Based on performance, the student will be placed into the correct level of literacy instruction and practice.

Student Dashboard

- Allows students to track progress toward personalized goals.
- Promotes awareness and ownership of performance and progress.

At the start of each session, the student will see:

- This week's goal
- This week's progress toward the goal
- This week's number of units completed

The student will also see their progress made during a single session upon logging out. The pinpoints on the student's dashboard map represent not only the world cultures and destinations to be explored, but also correspond to the overall instructional scope and sequence.





**Student
Engagement**

Interactive animations establish learning context for students, and are filled with clickable hotspots students can activate to learn more about each worldwide destination.

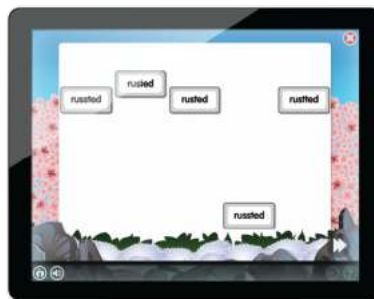
Ownership, Voice, & Choice

Activity Selection Screens provide students with agency and choice by allowing them to select which activity they want to work on during a session, as well as monitor their overall progress within a level, while maintaining progress toward mastery of skills.



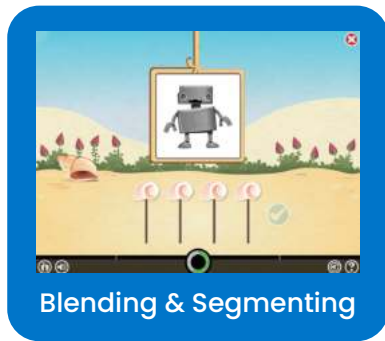
Automaticity Warm-Ups

Students begin each session with a choice of **automaticity warm-ups** that reinforce previously mastered skills. Animated timers promote student pacing, speed, and accuracy, while a scoring system allows students to monitor their own progress. Upon conclusion, students earn an achievement badge that also indicates when they have beat their best score.

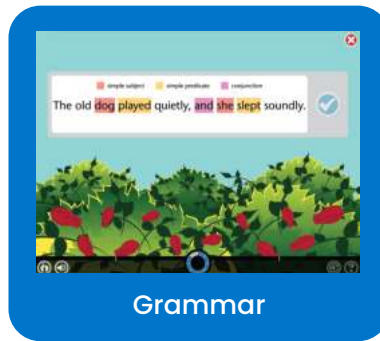


Online Student Activities

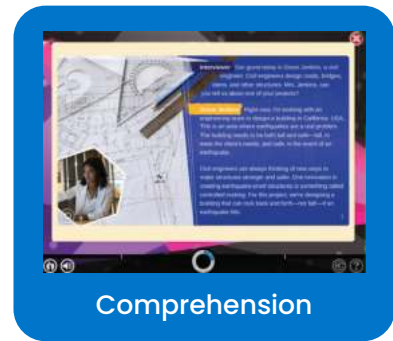
Activities drive student growth from foundational skills through complex text comprehension, and connect reading and writing with integrated grammar. Student engagement is driven through dynamic activity types and encourages students to take ownership of their learning.



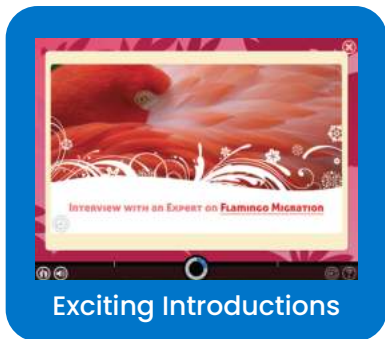
Blending & Segmenting



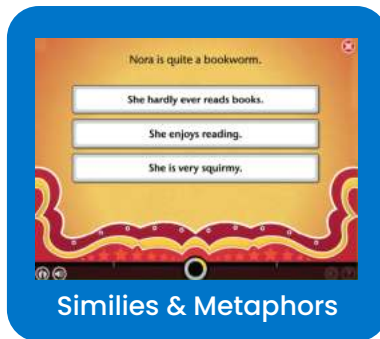
Grammar



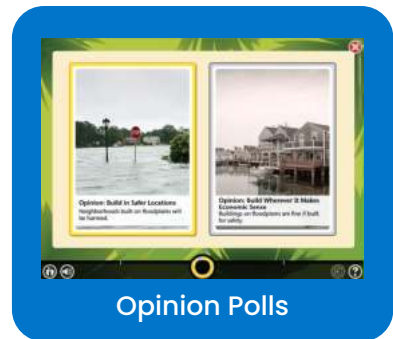
Comprehension



Exciting Introductions



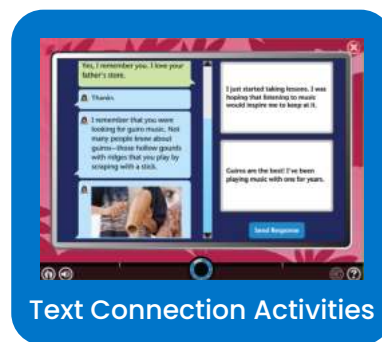
Similes & Metaphors



Opinion Polls



Idioms

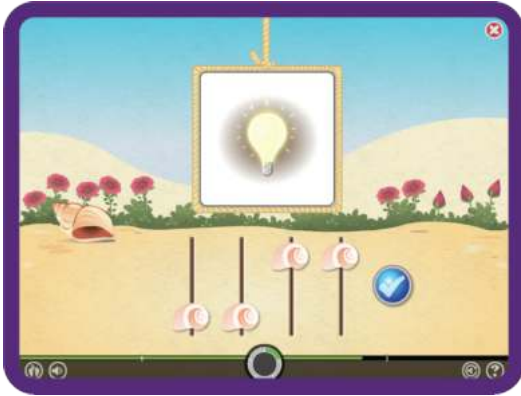


Text Connection Activities

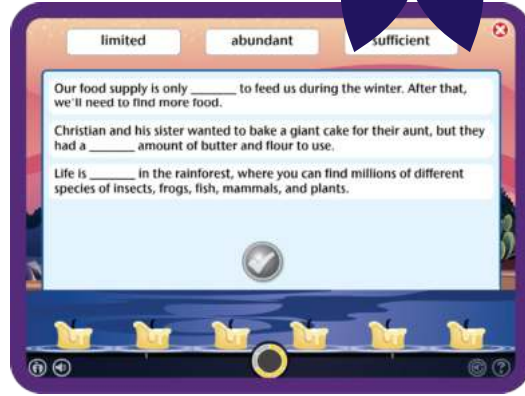


English Learner Support

Core5 includes activities that support the unique needs of Alabama English Learners.



Multisensory Activities



Shades of Meaning



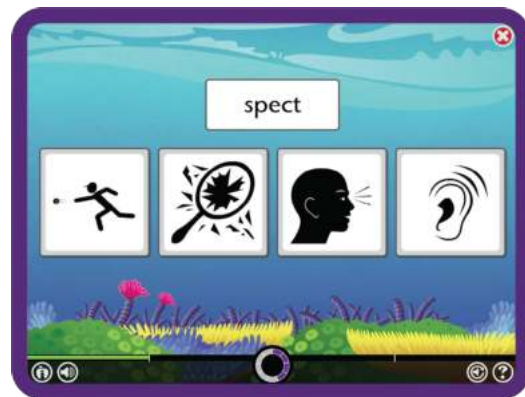
Picture Sequencing Comprehension



Building Sentences



Idioms



Root Meanings



Read, Write, Speak, & Listen

For English Learners and students with low language proficiency, Core5 provides increased support for oral language development and reading comprehension including features and resources that support academic vocabulary development.

Research Proven

*Success Certificates
in Multiple Languages*

*Academic Vocabulary
with Picture Glossaries*

Core5 Provides Language Support in **SIX** Additional Languages:

Spanish • Mandarin • Haitian-Creole • Arabic • Portuguese • Vietnamese
Español • 普通话 • Kreyòl Ayisyen • العربية • Português • Tiếng Việt

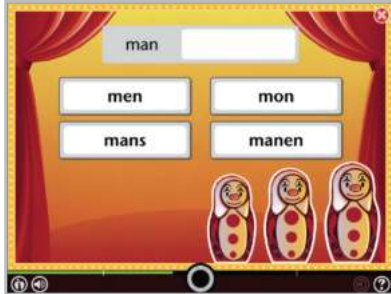


Lexia
Alabama

All for Literacy

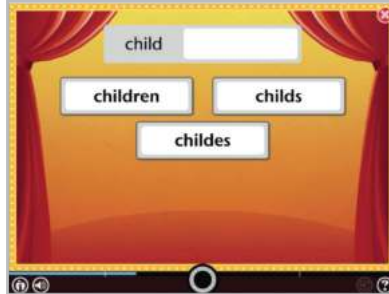
Adaptive Instructional Branching

Core5 activities adapt based on a student's performance. The **instructional branching model** integrates with Lexia's print-based materials, specifically Lexia Lessons and Skill Builders.



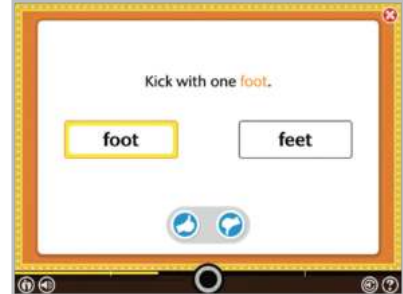
Standard Step

The Standard Step is the first step in a student activity. If completed accurately, the student progresses through the activity, and eventually to a Skill Builder.



Guided Practice Step

Guided Practice begins when students make errors at the Standard Step. Scaffolded practice is integrated based on the errors the student made at the Standard Step. If the student is successful, they return to the Standard Step.



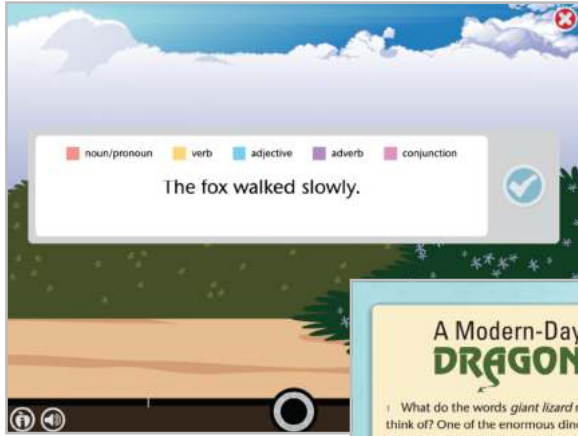
Explicit Instruction Step

This instructional step is reached if errors are made in the Guided Practice Step. Explicit, embedded instruction and practice occur, and if successful, the student returns to the Standard Step.

Lexia Lessons are prescribed when students need additional instruction at the Explicit Instruction Step, and are delivered by an educator.

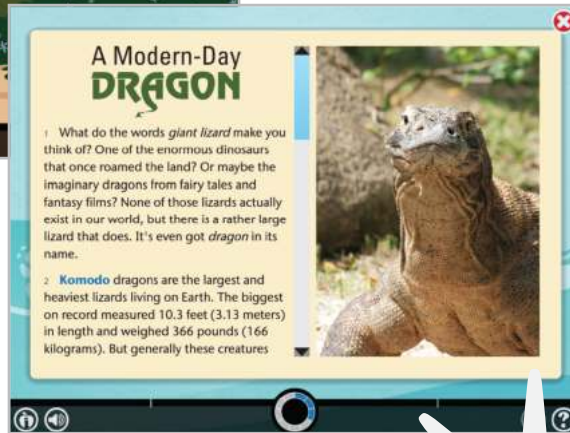
Lexia Skill Builders are prescribed automatically in myLexia for offline mastery.

Read Like Writers. Write Like Readers.



Read and Edit Online with Adaptive Scaffolding

- Read for comprehension with adaptive, personalized scaffolding in the Comprehension strand.
- Practice reading, revising, and editing online with adaptive scaffolding and support.



Name: _____

Written Composition
Argumentative Text

READ the statement in the box below.

Some schools allow students to have a class pet, such as peribels, fish, or birds. Other schools do not allow class pets.

THINK about the advantages and disadvantages of having a class pet. Do you think your class should have a class pet?

WRITE about whether your class should have a class pet and support your opinion with reasons and evidence.

Be sure to –

<input type="checkbox"/> organize your ideas before you start writing	<input type="checkbox"/> choose your words carefully
<input type="checkbox"/> clearly state your position	<input type="checkbox"/> write in complete sentences
<input type="checkbox"/> use reasons and evidence to support your position	<input type="checkbox"/> use correct spelling, capitalization, and grammar

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Lexia Writing Prompts

Name: _____

Written Composition
Informational Text

READ the information in the box below.

Many animals have amazing adaptations that help them survive. The Komodo dragon, for example, can smell its prey up to five miles away.

THINK about other animals with remarkable adaptations. These may be animals you see every day or ones that live in the wild.

WRITE about one animal with a remarkable adaptation and explain why this adaptation is important.

Be sure to –

<input type="checkbox"/> organize your ideas before you start writing	<input type="checkbox"/> choose your words carefully
<input type="checkbox"/> clearly state your central idea	<input type="checkbox"/> write in complete sentences
<input type="checkbox"/> use details to support your central idea	<input type="checkbox"/> use correct spelling, capitalization, punctuation, and grammar

TEKS 3.6(2), TEKS 3.12(B), TEKS 4.6(E), TEKS 4.12(B), TEKS 5.6(C), TEKS 5.12(B)
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Composition with the Writing Prompt Pack

- Write like readers and synthesize skills.
- Connect online reading and educator-led lessons to writing.
- Prepare students for grade-level writing expectations with writing prompts that include opportunities for peer review, educator discussions, workshop formats, and connections to reading content.



Synthesize the Reading–Writing Connection

Writing Process Roadmaps

- Unpack and analyze prompts
- Determine the purpose for writing
- Outline, organize, and develop ideas
- Plan and revise drafts
- Self-evaluate composition

Educator Rubrics

- Accurately assess student composition using rubrics that are specific to each writing genre

Writing Inventories for Educators

- Thematic cross-curricular composition-connections
- Connect online learning to student writing

Writing for All Genres

- Informational
- Procedural
- Argumentative
- Correspondence
- Personal Narrative
- Short Story
- Poem

Integrate Portfolio Writing

- Develop student writing growth over the course of the instructional year

Name: _____

STUDENT CHECKLIST: INFORMATIONAL TEXT

ORGANIZATION/ PROGRESSION	<ul style="list-style-type: none"> ✓ I read the "WRITE" prompt. ✓ I organized my ideas before writing. ✓ I clearly stated my central idea. ✓ Every supporting idea is related to my central idea. ✓ I used transitions to connect sentences and ideas.
DEVELOPMENT OF IDEAS	<ul style="list-style-type: none"> ✓ I included enough information to explain my ideas. ✓ I used specific details and examples to support my ideas. ✓ I thought about how to make my writing clear and interesting.
USE OF LANGUAGE/ CONVENTIONS	<ul style="list-style-type: none"> ✓ I used specific, descriptive words to support my ideas. ✓ I read my sentences to be sure they are complete and make sense. ✓ I checked my spelling, capitalization, and punctuation.
NOTES	<p>What did I do well?</p> <p>What can I improve?</p>

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Lexia® Lexia® Writing Prompts 21

RUBRIC: INFORMATIONAL TEXT

SCORE	LIMITED (1)	BASIC (2)	SATISFACTORY (3)	ACCOMPLISHED (4)
Organization/ Progression	<ul style="list-style-type: none"> Organizing structure is inappropriate to address prompt. Central idea is missing, unclear, or illogical. Essay includes extraneous information and shifting ideas. Progression of ideas is weak. Repetition, wordiness, or lack of transitions disrupts flow of essay. 	<ul style="list-style-type: none"> Organizing structure is somewhat appropriate to address prompt. Central idea is weak or somewhat unclear. Essay includes some irrelevant information. Progression of ideas is not always logical or controlled. Some repetition, wordiness, or lack of transitions causes minor disruptions in flow of essay. 	<ul style="list-style-type: none"> Organizing structure is mostly appropriate to address prompt. Central idea is clear. Essay includes mostly relevant ideas with only minor irrelevant inclusions. Progression of ideas is generally logical and controlled. Most transitions are meaningful and support flow of essay. 	<ul style="list-style-type: none"> Organizing structure is clearly appropriate to address prompt. Central idea is clear and precise. Essay includes relevant, focused ideas that support coherence and unity. Progression of ideas is logical and well-controlled. Transitions are meaningful and enhance flow of essay.
Development of Ideas	<ul style="list-style-type: none"> Ideas are undeveloped or unrelated. Details and examples are inappropriate, vague, or insufficient. Essay is incomplete and weakly linked to prompt. Essay demonstrates lack of understanding of informational writing. 	<ul style="list-style-type: none"> Ideas are minimally developed. Details and examples are not always appropriate or are only partially presented. Essay reflects little thoughtfulness and is formulaic. Essay demonstrates limited understanding of informational writing. 	<ul style="list-style-type: none"> Ideas are sufficiently developed. Details and examples are specific and appropriate. Essay reflects some thoughtfulness and originality. Essay demonstrates good understanding of informational writing. 	<ul style="list-style-type: none"> Ideas are effectively developed. Details and examples are specific and well-chosen. Essay is thoughtful and engaging. Essay demonstrates thorough understanding of informational writing.
Use of Language/ Conventions	<ul style="list-style-type: none"> Word choice is vague or limited. Sentences are simplistic, awkward, or uncontrolled. Essay includes limited use of correct spelling, capitalization, punctuation, and grammar conventions. Essay includes numerous errors that disrupt fluency or interfere with meaning. 	<ul style="list-style-type: none"> Word choice is general or imprecise. Sentences are awkward or somewhat uncontrolled. Essay includes partial use of correct spelling, capitalization, punctuation, and grammar conventions. Essay includes some errors that cause minor disruptions in fluency or meaning. 	<ul style="list-style-type: none"> Word choice is clear and specific. Sentences are varied and adequately controlled. Essay includes adequate use of correct spelling, capitalization, punctuation, and grammar conventions. Essay includes some errors that do not disrupt fluency or affect clarity. 	<ul style="list-style-type: none"> Word choice is purposeful and precise. Sentences are purposeful, varied, and well-controlled. Essay includes consistent use of correct spelling, capitalization, punctuation, and grammar conventions. Essay includes minor errors that do not detract from fluency or clarity.

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WRITING PROMPT INVENTORY

Prompt Type	Title	Primary Cross Theme	Cross Activity and Level
Informational Text	Traditions	Music and Culture	Text Connections 3 (L.18)
	Turbinezap	Advances in Turbinezap	Passage Comprehension 4 (L.14)
	Plastics	What Happens to Ecosystems When Environments Change?	Passage Comprehension 5 (L.17)
	Adaptations	Animals: Ready to Detect?	Passage Comprehension 4 (L.14)
Procedural Text	Planning	Problem or Opportunity?	Passage Comprehension 2 (L.13)
	Rules	Fair or Unfair?	Passage Comprehension 5 (L.17)
	School Success	What We Can Achieve	Passage Comprehension 2 (L.13)
Argumentative Text	Technology	Technology: Helpful or Harmful?	Passage Comprehension 3 (L.14)
	Class Pet	People and Animals: Conflict and Cooperation	Passage Comprehension 6 (L.19)
	Homework	Compromise Through Communication	Text Connections 4 (L.21)
Correspondence	Mount St. Helens	The Consequences of Natural Hazards	Passage Comprehension 6 (L.19)
	National Park	How Environments Influence Culture	Passage Comprehension 5 (L.17)

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Lexia[®]

Lexia is the Structured Literacy expert. For more than 35 years, the company has focused solely on literacy, and today provides a full spectrum of solutions for both students and teachers. With robust offerings for differentiated instruction, personalized learning, assessment, and professional learning, Lexia helps more learners read, write, and speak with confidence.

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