

INSTRUCTIONAL
SUPPORT FOR STUDENTS
WITH DYSLEXIA IN

Lexia[®] Core5[®] Reading



Lexia[®]



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Dyslexia definition:

The following definition was adopted in 2002 by the International Dyslexia Association and is used by the National Institute 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).



CORE5 SCOPE AND SEQUENCE: SYSTEMATIC AND CUMULATIVE

HOW CORE5 HELPS 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 your Lexia representative for a full demonstration.

Contact Your Lexia Rep

LEXIA CORE5 READING Scope & Sequence			Phonological Awareness	Phonics	Structural Analysis	Automaticity/Fluency	Vocabulary	Comprehension
Pre-K Kindergarten	LEVEL 1	<i>A Picnic in the Woods</i>	•	•	•	•	•	•
	LEVEL 2	<i>A Day at the Beach</i>	•	•	•	•	•	•
	LEVEL 3	<i>A Snow Day in the City</i>	•	•	•	•	•	•
	LEVEL 4	<i>The Amazon Rainforest</i>	•	•	•	•	•	•
	LEVEL 5	<i>The Scottish Cliffs</i>	•	•	•	•	•	•
Grade 1	LEVEL 6	<i>A Day in Paris</i>	•	•	•	•	•	•
	LEVEL 7	<i>The African Serengeti</i>	•	•	•	•	•	•
	LEVEL 8	<i>The South Pole</i>	•	•	•	•	•	•
	LEVEL 9	<i>The Egyptian Desert</i>	•	•	•	•	•	•
Grade 2	LEVEL 10	<i>An English Garden</i>	•	•	•	•	•	•
	LEVEL 11	<i>The Swiss Alps</i>	•	•	•	•	•	•
	LEVEL 12	<i>A Russian Circus</i>	•	•	•	•	•	•
Grade 3	LEVEL 13	<i>The Indian Rainforest</i>	•	•	•	•	•	•
	LEVEL 14	<i>A Japanese Garden</i>	•	•	•	•	•	•
	LEVEL 15	<i>A Journey Through China</i>	•	•	•	•	•	•
Grade 4	LEVEL 16	<i>The Great Barrier Reef</i>	•	•	•	•	•	•
	LEVEL 17	<i>A Hawaiian Paradise</i>	•	•	•	•	•	•
	LEVEL 18	<i>A Mexican Valley</i>	•	•	•	•	•	•
Grade 5	LEVEL 19	<i>The Southwest, USA</i>	•	•	•	•	•	•
	LEVEL 20	<i>The Ancient Greek Countryside</i>	•	•	•	•	•	•
	LEVEL 21	<i>Mesopotamia: Land Between Two Rivers</i>	•	•	•	•	•	•

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

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.

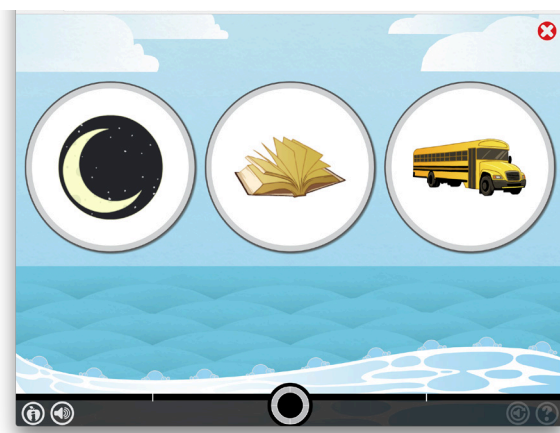
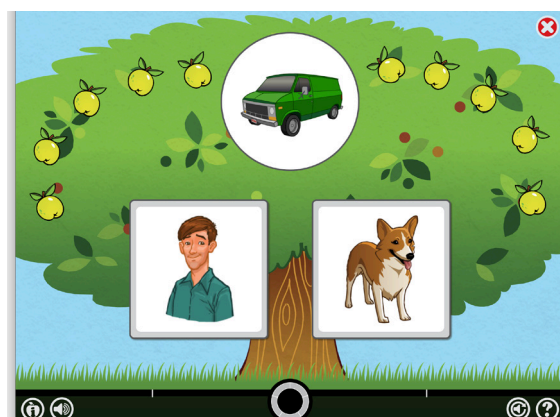
PHONOLOGICAL AND PHONEMIC AWARENESS

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

Students gain an understanding of syllable types, rules for syllable division, and spelling conventions—all of which are critical for students with dyslexia.



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.

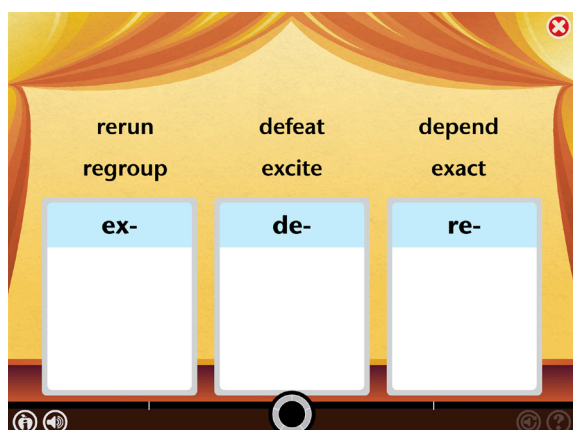
Furthermore, students gain an understanding of syllable types, rules for syllable division, and spelling conventions—all of which are critical for students with dyslexia—including patterns such as open, closed, and silent-e syllables in one-syllable words. In subsequent activities, students learn to 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.

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

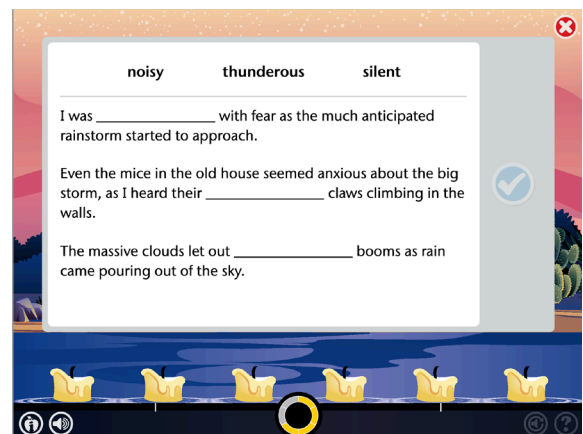
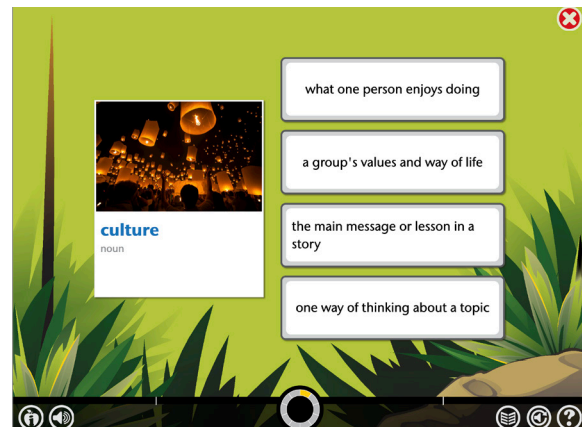
containing the word parts. Later activities focus on Latin suffixes and common spelling rules based on the morphological structure of words (e.g., the doubling rule and the drop-e rule). As students move through the program, additional emphasis is placed on the meanings of word parts, prefixes, suffixes, 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 CORE 5

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 Lexia Core5 Reading 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

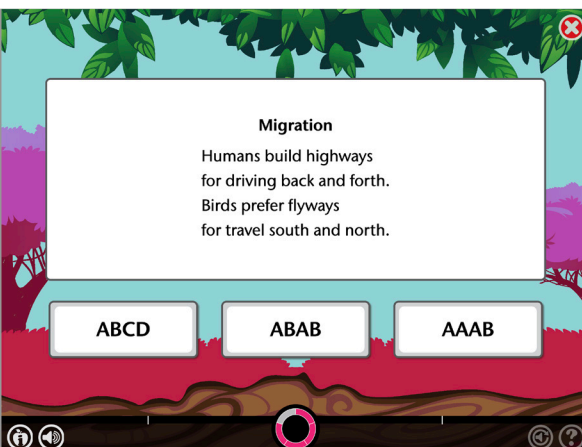
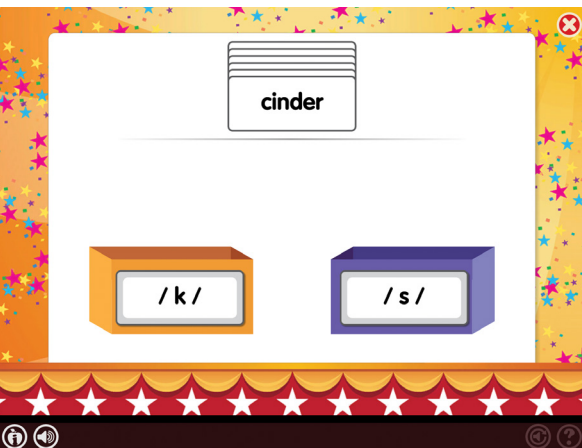
To enhance automaticity, Core5 includes warm-up activities and review units designed to consolidate previously learned skills.

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.

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.

Student Name ^	GLM Ⓢ ⚡	Predictor Ⓢ ⚡	Usage This Week		Action Ⓢ ⚡
			Actual ⚡	Needs ⚡	
Aleman, Mike	1st (L6)	● 20%	22	+38 🟡	
Cardwell, Olen N	1st (L8)	● 59%	60	0	
Cave, Leah	1st (L7)	● 27%	64	0	👤
Danielson, Bob	2nd (L11)	● 100%	78	0	
Denney, Henry	1st (L9)	● 99%	57	0	
Fairley, Ty	2nd (L10)	● 100%	76	0	
Fincher, Tressie	1st (L7)	● 56%	63	0	
Francois, Ouida	1st (L7)	● 10%	21	+39 🟡	
Furr, Cathleen	1st (L6)	● 2%	0	+60 🟡	
Lemay, Bridget	1st (L6)	● 2%	0	+60 🟡	✅
Matheny, Wilton	2nd (L11)	● 100%	256	0	👤

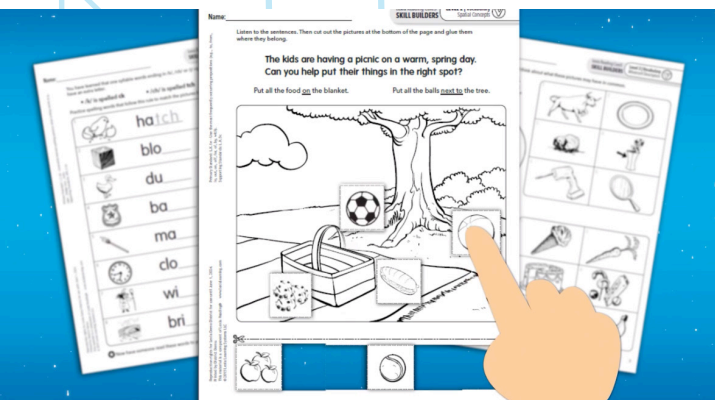
MULTISENSORY LEARNING OPPORTUNITIES IN CORE5

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

As students work through online activities in Lexia 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.



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

WHY CHOOSE LEXIA FOR STUDENTS WITH DYSLEXIA?

Our history

Lexia Learning was founded in 1984 by Bob Lemire to provide reading intervention for students with language-based learning difficulties like dyslexia. Bob wasn't a reading specialist or researcher and he wasn't looking for a new career. What Lemire did have, though, was a son diagnosed with dyslexia. Bob took his son to his friend, Dr. Edwin Cole—a noted neurologist and head of the Reading Clinic at the Massachusetts General Hospital—and through intensive tutoring, Bob's son finally had the tools to "crack the reading code."

Lemire realized that many other children had reading difficulties and most of them did not have the same resources and guidance as his family. More than 35 years later, Lexia now helps 3.8 million students of all abilities master critical reading and language skills so they can become proficient readers and confident learners across the curriculum.



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