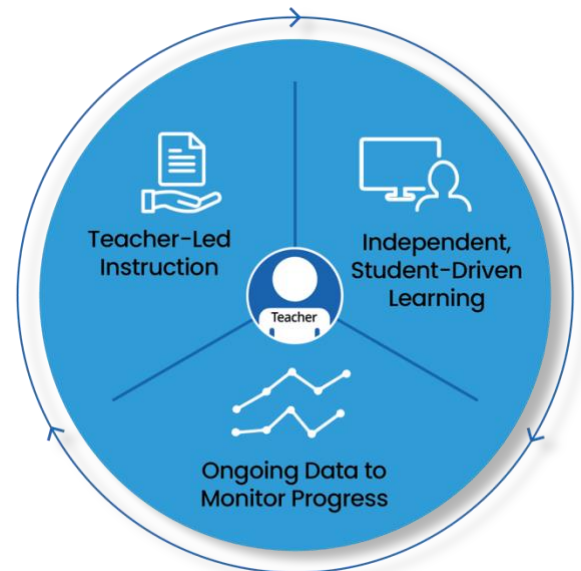


Lexia® Core5® Reading

Texas 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 and alignment of Core5’s coverage of all instructional domains and practices from the Texas Dyslexia Handbook 2021 Update. 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 Texas’ expectations. Evaluators are encouraged to consult the program’s scope-and-sequence and demo pathways for a deeper understanding of instructional practices.



Texas Administrative Code

In accordance with 19 TAC §74.28(e), districts must purchase or develop an evidence-based reading program for students with dyslexia and related disorders that incorporates all the components of instruction and instructional approaches in the following sections.

Critical, Evidence-Based Components of Dyslexia Instruction	Aligns to Core5	Example Skills Introduced in Core5
<p>PHONOLOGICAL AWARENESS</p> <p>“Phonological awareness is the understanding of the internal sound structure of words. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds. An important aspect of phonological awareness is the ability to segment spoken words into their component phonemes [phonemic awareness].” (Birsh, 2018, p. 26).</p>	<p>✓</p>	<ul style="list-style-type: none"> • Rhyming • Beginning consonant sounds • Ending sounds • Blending & segmenting syllables and words • Short & long vowel sounds • Manipulating sounds
<p>SOUND-SYMBOL ASSOCIATIONS</p> <p>Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of sound-symbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode) (Birsh, 2018, p. 26). “Explicit phonics refers to an organized program in which these sound symbol correspondences are taught systematically” (Berninger & Wolf, 2009, p. 53).</p>	<p>✓</p>	<ul style="list-style-type: none"> • 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

Critical, Evidence-Based Components of Dyslexia Instruction	Aligns to Core5	Example Skills Introduced in Core5
<p>SYLLABICATION</p> <p>“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).</p>	<p>✓</p>	<ul style="list-style-type: none"> ● Six syllable types <ul style="list-style-type: none"> ○ Closed ○ Open ○ Silent-e ○ Vowel Pair <ul style="list-style-type: none"> ■ Vowel teams ■ Vowel combinations ○ Vowel-r ○ Consonant-le ● Syllable division <ul style="list-style-type: none"> ○ VCCV ○ V/CV ○ VC/V
<p>ORTHOGRAPHY</p> <p>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.</p>	<p>✓</p>	<ul style="list-style-type: none"> ● Spelling patterns <ul style="list-style-type: none"> ○ Final /k/ = ck ○ Final /j/ = dge ○ Final /ch/ = tch ● Spelling rules <ul style="list-style-type: none"> ○ FLSZ/Floss ○ Doubling ○ Drop e ○ Changing y to i ○ Prefix change rules

Critical, Evidence-Based Components of Dyslexia Instruction	Aligns to Core5	Example Skills Introduced in Core5
<p>MORPHOLOGY</p> <p>“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)</p>	<p>✓</p>	<ul style="list-style-type: none"> ● Latin Morphemes <ul style="list-style-type: none"> ○ Prefixes ○ Suffixes ○ Root ● Greek combining forms
<p>SYNTAX</p> <p>“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).</p>	<p>✓</p>	<ul style="list-style-type: none"> ● Irregular plurals & verbs ● Advanced descriptors ● Sentence structure <ul style="list-style-type: none"> ○ Subject ● Predicate phrases
<p>READING COMPREHENSION</p> <p>Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading. The reader’s skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development (especially vocabulary and listening comprehension), background knowledge, use of appropriate strategies to enhance comprehension and repair it if it breaks down, and the reader’s interest in what he or she is reading and motivation to comprehend its meaning (Birsh, 2018, p. 14; Snow, 2002).</p>	<p>✓</p>	<ul style="list-style-type: none"> ● Picturing/visualizing stories ● Spatial concepts ● Picture-word matching ● Analogies ● Multiple meaning words ● Similes and metaphors ● Idioms ● Shade of meaning ● Sequencing stories ● Understanding text structure <ul style="list-style-type: none"> ○ Building sentences ○ Analyzing sentence structure ○ Signal words ● Comprehension strategies with narrative & informational text

Critical, Evidence-Based Components of Dyslexia Instruction	Aligns to Core5	Example Skills Introduced in Core5
<p>READING FLUENCY</p> <p>“Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension”(Moats & Dakin, 2008, p. 52). Fluency also includes prosody. Teachers can help promote fluency with several interventions that have proven successful in helping students with fluency (e.g., repeated readings, word lists, and choral reading of passages) (Henry, 2010, p. 104).</p>	<p>✓</p>	<ul style="list-style-type: none"> ● Passage fluency ● Timed silent reading

According to the 2021 Texas Dyslexia Handbook, “other areas of language processing skills, such as written expression, which require integration of skills, are often a struggle for students with dyslexia. Moats and Dakin (2008) posit the following:

The ability to compose and transcribe conventional English with accuracy, fluency, and clarity of expression is known as basic writing skills. Writing is dependent on many language skills and processes and is often even more problematic for children than reading. Writing is a language discipline with many component skills that must be directly taught. Because writing demands using different skills at the same time, such as generating language, spelling, handwriting, and using capitalization and punctuation, it puts a significant demand on working memory and attention. Thus, a student may demonstrate mastery of these individual skills, but when asked to integrate them all at once, mastery of an individual skill, such as handwriting, often deteriorates. To write on demand, a student has to have mastered, to the point of being automatic, each skill involved (p. 55).

Both the teacher of dyslexia and the regular classroom teacher should provide multiple opportunities to support intervention and to strengthen these skills; therefore, responsibility for teaching reading and writing must be shared by classroom teachers, reading specialists, interventionists, and teachers of dyslexia programs.”

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	Aligns to Core5	Core 5's Support for Instruction
<p>SIMULTANEOUS, MULTISENSORY (VAKT)</p> <p>“Teaching is done using all learning pathways in the brain (visual, auditory, kinesthetic, tactile) simultaneously in order to enhance memory and learning” (Birsh, 2018, p. 26). “Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning” (Moats & Dakin, 2008, p. 58).</p>	<p>✓</p>	<p>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.</p>
<p>SYSTEMATIC AND CUMULATIVE</p> <p>“Multisensory language instruction requires that the organization of material follow order of the language. The sequence must begin with the easiest concepts and most basic elements and progress methodically to more difficult material. Each step must also be based on [elements] already learned. Concepts taught must be systematically reviewed to strengthen memory” (Birsh, 2018, p. 26).</p>	<p>✓</p>	<p>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.</p>

Critical, Evidence-Based Components of Dyslexia Instruction	Aligns to Core5	Core 5's Support for Instruction
<p>EXPLICIT INSTRUCTION</p> <p>“Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print” (Moats & Dakin, 2008, p. 58). Explicit Instruction is “an approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently” (Mather & Wendling, 2012, p. 326).</p>	<p>✓</p>	<p>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.</p>
<p>DIAGNOSTIC TEACHING TO AUTOMATICITY</p> <p>“The teacher must be adept at prescriptive or individualized teaching. The teaching plan is based on careful and [continual] assessment of the individual’s needs. The content presented must be mastered to the degree of automaticity” (Birsh, 2018, p. 27). “This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student” (Moats & Dakin, 2008, p. 58). “When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner” (Berninger & Wolf, 2009, p. 70).</p>	<p>✓</p>	<p>As students work independently in the online Core5 activities, real-time performance data is collected through Lexia’s patented embedded assessment tool, Assessment Without Testing®. These data provide continual assessment of student’s retention and application of skills. Additional offline Lexia Lessons are recommended based on students’ online performance.</p>

Critical, Evidence-Based Components of Dyslexia Instruction	Aligns to Core5	Core 5's Support for Instruction
<p>SYNTHETIC INSTRUCTION</p> <p>“Synthetic instruction presents the parts of the language and then teaches how the parts work together to form a whole” (Birsh, 2018, p. 27).</p>	<p>✓</p>	<p>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.</p>
<p>ANALYTIC INSTRUCTION</p> <p>“Analytic instruction presents the whole and teaches how this can be broken into its component parts” (Birsh, 2018, p. 27).</p>	<p>✓</p>	<p>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.</p>

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

Berninger, V. W., & Wolf, B. (2009). *Teaching students with dyslexia and dysgraphia: Lessons from teaching and science*. Baltimore, MD: Paul H. Brookes Publishing.

Birsh, J. R. (2011). Connecting research and practice. In J. R. Birsh, *Multisensory teaching of basic language skills* (3rd ed., pp. 1–24). Baltimore, MD: Paul H. Brookes Publishing.

Henry, M. K. (2010). *Unlocking literacy. Effective decoding and spelling instruction* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing.



The International Multisensory Structured Language Council. (2013). *Multisensory structured language programs: Content and principles of instruction*. Retrieved from www.imslec.org/directory.asp?action=instruction.

Mather, N., & Wendling, B. J. (2012). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: John Wiley & Sons.

Moats, L. C., & Dakin, K. E. (2008). *Basic facts about dyslexia and other reading problems*. Baltimore, MD: The International Dyslexia Association.

Handbook: [Texas Dyslexia Handbook 2021 Update](#)

Texas Education Code §38.0031 (State Law)

§38.0031 Classroom Technology Plan for Students with Dyslexia

(a)The agency shall establish a committee to develop a plan for integrating technology into the classroom to help accommodate students with dyslexia. The plan must; (1) Determine the classroom technologies that are useful and practical in assisting public schools in accommodating students with dyslexia, considering budget constraints of school districts; and (2) Develop a strategy for providing those effective technologies to students.

(b)The agency shall provide the plan and information about the availability and benefits of the technologies identified under Subsection (a) (1) to school districts.

(c)A member of the committee established under Subsection (a) is not entitled to reimbursement for travel expenses incurred by the member under this section unless agency funds are available for that purpose.