

## Lexia Reading® Aligns with Texas Education Agency (TEA) Dyslexia Descriptors

TEA Dyslexia Descriptors	Lexia Reading
Phonemic Awareness	Yes
Graphophonemic Knowledge (Phonics)	Yes
Language Structure	Yes
Linguistic Instruction	Yes
Strategy-Oriented	Yes
Direct Instruction	Yes
Individualized	Yes
Intensive	Yes
Meaning-Based	Yes
Multisensory	Yes

TEA Dyslexia Descriptors are from The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders (Revised 2007) © Texas Education Agency, Austin, TX.

### **Lexia Reading contains three skills program “chapters”:**

Lexia Early Reading® (ER)  
Lexia Primary Reading® (PR)  
Lexia Strategies for Older Students® (SOS)

### **Lexia Reading has printable instruction and practice materials:**

Lexia Lessons™ provide teachers with explicit scripted instruction to teach students who are struggling with specific skills.

Lexia Skill Builders™ offer students the opportunity to develop reading skills using offline practice sheets.

### **Lexia Reading has an online educator view of student data:**

MyLexia™ allows educators to continually monitor student progress and instantly see when instruction is needed.

## **Instructional Components and Instructional Approaches Embedded within *Lexia Reading***

All *Lexia Reading* skills programs are based on scientific research that has confirmed that students having difficulty learning to read need a structured, sequential, multi-sensory approach to acquiring the essential skills for decoding and comprehension.

### **Phonemic Awareness:**

*Lexia Reading* features activities designed to foster phonological awareness and specifically phonemic awareness skills including rhyming, blending, and segmentation in the early levels and segmentation and phoneme manipulation in the upper levels. This includes hearing and manipulating sounds in one, two, three and four syllable words, identifying beginning and ending sounds, segmenting sounds across a spectrum from two syllable compound words to individual phonemes, and blending syllables and phonemes into words. Some of the activities use modifications in the timed presentation of stimuli to foster speed and assess mastery. For very young students, pictures are used throughout the activities to reinforce meaning. For elementary age and older students, phonemic awareness activities are also combined with letter-sound correspondence to ensure transfer to phonics.

### **Graphophonemic Knowledge (Phonics):**

In conjunction with the development of phonemic awareness, *Lexia Reading* explicitly addresses the systematic development of phonics skills including letter-sound correspondence, and the application of phonic word attack strategies to single words, phrases, sentences, paragraphs and short stories. The programs include activities that address a range of skills including short vowel words, blends, digraphs, long vowel words, high frequency irregular words, vowel combinations, vowel-r controlled, multi-syllable words including open ended and consonant-le endings, hard and soft “c” and “g”, and structural analysis including Anglo-Saxon and Latin prefixes and suffixes. These structured and systematic phonics activities also emphasize listening skills, following directions, and promote automaticity through timed activities.

### **Language Structure:**

*Lexia Reading* exposes students to morphology and semantics through various activities that focus on word construction using roots and affixes, as well as continual application of skills in meaningful context. Activities in all but the earliest levels require students to use the cloze procedure to analyze and complete phrases and sentences and demonstrate an understanding of the language structure to complete these tasks. Advanced levels of *Lexia Reading* include structural analysis of common Latin roots and prefixes related to number and negation and the use of Greek combining forms with an emphasis on the conceptual application of the meaning of roots, prefixes and combining forms to contextual material.

## **Linguistic Instruction:**

*Lexia Reading* promotes fluency through the use of timed activities to increase phonological processing speed fostering faster word attack and word identification skills. The vast majority of activities are designed to provide speeded practice, leading to automatic word recognition of words in isolation, phrases, sentences, and short stories. This includes a structured and systematic scope and sequence that evolves from simple sounds to paragraphs with an emphasis on accurate word reading. Systematic work on high frequency irregular words is also included to ensure automatic recognition which is necessary for smooth and fluent reading of text.

## **Strategy-Oriented:**

*Lexia Reading* supports comprehension skills through the development of automatic word recognition skills and the application of those skills to words, phrases, sentences, paragraphs and short stories. The student's attention is focused on comprehension throughout *Lexia Reading* with the use of pictures, modeled reading, categorization, association, and cloze activities while monitoring student responses for meaning. In order to move on to higher levels, students must demonstrate the ability to understand appropriate text-level information.

## **Direct Instruction:**

As students independently practice their basic reading skills using the *Lexia Reading* software, their responses and progress data are captured and sent to the *Lexia Reading* database. Reports in the *Lexia Reading* educator view, MyLexia, compile this data and identify and group students for appropriate instruction and practice. An appropriate selection from Lexia Lessons is automatically suggested if a student is struggling. Individual student reports are available to analyze specific areas of difficulty. All this functionality supports targeted, effective instruction for individuals and small flexible groups in a timely manner.

Lexia Lessons facilitate direct instruction by presenting language in a meaningful context for students, thus accelerating their progress in retrieving and applying rule-governed strategies. Lexia Lessons use storytelling to create a context surrounding rule-governed concepts. These stories center on "playground behaviors" that students see as typical of their daily experiences at school.

Every lesson in the library of Lexia Lessons is designed around four major structural elements: (1) an executive skills component, (2) scaffolding, mnemonic, and visualization strategies, (3) a reduced complexity of instructional language, and (4) an intensive analysis of orthographic patterns. Lexia Lessons are designed to support a student's executive skills which help them manage their learning; and includes task recognition, identification of effective learning strategies, automaticity, and monitoring of task. Lexia Lessons address executive skills by organizing tasks into predictable sequences that are explicitly reviewed with the students at repeated steps throughout the lesson. Scaffolding techniques include the use of visual supports, gestures for retrieving vowel sound/symbol correspondences, and whole-body movement for segmentation and blending activities. Simplified instructional language allows student to attend to the salient information in each lesson without being

bogged down with complex explanations. The focus on orthographic pattern analysis allows student to connect the rule or concept to a letter pattern that will be familiar when they encounter it in the future.

## **Individualized:**

*Lexia Reading* student software features Auto Placement, a feature that assesses an individual student's skills during their initial encounter with the software. Based on their performance in Auto Placement, students will be placed in the appropriate skills program and level within *Lexia Reading*. If necessary, these placements can be modified based upon instructional needs or the results of outside screening measures.

*Lexia Reading* skills programs are purposely designed to focus learners on the task; the interface is free of distraction while visual and auditory modeling and reinforcement is provided throughout each activity. *Lexia Reading* also includes an "automatic branching" feature, which ensures that students have demonstrated proficiency in the skills in each unit before moving ahead in the program. The branching feature promotes students as they successfully complete tasks, while providing unlimited practice iterations with scaffolding for students struggling with the material. This allows students to move through the activities and levels at their own rate. *Lexia Reading* continuously assesses students' areas of reading skill development, providing a formative assessment tool and through reports in MyLexia, highlighting students in need of extra support.

## **Intensive:**

*Lexia Reading* is designed to be implemented flexibly in a tiered model of instruction. Students who require an intervention that is frequent and intense are expected to adhere to a use pattern that provides them access to the software on a daily basis while students whose needs are less severe can follow a use pattern that requires consistent use on a three-day-per-week schedule. With the supplemental instructional and practice materials in the form of Lexia Lessons and Lexia Skill Builders, *Lexia Reading* provides all of the necessary content for an intensive intervention.

*Lexia Reading* has an automatic branching feature which provides unlimited practice iterations within a skill for students who are struggling. This branching system moves students to practice activities when they respond incorrectly where the activities are highly-scaffolded, using color-coding, cues, and reduction of stimuli. Educators also have the option of choosing a setting that restricts a student to a particular activity and task so that students can repeat the skill practice in a continual loop to increase exposure to a particular concept, rule or skill.

## **Meaning-Based:**

The focus of the activities in *Lexia Reading* is on developing awareness of the phonological structure of language as well as on monitoring for meaning. In order to ensure transfer of word attack strategies to meaningful text, activities involve application of skills at the single word, phrase, sentence and connected text levels. In the early levels of *Lexia Reading*, meaningful picture cues are used to reinforce the concepts represented by the words in

each activity. In later levels, students work on cloze procedure activities where they need to constantly be focused on context and meaning in order to select the correct words to complete the phrases or sentences. The highest levels within *Lexia Reading* provide activities that include common Latin roots and prefixes, Anglo-Saxon prefixes and suffixes, and the use of Greek combining forms with an emphasis on the conceptual application of the meaning of roots, prefixes and combining forms to contextual material.

## **Multi-Sensory:**

*Lexia Reading* is based on a systematic, structured approach to phonics instruction with roots in the Orton-Gillingham model and provides students with focused, independent practice and instruction in the basic reading skills identified by the National Reading Panel and No Child Left Behind.

*Lexia Reading* activities utilize a simple interface with motivating graphical elements, which include individual progress monitoring bar graphs for students. The activity formats encourage listening skills and following directions. Within each student activity, there are single-click buttons that provide students with the ability to repeat the auditory prompt to ensure that the task is completed accurately. Students are provided with scaffolded support when they struggle with a particular skill. This support can take the form of modeling, color-coding correct answers, or additional practice with the removal of the timing element, and helps to prevent students from practicing mistakes as they work.

In addition to using the software, students who receive support in the form of Lexia Lessons are provided with highly systematic, multi-sensory instruction that requires them to encode information through mnemonics, gestures, and visualization strategies. The scripted modules are designed to support students' executive skills to help them manage their learning. Some examples of scaffolding techniques in Lexia Lessons include the use of visual supports, gestures for retrieving vowel sound/symbol correspondences, and whole-body movement for segmentation and blending activities.