

WELCOME

Welcome to *Lexia Reading*[™]! Your students are about to join over a million other students who have successfully learned to read using Lexia Learning Systems software since the company's founding in 1984!

This guide will provide you with a comprehensive overview of *Lexia Reading*, a family of three age-appropriate computer based supplemental literacy programs designed to support high-quality reading instruction. Lexia's programs are scientifically based and research tested to provide effective support and practice for students of all ages.

Students use Lexia software independently and the programs provide each student with a unique experience focused on the skills they need to practice as they become successful readers. Students using Lexia get explicit, systematic and structured practice in phonological awareness and phonics skills that support gains in reading fluency and comprehension. *Lexia Reading* also provides reports that can be used to continuously monitor student performance, use patterns and progress.

Please visit www.lexialearning.com for access to additional materials such as research reports, best practices guidelines, correlations to core reading programs and other information designed to help you and your students get the most from *Lexia Reading* programs!

Response to Intervention (RTI) and NLS Intervention Programs

In the US, many schools are adopting an innovative approach to reading instruction called Response to Intervention (RTI) and in the United Kingdom, many schools follow the National Literacy Strategy (NLS) 3 Wave Intervention Program. Both the RTI and the NLS models recognize the fact that in any given classroom there are often very wide ranges in reading ability. These different groups of students can be separated into a three-tiered (three-wave) model. For example, some students are reading at or above grade/year level, others are at risk of reading failure and reading below grade/year level, and still others may be significantly below grade/year level and experiencing reading failure. The intervention models recommend a combination of ongoing assessment with differentiated instruction to monitor and support all three groups of students. *Lexia Reading* effectively supports students at all levels. Students reading above grade/year level can move rapidly to higher levels of the Lexia programs that contain more sophisticated and challenging skills, students reading on grade/year level or below will work on strengthening grade/year level skills, while students in need of remediation will engage in intensive practice activities that help them establish a foundation for reading success.

Ultimately, no matter what instructional model or curriculum is used, Lexia's mission is to promote the success of teachers and students as they work to master reading skills. *Lexia Reading* achieves this goal in three key ways: support, prevention and remediation.

- **Support:** Lexia supports core instruction with independent reading skills practice
- **Prevention:** Lexia helps prevent reading failure with at-risk students through repeated intensive skills practice
- **Remediation:** Lexia provides extended practice for students experiencing reading failure while identifying specific instructional needs

HOW LEXIA READING WORKS

Lexia's reading software engages students in activities that are designed to be explicit, systematic and sequential. Each level of the program builds upon the skills acquired in earlier levels. Structured activities with increasing levels of complexity systematically allow the student to practice specific skills in a carefully paced program. Using frequent modeling and reinforcement, this independent practice builds speed and accuracy in word recognition and encourages students to apply their skills in more complex contexts.

LEXIA PROGRAMS

Lexia Early Reading® (ages 4-6) supports the development of critical phonological awareness and processing skills. Level I activities include rhyming, blending, segmenting and identifying beginning and ending sounds. Level II teaches students sound symbol correspondences for consonants, short vowels and digraphs.

Lexia Primary Reading® and **Lexia Foundation Reading®** (UK version) (ages 5-8) helps students acquire and improve their basic reading skills. The activities provide practice in phonological awareness, word attack skills, and word level fluency while monitoring for meaning. The activities promote comprehension through the application of reading strategies to single words, phrases, sentences, paragraphs and stories.

Strategies for Older Students® (ages 9- adult) activities provide practice in phonological awareness, word attack skills, word-level fluency and vocabulary acquisition, including advanced word forms. The program promotes the development of comprehension skills through the application of reading strategies to single words, phrases, sentences, paragraphs and stories, and emphasizes listening skills and following directions. The program uses pictures, categorization, and associations to promote reading for meaning and builds automatic word recognition through timed activities.

DESIGNERS OF *LEXIA READING*

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RATIONALE UNDERLYING *LEXIA* PRODUCTS

Advantages of Computer-Assisted Instruction in the Teaching of Reading

Research has demonstrated that computer-assisted instruction has been effective in providing supplementary instruction in reading (for a review, see MacArthur et al., 2001). Specifically defined goals, game formats, and lively but non-distracting graphics are useful in increasing students' attention and motivation (Ford et al., 1993). Computers have the capacity to present tasks many times per session to develop automatic word recognition and reading fluency; they are infinitely patient and enable students to review materials as frequently as necessary without embarrassment. Carefully designed software has the ability to increase lesson continuity and provide immediate feedback, as well as monitor and report progress for both students and teachers. *Lexia Reading* fulfills all of these criteria.

Increasing Phonological Awareness and Phonics Skills with *Lexia Reading*

Lexia Reading is specifically designed to increase phonological awareness and phonics word-attack skills. Educators and reading specialists have emphasized the importance of mastery of word-attack strategies to advance automatic word recognition for decades (Chall, 1983; Adams, 1990; Snow et al., 1998). Further, the development of phonological awareness, that is, the ability to identify the sound structure of spoken language, is crucial for learning word-attack strategies (Share & Stanovich, 1995). Current research suggests that reading approaches that incorporate phonological awareness training in conjunction with explicit phonics instruction should be encouraged (Ehri, 2004; Hatcher et al., 2004).

Numerous studies have shown that children provided with computer-assisted instruction that targets phonological awareness and phonics skills make significant advances in reading (e.g., Hecht & Close, 2002; Smith & Cassady, 2005; Torgesen & Barker, 1995; Wise et al., 2000). Notably, benefits of computer-assisted instruction have been demonstrated in studies of children using Lexia reading programs (Macaruso et al., 2006; Macaruso & Hook, 2007; Macaruso & Walker, in press). For instance, in the study by Macaruso et al. (2006) Lexia users who were Title I eligible made significant gains in reading so that by the end of the school year their performance was indistinguishable from non-Title I students.

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