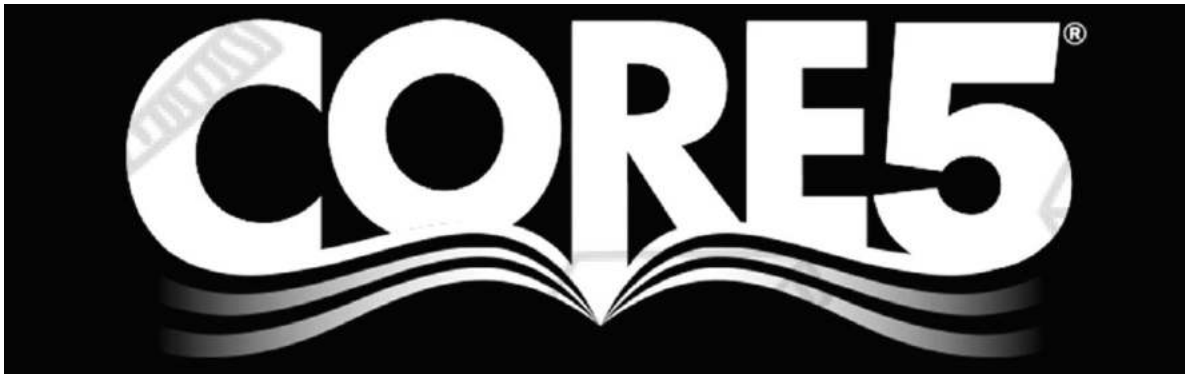


# Texas Dyslexia Handbook Alignment for Lexia's Core5 Reading™ for PK - 5.



**Summary:** The following document provides an overview and alignment of Lexia Core5 Reading's™ coverage of all instructional domains and practices from the Texas Dyslexia Handbook.

Core5 Reading is a research-*proven* reading acceleration program designed for students in grades PK - 5. The program is comprised of six domains: (1) phonological awareness, (2) phonics, (3) structural analysis, (4) automaticity/fluency, (5) vocabulary, and (6) comprehension.

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(c), districts shall purchase or develop a 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	Covered in Core5?	Example Skills Introduced in Core5
<p><b>PHONOLOGICAL AWARENESS</b></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.</p>	✓	<ul style="list-style-type: none"> <li>• Rhyming</li> <li>• Beginning consonant sounds</li> <li>• Ending sounds</li> <li>• Blending &amp; segmenting syllables and words</li> <li>• Short &amp; long vowel sounds</li> <li>• Manipulating sounds</li> </ul>
<p><b>SOUND-SYMBOL ASSOCIATIONS</b></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).</p>	✓	<ul style="list-style-type: none"> <li>• Letter matching</li> <li>• Reversible letters</li> <li>• Consonant &amp; digraph sounds</li> <li>• Beginning &amp; ending sounds</li> <li>• Short and long vowels sounds</li> <li>• Word chains</li> <li>• Contractions</li> <li>• Hard and soft c &amp; g</li> <li>• Sight words</li> </ul>
<p><b>SYLLABICATION</b></p> <p>A syllable is a unit of oral or written language with one vowel sound. The six basic types of syllables in the English language include the following: closed, open, vowel consonant-e, r-controlled, vowel pair (or vowel team), and consonant-le (or final stable syllable). Rules for dividing syllables must be directly taught in relation to the word structure. Explicit phonics refers to an organized program in which these sound symbol correspondences are taught systematically</p>	✓	<ul style="list-style-type: none"> <li>• Six syllable types <ul style="list-style-type: none"> <li>◦ Closed</li> <li>◦ Open</li> <li>◦ Silent-e</li> <li>◦ Vowel Pair <ul style="list-style-type: none"> <li>■ Vowel teams</li> <li>■ Vowel combinations</li> </ul> </li> <li>◦ Vowel-r</li> <li>◦ Consonant-le</li> </ul> </li> <li>• Syllable division <ul style="list-style-type: none"> <li>◦ VCCV</li> <li>◦ V/CV</li> <li>◦ VC/V</li> </ul> </li> </ul>
<p><b>ORTHOGRAPHY</b></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</p>	✓	<ul style="list-style-type: none"> <li>• Spelling patterns <ul style="list-style-type: none"> <li>◦ Final /k/ = ck</li> <li>◦ Final /j/ = dge</li> <li>◦ Final /ch/ = tch</li> </ul> </li> <li>• Spelling rules <ul style="list-style-type: none"> <li>◦ FLSZ/Floss</li> <li>◦ Doubling</li> <li>◦ Drop e</li> </ul> </li> </ul>

and sound-symbol knowledge.		<ul style="list-style-type: none"> <li>○ Changing y to i</li> <li>○ Prefix change rules</li> </ul>
<b>MORPHOLOGY</b>  Morphology is the study of how a base word, prefix, root, suffix (morphemes) combine to form words. A morpheme is the smallest unit of meaning in a given language.	✓	<ul style="list-style-type: none"> <li>● Latin Morphemes <ul style="list-style-type: none"> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Root</li> </ul> </li> <li>● Greek combining forms</li> </ul>
<b>SYNTAX</b>  Syntax is the sequence and function of words in a sentence in order to convey meaning. This includes grammar and sentence variation and affects choices regarding mechanics of a given language.	✓	<ul style="list-style-type: none"> <li>● Irregular plurals &amp; verbs</li> <li>● Advanced descriptors</li> <li>● Sentence structure <ul style="list-style-type: none"> <li>○ Subject</li> <li>○ Predicate phrases</li> </ul> </li> </ul>
<b>READING COMPREHENSION</b>  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.	✓	<ul style="list-style-type: none"> <li>● Picturing/visualizing stories</li> <li>● Spatial concepts</li> <li>● Picture-word matching</li> <li>● Analogies</li> <li>● Multiple meaning words</li> <li>● Similes and metaphors</li> <li>● Idioms</li> <li>● Shade of meaning</li> <li>● Sequencing stories</li> <li>● Understanding text structure <ul style="list-style-type: none"> <li>○ Building sentences</li> <li>○ Analyzing sentence structure</li> <li>○ Signal words</li> </ul> </li> <li>● Comprehension strategies with narrative &amp; informational text</li> </ul>
<b>READING FLUENCY</b>  Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension). 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).	✓	<ul style="list-style-type: none"> <li>● Passage fluency</li> <li>● Timed silent reading</li> </ul>

In addition, 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:

Principles of Effective Intervention for Students with Dyslexia	Covered in Core5?	Core5's support for instruction
<b>SIMULTANEOUS, MULTISENSORY (VAKT)</b>  Multisensory instruction utilizes all learning pathways in the brain (visual, auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning	✓	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.
<b>SYSTEMATIC AND CUMULATIVE</b>  Systematic and cumulative instruction requires the organization of material follow order of the language. The sequence must begin with the easiest concepts and progress methodically to more difficult concepts. Each step must also be based on elements previously learned. Concepts taught must be systematically reviewed to strengthen memory.	✓	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 <i>Scope &amp; Sequence: By Skill</i> .) Warm-ups systematically review previously introduced concepts.
<b>EXPLICIT INSTRUCTION</b>  Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through	✓	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>incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print.</p>		
<p><b>DIAGNOSTIC TEACHING TO AUTOMATICITY</b></p> <p>Diagnostic teaching is knowledge of prescriptive instruction that will meet individual student needs of language and print concepts. The teaching plan is based on continual assessment of the student's retention and application of skills</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>
<p><b>SYNTHETIC INSTRUCTION</b></p> <p>Synthetic instruction presents the parts of any alphabetic language (morphemes) to teach how the word parts work together to form a whole (e.g., base word, derivative).</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><b>ANALYTIC INSTRUCTION</b></p> <p>Analytic instruction presents the whole (e.g., base word, derivative) and teaches how the whole word can be broken into its component parts (e.g., base word, prefix, root, and suffix).</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](http://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:

[https://www.region10.org/r10website/assets/File/Dyslexia%202014%20Englishwtabs%208%2014%202014\(1\).pdf](https://www.region10.org/r10website/assets/File/Dyslexia%202014%20Englishwtabs%208%2014%202014(1).pdf)

## 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