# California Common Core State Standards
# **Alignment Overview**

Lexia® PowerUp Literacy® aligns to the levels of complexity and rigor of the California CCSS. Through personalized, systematic instruction, PowerUp addresses the instructional needs of students by identifying the gaps and providing support in three primary areas of instruction: Word Study, Grammar and Comprehension.

Lexia | Lexia POWERUP LITERACY

# PowerUp Program Components

## Independent Student-Driven Learning

PowerUp provides differentiated literacy instruction for students in grades 6 through 12. Designed to be used alongside core curriculum, PowerUp's adaptive blended learning model allows for educators to differentiate instruction and target skill gaps for students. With 180 unique placement profiles, students start the online program exactly where they need to be based on their abilities.
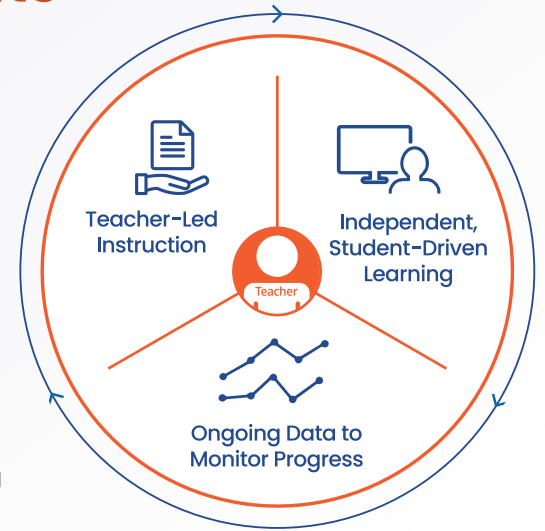
## Ongoing Progress Monitoring

PowerUp provides educators with data to monitor progress and connects this data to action plans and resources. The proprietary **Assessment Without Testing**® technology gathers performance data without stopping the flow of instruction to administer a test.

## Teacher-Led Instruction

Educators have access to offline resources aligned to California Common Core State Standards to further support their students' needs. Below are some of the offline resources that build student's capacity and address the California Common Core State Standards.

- **Lexia Lessons** are automatically recommended for students based on their performance in the online activities. These lessons help teachers deliver explicit instruction in targeted skill areas for small-group or one-on-one instruction.

- **Lexia Skill Builders** can be incorporated into classroom routines or used for home practice to build independence, increase automaticity, and expand expressive skills.

- **The Writing Prompt Pack** and the **Fluency Passage Pack** provide additional opportunities to practice composition and fluency skills.

### Teacher-Led Instruction / Independent, Student-Driven Learning / Ongoing Data to Monitor Progress / Teacher

### Supporting Needs of Diverse Learners

PowerUp helps all students—whether they are emergent bilinguals or students working towards proficiency—boost their reading achievement through closing gaps in foundational literacy skills.

### Supporting Culturally Responsive Learning Environments

PowerUp seeks to convey equitable and multidimensional representations of people across lines of diversity including race, culture, language background, gender, ability, socio-economic status, community, and national origin.

# California Common Core State Standards & PowerUp Literacy

## How does PowerUp prepare students for college and the workplace?

Built on the Science of Reading, PowerUp addresses literacy skills aligned to college and career readiness standards for grades 6-8 while teaching the specific K-5 standards that are critical to building a foundation for grade-level proficiency. PowerUp prepares students for the key instructional shifts of the California Common Core State Standards as they develop the necessary foundational skills to access **complex text, comprehend as well as critique**, increase **academic vocabulary** and learn the significance of **using evidence to support their claims**.

## Preparing Students to be Literate

PowerUp students develop the necessary skills to be considered literate as outlined by California Common Core Standards. Through PowerUp students:

- Learn to **use technology and digital media strategically and capably** via the online program and when engaging in offline lessons.

- **Demonstrate independence** as they navigate the program through a personalized learning path.

- Build **strong content knowledge** through engaging in online and offline lessons that allow for them to **respond to the varying demands of audience, task, purpose and discipline, as well as comprehend critique,** and learn to **value evidence**.

- Learn to **understand other perspectives and cultures** as they engage with text that are culturally responsive and sustaining.

### PowerUp includes California curriculum requirements:

✓ Rigorous content

✓ Quality text selections and genres

✓ Demonstrated efficacy

✓ Repeated exposure and application to complex text

✓ Flexibility and easy to implement

✓ Rich academic vocabulary

✓ A foundation built from research

*"As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of a literate individual."*

*(Common Core State Standards)*

# A Closer Look at PowerUp & California Common Core Standards

| CA ELA Strands | How PowerUp Builds Student's Capacity |
|---|---|
| **Reading Standards for Foundational Skills** | • Students work through a systematic scope and sequence in the online activities to develop foundational literacy skills.<br>• Students develop foundational literacy skills through rigorous instruction in print concepts, phonological awareness, phonics, word analysis skills, fluency, and accuracy. |
| **Reading Standards for Literature** | • Students build comprehension skills and understanding of key ideas and details when reading.<br>• students learn about narrative structure and key terms such as character, setting, events, and central message.<br>• Students learn to read and comprehend diverse texts with engaging readings and higher-order thinking questions that focus on evidence, inferences, connecting ideas, and analyzing author perspectives. |
| **Reading Standards for Informational Text** | • Students engage with informational texts and utilize various strategies, such as connecting visual and written information in informational texts.<br>• Students practice linking written information with illustrations, diagrams, and maps.<br>• Students develop understanding of craft and structure by comparing and contrasting texts on the same topic, helping them to effectively analyze information. |
| **Language Standards** | • Students engage in activities and offline lessons that focus on developing grammar and vocabulary.<br>• Students improve language skills through strategies, such as identifying rhyme schemes in poetry, improving fluency and comprehension.<br>• Students engage in activities, such as mapping sounds to letters to strengthen decoding and spelling skills, improving student understanding of conventions of standard English. |
| **Speaking & Listening Standards** | • Students develop oral language and listening skills through teacher-led lessons and small group activities.<br>• Students develop expressive language through asking questions and collaborating with peers during teacher-led offline lessons. |
| **Writing Standards** | • Students engage in writing that offers age-appropriate themes and topics which align to the comprehension strand of the PowerUp Literacy Program.<br>• Students engage in teacher-led writing opportunities which provide a foundation for college and career readiness as they learn to adapt the form and content of their writing to accomplish a particular task and purpose. |

# PowerUp Progression of Learning

Each instructional strand in PowerUp (Word Study, Grammar, Comprehension) is divided into three instructional zones of skill development: Foundational, Intermediate and Advanced. The chart below describes how PowerUp addresses one of the anchor standards for reading across the instructional zones. The subsequent chart shows how that standard is addressed in grades 6-8.

| Foundational Zone | Intermediate Zone | Advanced Zone |
|---|---|---|
| **CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | |
| • Focuses on skills taught in grades K–2.<br>• Students read appropriately leveled texts with scaffolded support, learning the basic skills and concepts required to build a solid foundation for reading proficiency.<br>• Students begin exploring the elements of informational text and demonstrate basic comprehension. | • Focuses on skills taught in grades 3–5.<br>• Students learn to build their understanding of informational text structure and summary as they develop comprehension skills and strategies through listening and reading.<br>• Students demonstrate passage-level comprehension by answering multiple-choice questions focusing on text features, main idea, and supporting details. | • Focuses on skills taught in grades 6–8+.<br>• Scaffolding decreases and text complexity increases as students move toward independence.<br>• Students demonstrate understanding with higher level comprehension questions.<br>• Students answer multiple-choice questions, sort details from the text and compare two or more texts. |

| Standards | Sample Offline Resources | Student Program | Lexia Lessons | Lexia Skill Builders |
|---|---|---|---|---|
| **CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | | | |
| **RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | Lexia Skill Builders:<br>Comprehension, Level 15: Argument | ✓ | ✓ | ✓ |
| **RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | Lexia Lessons:<br>Comprehension, Level 15: Informational Text & Summary 3 | ✓ | ✓ | ✓ |
| **RI.8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | Lexia Lessons:<br>Comprehension, Level 16: Analyze & Evaluate 2 | ✓ | ✓ | ✓ |

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