FOR EDUCATORS

Core5® Instructional Materials **Sampler**

C5-IMS-0324

©2024 Lexia, a Cambium Learning Group company. All rights reserved.

Lexia® | Lexia CORE5 READING

Instructional Materials Sampler

The Lexia® Core5® Reading program provides instructional materials to ensure that all students receive personalized and comprehensive instruction and practice in all skill areas. Lexia Lessons®, Lexia Skill Builders®, Lexia® Connections, and other instructional resources are designed to be used as part of Lexia's powerful Adaptive Blended Learning Model. These materials can be incorporated into classroom routines in a variety of ways, including whole-class instruction, small-group activities, and independent work.

Core5's instructional materials provide opportunities for students to:

- Reinforce foundational reading skills using multisensory manipulative materials
- Apply skills to authentic reading and writing experiences
- Respond to open-ended questions to spark higher-order thinking and build expressive language skills
- Build automaticity and fluency through oral reading activities

Quick Reference

Overview of Resources

Lexia Lessons Sample

Lexia Lessons: Slide Decks Sample

Lexia Skill Builders Sample

Digital Lexia Skill Builders Sample

Lexia Connections Sample

Lexia Decodable Readers Sample

Lexia Close Reads Sample

Writing Prompt Pack Sample

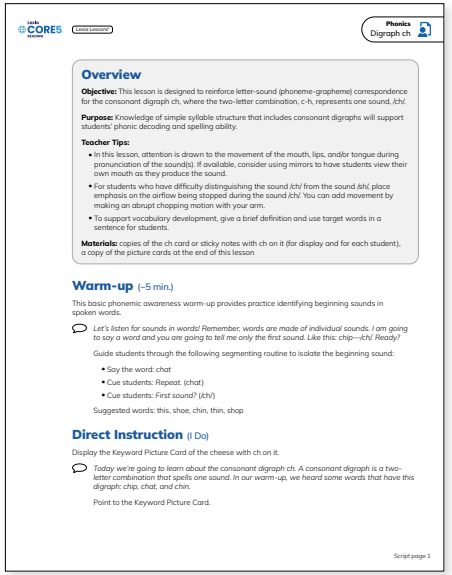
Fluency Prompt Pack Sample

©2024 Lexia, a Cambium Learning Group company. All rights reserved.

Lexia Lessons

Targeted materials for face-to-face instruction that address specific Core5 literacy skills

- Designed for individual, small-group, or whole-class targeted instruction
- Specific lessons automatically recommended for students based on performance in the student program
- Options for differentiated instruction that reinforce or extend student skill development
- Supplemented with hands-on materials, such as sentence strips, graphic organizers, and flashcards.
- Available in printable and digital formats



Lexia CORE5 Lexia Lessons

Phonics
Digraph ch

Overview

Objective: This lesson is designed to reinforce letter-sound (phoneme-grapheme) correspondence for the consonant digraph ch, where the two-letter combination, c-h, represents one sound, /ch/.

Purpose: Knowledge of simple syllable structure that includes consonant digraphs will support students' phonic decoding and spelling ability.

Teacher Tips:

- In this lesson, attention is drawn to the movement of the mouth, lips, and/or tongue during pronunciation of the sound(s). If available, consider using mirrors to have students view their own mouth as they produce the sound.
- For students who have difficulty distinguishing the sound /ch/ from the sound /sh/, place emphasis on the airflow being stopped during the sound /ch/. You can add movement by making an abrupt chopping motion with your arm.
- To support vocabulary development, give a brief definition and use target words in a sentence for students.

Materials: copies of the ch card or sticky notes with ch on it (for display and for each student), a copy of the picture cards at the end of this lesson

Warm-up (~5 min.)

This basic phonemic awareness warm-up provides practice identifying beginning sounds in spoken words.

Let's listen for sounds in words! Remember, words are made of individual sounds. I am going to say a word and you are going to tell me only the first sound. Like this: chip—/ch/. Ready?

Guide students through the following segmenting routine to isolate the beginning sound:

- Say the word: *chat*
- Cue students: *Repeat.* (chat)
- Cue students: *First sound?* (/ch/)

Suggested words: this, shoe, chin, thin, shop

Direct Instruction (I Do)

Display the Keyword Picture Card of the cheese with ch on it.

Today we're going to learn about the consonant digraph ch. A consonant digraph is a two-letter combination that spells one sound. In our warm-up, we heard some words that have this digraph: chip, chat, and chin.

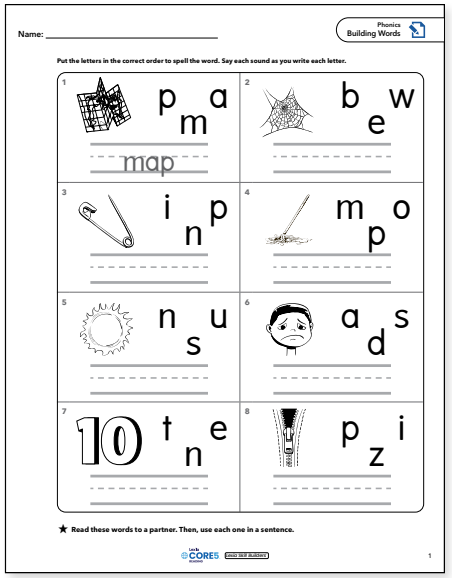
Point to the Keyword Picture Card.

Script page 1

Lexia Skill Builders®

Practice materials that reinforce and extend online learning

- Automatically recommended for students who have completed online activities
- Designed for independent practice with opportunities for peer collaboration
- Used to reinforce and extend online learning through tasks that build automaticity, promote generalization, and expand expressive language
- Can be assigned in classroom centers, for homework, or during after-school programs
- Available in printable and digital formats



Name: _____

Phonics
Building Words

Put the letters in the correct order to spell the word. Say each sound as you write each letter.

1. p a m — map
2. b w e
3. i p n
4. m o p
5. n u s
6. a s d
7. t e n
8. p i z

★ **Read these words to a partner. Then, use each one in a sentence.**

Lexia CORE5 Lexia Skill Builders

1

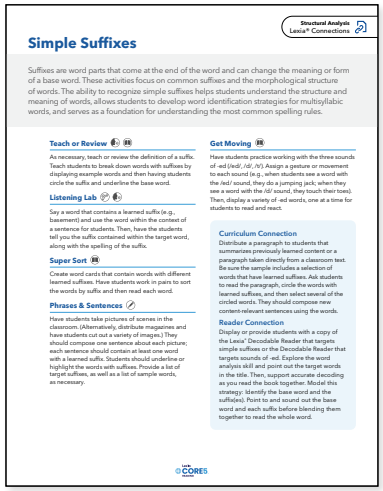
©2024 Lexia, a Cambium Learning Group company. All rights reserved.

Lexia® | Lexia CORE5 READING

Lexia Connections

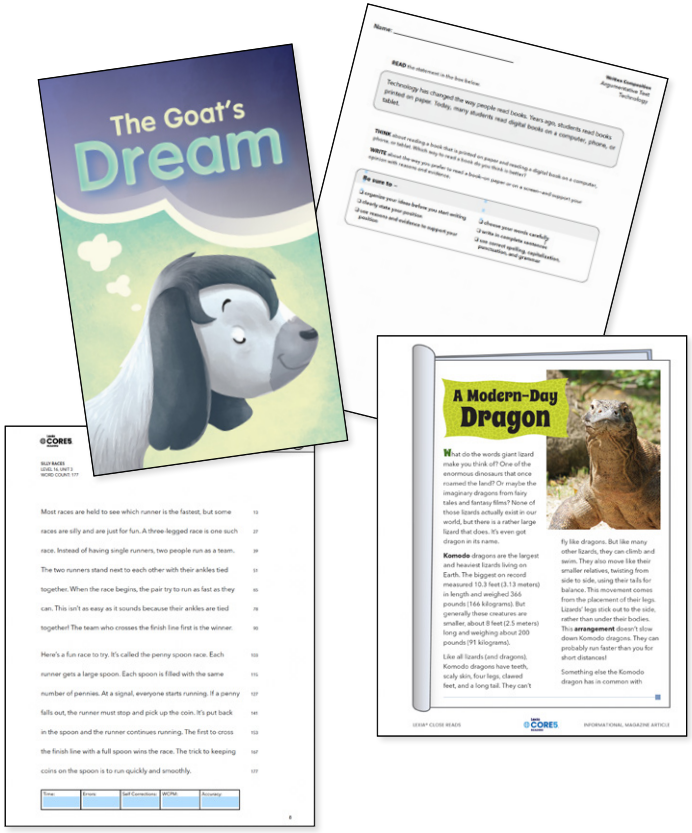
Multisensory games and activity suggestions that target key components of literacy

- Used to introduce, reinforce, or extend student progress in the online program
- Targeted opportunities to build literacy skills in multiple learning modalities
- Designed to support flexible implementation with minimal preparation time
- Linked to content-area instruction in science, math, and social studies



Additional Resources

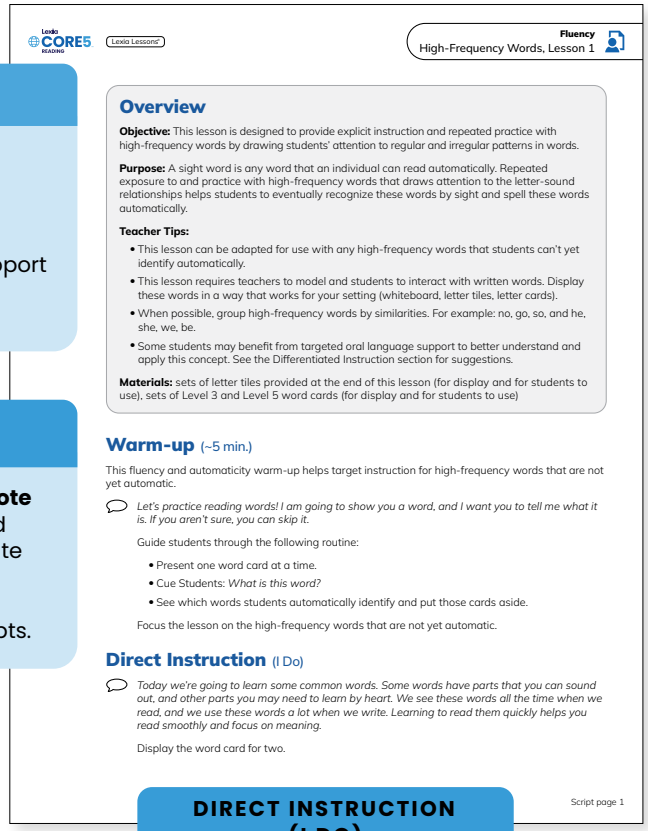
- **Lexia Decodable Readers** provide opportunities for systematic, explicit, and frequent practice of foundational reading skills.
- **Lexia Close Reads** provide opportunities for critical reading and analysis with a variety of real-world text types and engaging, relevant topics.
- The **Writing Prompt Pack** helps teachers offer focused composition practice for students in grades 3–5 in a format similar to standardized writing assessments.
- The **Fluency Passage Packs** help students practice reading fluency with accuracy, automaticity, and prosody



©2024 Lexia, a Cambium Learning Group company. All rights reserved.

Lexia Lessons Sample

Targeted materials for face-to-face instruction that address specific Core5 literacy skills



Lexia CORE5 READING | Lexia Lessons®

Fluency
High-Frequency Words, Lesson 1

Overview

Objective: This lesson is designed to provide explicit instruction and repeated practice with high-frequency words by drawing students' attention to regular and irregular patterns in words.

Purpose: A sight word is any word that an individual can read automatically. Repeated exposure to and practice with high-frequency words that draws attention to the letter-sound relationships helps students to eventually recognize these words by sight and spell these words automatically.

Teacher Tips:

- This lesson can be adapted for use with any high-frequency words that students can't yet identify automatically.
- This lesson requires teachers to model and students to interact with written words. Display these words in a way that works for your setting (whiteboard, letter tiles, letter cards).
- When possible, group high-frequency words by similarities. For example: no, go, so, and he, she, we, be.
- Some students may benefit from targeted oral language support to better understand and apply this concept. See the Differentiated Instruction section for suggestions.

Materials: sets of letter tiles provided at the end of this lesson (for display and for students to use), sets of Level 3 and Level 5 word cards (for display and for students to use)

Warm-up (~5 min.)

This fluency and automaticity warm-up helps target instruction for high-frequency words that are not yet automatic.

Let's practice reading words! I am going to show you a word, and I want you to tell me what it is. If you aren't sure, you can skip it.

Guide students through the following routine:

- Present one word card at a time.
- Cue Students: *What is this word?*
- See which words students automatically identify and put those cards aside.

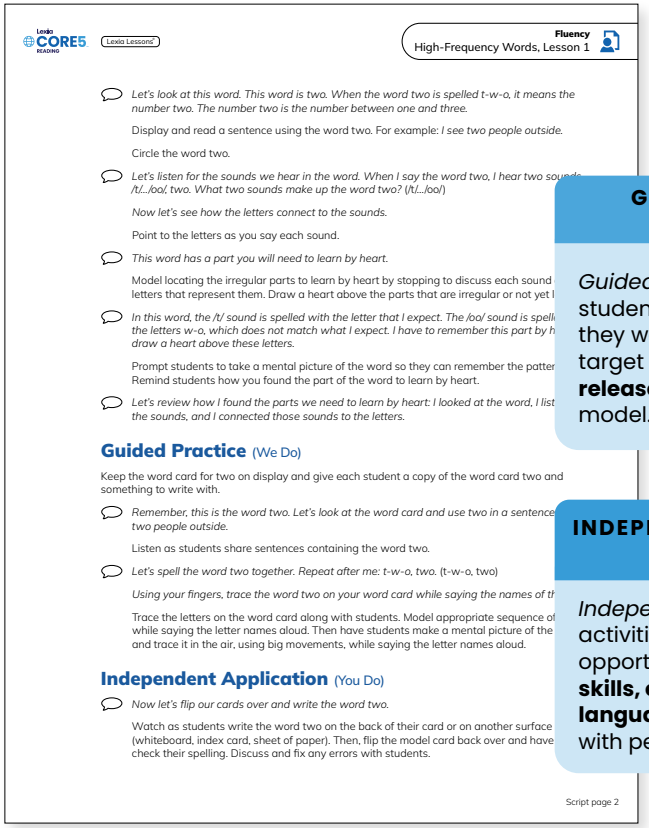
Focus the lesson on the high-frequency words that are not yet automatic.

Direct Instruction (I Do)

Today we're going to learn some common words. Some words have parts that you can sound out, and other parts you may need to learn by heart. We see these words all the time when we read, and we use these words a lot when we write. Learning to read them quickly helps you read smoothly and focus on meaning.

Display the word card for two.

Script page 1



Lexia CORE5 READING | Lexia Lessons®

Fluency
High-Frequency Words, Lesson 1

Let's look at this word. This word is two. When the word two is spelled t-w-o, it means the number two. The number two is the number between one and three.

Display and read a sentence using the word two. For example: *I see two people outside.*

Circle the word two.

Let's listen for the sounds we hear in the word. When I say the word two, I hear two sounds: /t/.../oo/, two. What two sounds make up the word two? (/t/.../oo/)

Now let's see how the letters connect to the sounds.

Point to the letters as you say each sound.

This word has a part you will need to learn by heart.

Model locating the irregular parts to learn by heart by stopping to discuss each sound and letters that represent them. Draw a heart above the parts that are irregular or not yet l

In this word, the /t/ sound is spelled with the letter that I expect. The /oo/ sound is spelli the letters w-o, which does not match what I expect. I have to remember this part by h draw a heart above these letters.

Prompt students to take a mental picture of the word so they can remember the patter Remind students how you found the part of the word to learn by heart.

Let's review how I found the parts we need to learn by heart: I looked at the word, I list the sounds, and I connected those sounds to the letters.

Guided Practice (We Do)

Keep the word card for two on display and give each student a copy of the word card two and something to write with.

Remember, this is the word two. Let's look at the word card and use two in a sentence two people outside.

Listen as students share sentences containing the word two.

Let's spell the word two together. Repeat after me: t-w-o, two. (t-w-o, two)

Using your fingers, trace the word two on your word card while saying the names of th

Trace the letters on the word card along with students. Model appropriate sequence of while saying the letter names aloud. Then have students make a mental picture of the and trace it in the air, using big movements, while saying the letter names aloud.

Independent Application (You Do)

Now let's flip our cards over and write the word two.

Watch as students write the word two on the back of their card or on another surface (whiteboard, index card, sheet of paper). Then, flip the model card back over and have check their spelling. Discuss and fix any errors with students.

Script page 2

LESSON PREVIEW

The *Overview* outlines the objective and purpose for each lesson. *Teacher Tips* and a list of necessary *Preparation/Materials* support the successful delivery of differentiated instruction.

WARM-UP

Warm-up activities **promote student engagement** and help educators differentiate instruction by assessing student knowledge of previously learned concepts.

DIRECT INSTRUCTION (I DO)

This section provides educators with the language and examples needed to **model target skills**.

GUIDED PRACTICE (WE DO)

Guided Practice activities give students increased agency as they work together to master target skills in a **gradual release of responsibility** model.

INDEPENDENT APPLICATION (YOU DO)

Independent Application activities give students the opportunity to **apply target skills, expand expressive language, and collaborate** with peers.

©2024 Lexia, a Cambium Learning Group company. All rights reserved.

Lexia | Lexia CORE5 READING

Lexia Lessons Sample *continued*

CHECK FOR UNDERSTANDING

Check for understanding questions enables educators to **assess student understanding** of the target skills or strategies.

DIFFERENTIATED INSTRUCTION

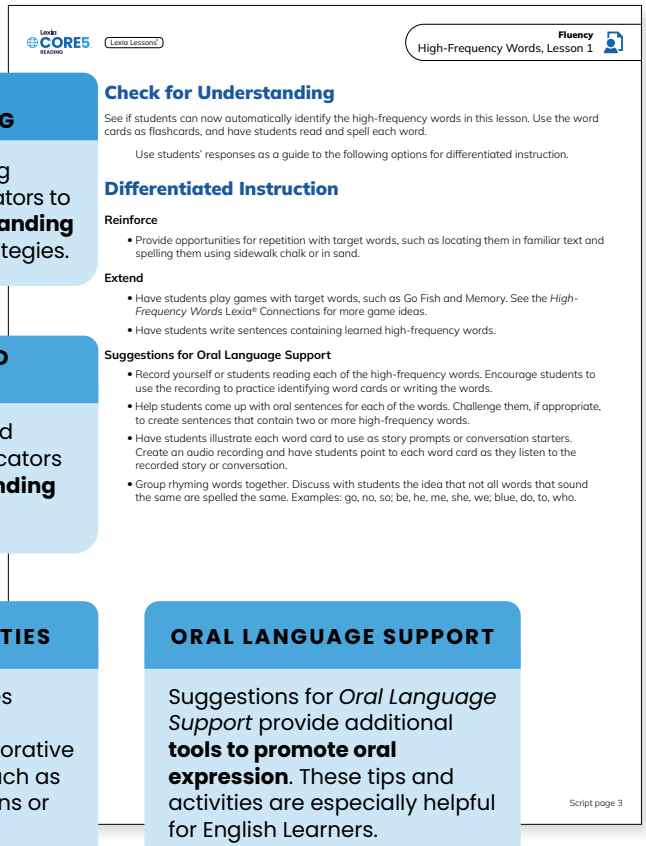
Options for differentiated instruction support educators in **reinforcing and extending instruction**.

EXTENSION ACTIVITIES

Many extension activities **promote higher-order thinking** through collaborative learning experiences, such as multimedia presentations or projects.

ORAL LANGUAGE SUPPORT

Suggestions for *Oral Language Support* provide additional **tools to promote oral expression**. These tips and activities are especially helpful for English Learners.



Lexia CORE5 READING | Lexia Lessons®

Fluency
High-Frequency Words, Lesson 1

Check for Understanding

See if students can now automatically identify the high-frequency words in this lesson. Use the word cards as flashcards, and have students read and spell each word.

Use students' responses as a guide to the following options for differentiated instruction.

Differentiated Instruction

Reinforce

- Provide opportunities for repetition with target words, such as locating them in familiar text and spelling them using sidewalk chalk or in sand.

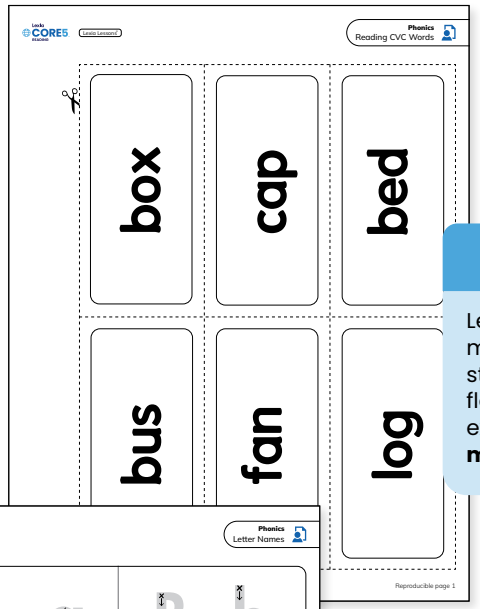
Extend

- Have students play games with target words, such as Go Fish and Memory. See the *High-Frequency Words* Lexia® Connections for more game ideas.
- Have students write sentences containing learned high-frequency words.

Suggestions for Oral Language Support

- Record yourself or students reading each of the high-frequency words. Encourage students to use the recording to practice identifying word cards or writing the words.
- Help students come up with oral sentences for each of the words. Challenge them, if appropriate, to create sentences that contain two or more high-frequency words.
- Have students illustrate each word card to use as story prompts or conversation starters. Create an audio recording and have students point to each word card as they listen to the recorded story or conversation.
- Group rhyming words together. Discuss with students the idea that not all words that sound the same are spelled the same. Examples: go, no, so; be, he, me, she, we; blue, do, to, who.

Script page 3



Lexia CORE5 READING | Lexia Lessons®

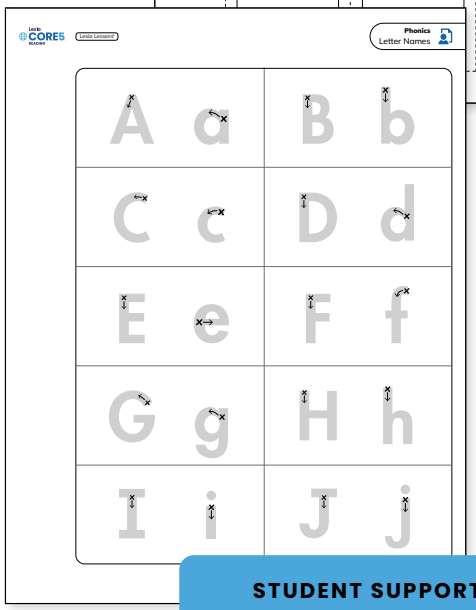
Phonics
Reading CVC Words

box cap bed
bus fan log

Reproducible page 1

MULTIMODAL LEARNING

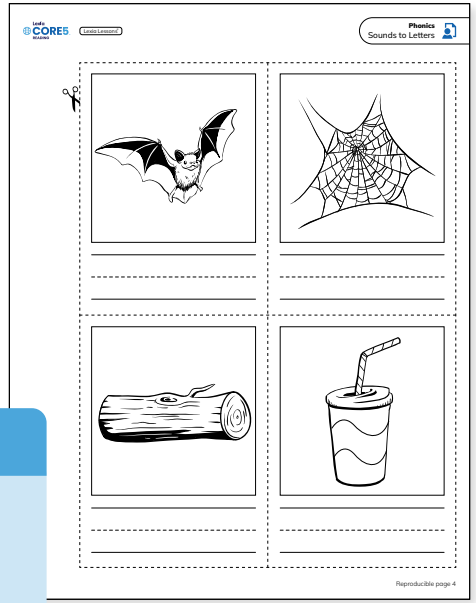
Lessons include reproducible materials, such as sentence strips, graphic organizers, and flashcards, to reinforce and extend online learning with **multisensory activities**.



Lexia CORE5 READING | Lexia Lessons®

Phonics
Letter Names

A a B b
C c D d
E e F f
G g H h
I i J j



Lexia CORE5 READING | Lexia Lessons®

Phonics
Sounds to Letters

Reproducible page 4

STUDENT SUPPORT

Flashcards especially **benefit English learners** by scaffolding sound-symbol instruction and supporting vocabulary acquisition.

©2024 Lexia, a Cambium Learning Group company. All rights reserved.

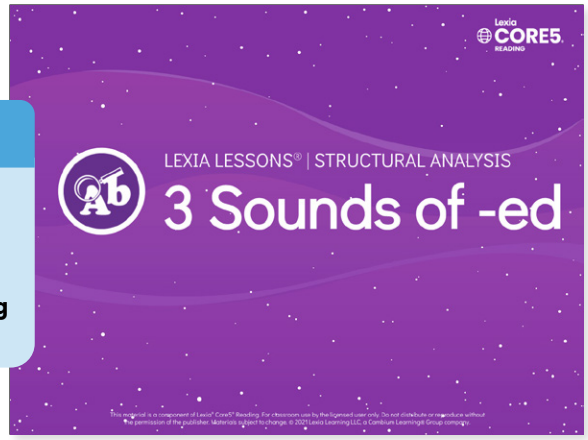
Lexia® | Lexia CORE5 READING

Lexia Lessons: Slide Decks Sample

The same targeted instruction as paper-based Lexia Lessons, but in a flexible digital format

FLEXIBLE DELIVERY

The Google Slides™ format allows teachers to support individual students, small groups, or the whole class **in school or in a remote learning environment**.

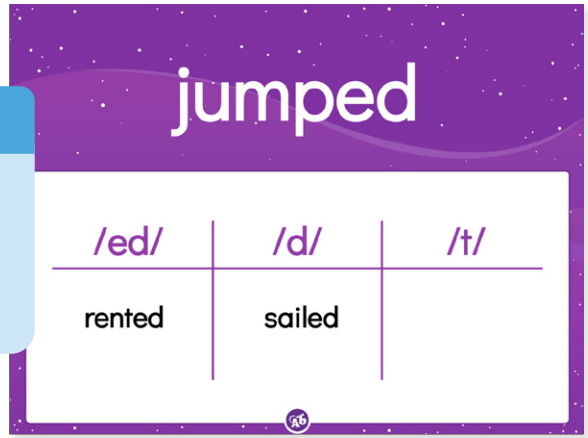


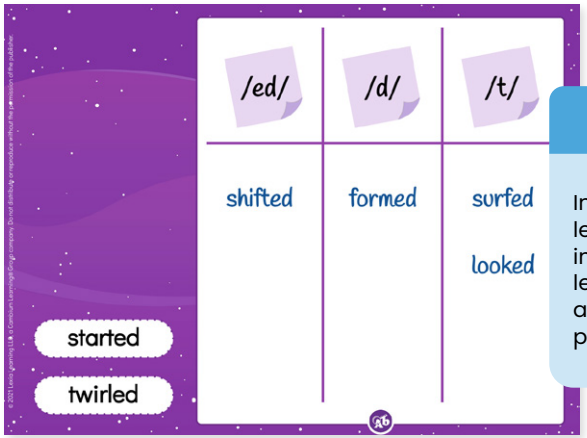
STUDENT SUPPORT

Engaging visual elements and presentation features enhance lesson delivery to **keep students motivated**.

DIFFERENTIATED INSTRUCTION

Educators are integral to the delivery of each lesson—they **control the dialogue and pace**. This personalized approach supports the varying needs of all students.





EDUCATOR SUPPORT

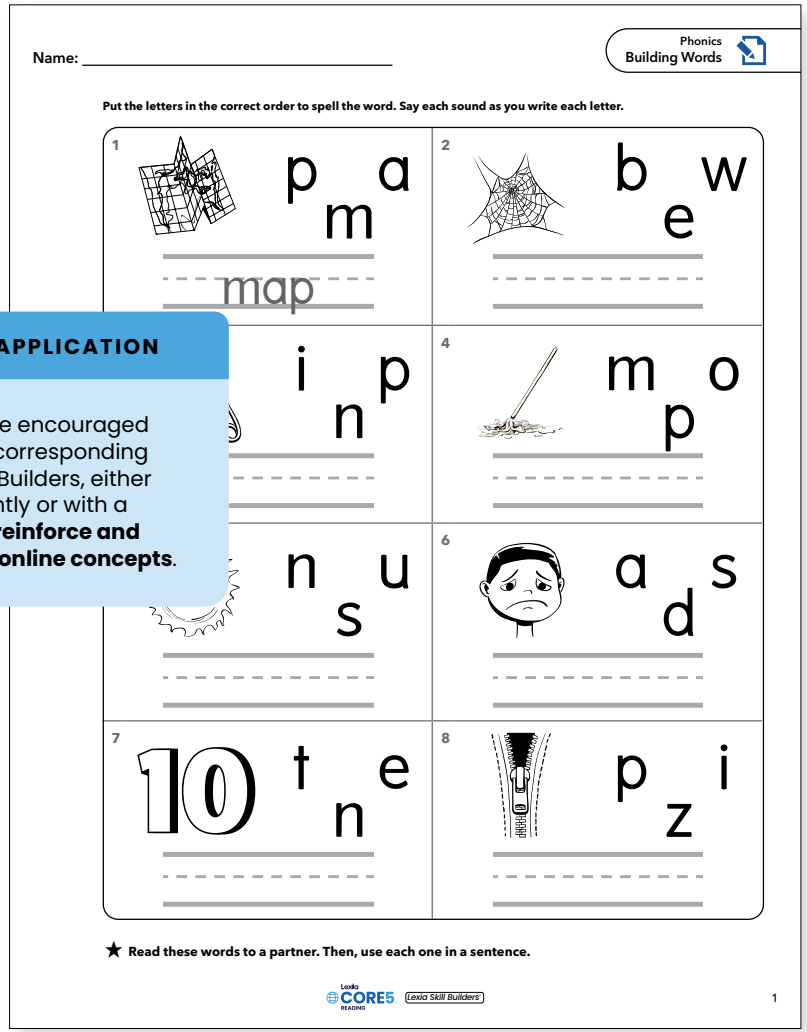
Instructional prompts and lesson delivery tips are included as speaker notes. All lesson slide decks also include a **built-in Answer Key** to provide immediate feedback.

©2024 Lexia, a Cambium Learning Group company. All rights reserved.

Lexia | Lexia CORE5 READING

Lexia Skill Builders Sample

Practice materials that reinforce and extend online learning



Name: _____

Phonics
Building Words

Put the letters in the correct order to spell the word. Say each sound as you write each letter.

1 p a m — map

2 b w e

3 i p n

4 m o p

5 n u s

6 a s d

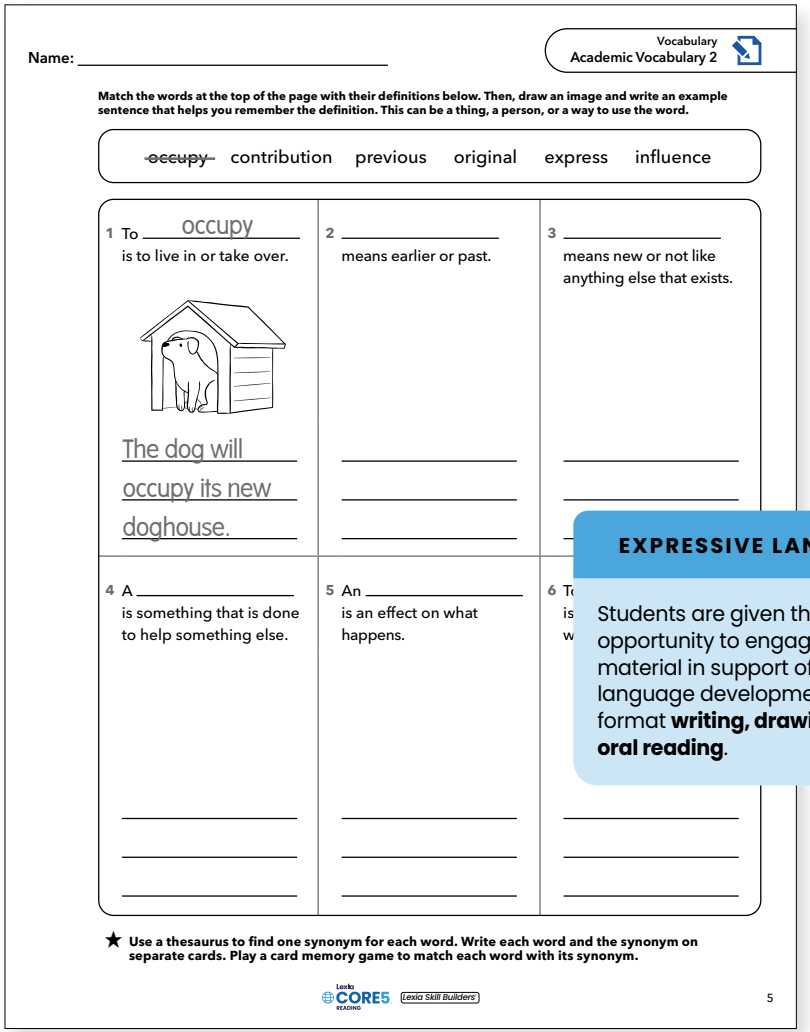
7 10 t e n

8 p i z

★ **Read these words to a partner. Then, use each one in a sentence.**

Lexia CORE5 READING *Lexia Skill Builders*

1



Name: _____

Vocabulary
Academic Vocabulary 2

Match the words at the top of the page with their definitions below. Then, draw an image and write an example sentence that helps you remember the definition. This can be a thing, a person, or a way to use the word.

~~occupy~~ contribution previous original express influence

1 To occupy is to live in or take over.

The dog will occupy its new doghouse.

2 _____ means earlier or past.

3 _____ means new or not like anything else that exists.

4 A _____ is something that is done to help something else.

5 An _____ is an effect on what happens.

6 T… is …w

★ **Use a thesaurus to find one synonym for each word. Write each word and the synonym on separate cards. Play a card memory game to match each word with its synonym.**

Lexia CORE5 READING *Lexia Skill Builders*

5

SKILL APPLICATION

Students are encouraged to work on corresponding sets of Skill Builders, either independently or with a partner, to **reinforce and extend the online concepts**.

EXPRESSIVE LANGUAGE

Students are given the opportunity to engage with material in support of expressive language development—long format **writing, drawing, and oral reading**.

Lexia® | Lexia CORE5 READING

©2024 Lexia, a Cambium Learning Group company. All rights reserved.

Lexia Skill Builders Sample *continued*

Name: _____

Comprehension
Passage Comprehension 5

1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

ecosystem (noun) An ecosystem is all living, and nonliving things in an area.

2 **Reread the informational text on the next page**, "Keystone Species." Informational texts give facts about a topic. **Explore the diagram** to help you understand the written information.

3 The main idea of this text is in bold print in Paragraph 1. **Put a star (★) next to the main idea.**

n information about keystone species are included in a text box. Use this information
ition of a keystone species *in your own words*.

_____

_____

in this text shows a cause and effect relationship. The cause is underlined in
t the letter *C* in the margin next to the cause.

e underlined in Paragraph 5. **Put the letter *E* in the margin next to each effect.**

hart by rewriting the information *in your own words*. Use the markings you
t to help you paraphrase the text.

cause	

ry of the text *on another page.* Use information from your chart and the diagram on
help you.

★ **Work with a partner to research another keystone species. Create a multimedia presentation using video, photos, or diagrams to explain what you learn.**

Name: _____

Structural Analysis
Root Meanings

Read the words at the top of the page. Then, match each word to a definition and write it on the line. Underline the word or words in the definition that match the meaning of the root.

~~tractor~~	aqueduct	expect	obstruct	rupture
dictate	perspective	reject	contract	portable
distract	scribble	audio	revise	contradict
inscribe	predict	audiology	inspect	instruct

1 a vehicle that pulls ___tractor___	2 a structure that brings water _____
3 to throw back _____	4 to build knowledge _____
5 easily carried _____	6 to tell before it happens _____
7 to look into carefully _____	8 to break _____
9 to pull together _____	10 the study of hea
11 to look at again _____	12 to write careless
13 to pull attention away _____	14 to build up or bl
15 to speak against _____	16 a way to look at something _____
17 related to sound _____	18 to write in or on _____
19 to say aloud _____	20 to look out for _____

★ **Choose three words from the box at the top of the page and write a sentence for each. Then, read your sentences to a partner.**

WRITING SUPPORT

Embedded graphic organizers support the **development of writing skills**, such as constructing sentences, using precise language, and supporting analysis with evidence from the text.

SKILL EXTENSION

Skill Builders include starred (★) extension activities that give students opportunities for **higher-order thinking or peer-to-peer collaboration**.

EDUCATOR SUPPORT

An **Answer Key** is provided for every set of Skill Builders to support evaluation and timely feedback.

©2024 Lexia, a Cambium Learning Group company. All rights reserved.

Lexia | Lexia CORE5 READING

Digital Lexia Skill Builders Sample

Expand student access while providing the same opportunities to apply key literacy skills and strategies as paper-based Skill Builders

Name: _____

Phonics
R-Controlled Vowels

Circle the vowel-r that completes each word. Then, write the letters in the blank.

1 We will see pigs, sheep and goats at the f__ar__m.	(ar) or
2 I hope to be f_____st in line for the show.	ar ir
u send him a c_____d in the mail?	ur ar
s a th_____n on the stem of e.	or er
5 He had a blue sh_____t and red shorts.	ar ir
ys the h_____n in the jazz band.	er or
, red c_____ broke down.	ar or
ave me a soft, blue sc_____f.	er ar

★ **Read these sentences to a partner.**

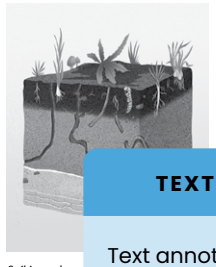
Name: _____

Comprehension
Passage Comprehension 7

Life Underfoot

1 Most of us don't even notice soil. But as farmers know, soil is precious and essential to life. Without soil, land plants would not grow; without plants, every plant-eater and every living thing that eats plant-eaters would die. Soil is that important! But what is soil?

2 ***Little Bits***
Soil contains mineral particles from rocks that have broken down. If you were to look at a handful of soil from different places, you would see that not all soil is the same. There are differences in appearance, feel, and the ability to hold onto water. Particle sizes differ, ranging from sand to silt to clay. A good garden soil, called loam, is a mix of sandy, silty, and clay particles.



Soil is made up minerals, organ creatures called

3 But soil isn't just made of minerals. It also contains vegetable matter, such as pieces of leaves and twigs. Animals' bodies provide other organic matter. And feasting on all that matter are all sorts of organisms. The nonliving, the once-living, and the living are all components of soil.

4 ***Decomposers***
Soil is home to animals that you can see easily, like earthworms and insects, munching on organic matter. If you look closely at a fallen leaf, you may see threadlike fungi spreading on it. You won't be able to see the microscopic bacteria in soil, but a single gram of soil can contain thousands of different kinds of living organisms.

5 Living organisms in soil are called decomposers because their eating breaks down, or decomposes, organic matter. In other words, they make things rot. Over time, the decomposers' actions create the best soil for growing crops. Decomposers provide another essential function: They are nature's sanitation department. Without them, the earth would be one gigantic garbage dump, piled high with once-living things that never decay.

FLEXIBLE ASSIGNMENT

Digital Skill Builders **expand student access** and eliminate the need for printing to better support literacy development wherever learning happens.

ENGAGING ACTIVITIES

Type-in text boxes enable word, sentence, or paragraph responses, while movable visual components facilitate sorting and sequencing tasks.

TEXT ANNOTATION

Text annotation features, such as highlighting and margin notes, **support comprehension activities**.

©2024 Lexia, a Cambium Learning Group company. All rights reserved.

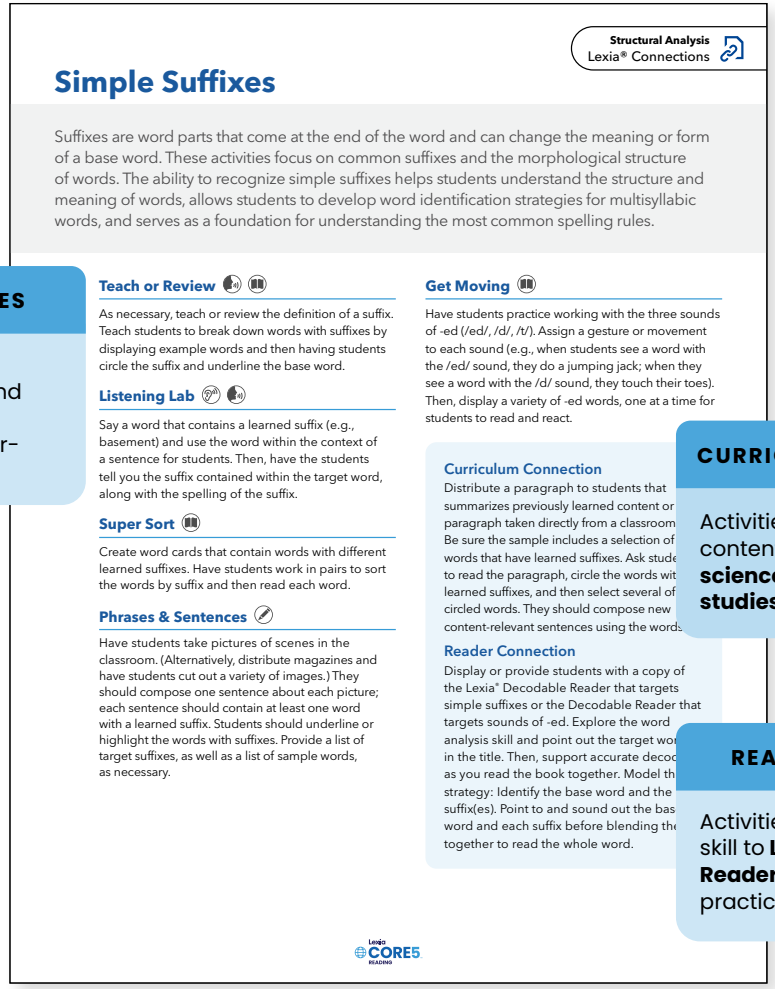
Lexia | Lexia CORE5 READING

Lexia Connections Sample

Multisensory games and activity suggestions that target key components of literacy

GAMES & ACTIVITIES

Suggested games and activities promote oral and written expression, **peer collaboration**, and higher-order thinking.



Structural Analysis
Lexia® Connections

Simple Suffixes

Suffixes are word parts that come at the end of the word and can change the meaning or form of a base word. These activities focus on common suffixes and the morphological structure of words. The ability to recognize simple suffixes helps students understand the structure and meaning of words, allows students to develop word identification strategies for multisyllabic words, and serves as a foundation for understanding the most common spelling rules.

Teach or Review

As necessary, teach or review the definition of a suffix. Teach students to break down words with suffixes by displaying example words and then having students circle the suffix and underline the base word.

Listening Lab

Say a word that contains a learned suffix (e.g., basement) and use the word within the context of a sentence for students. Then, have the students tell you the suffix contained within the target word, along with the spelling of the suffix.

Super Sort

Create word cards that contain words with different learned suffixes. Have students work in pairs to sort the words by suffix and then read each word.

Phrases & Sentences

Have students take pictures of scenes in the classroom. (Alternatively, distribute magazines and have students cut out a variety of images.) They should compose one sentence about each picture; each sentence should contain at least one word with a learned suffix. Students should underline or highlight the words with suffixes. Provide a list of target suffixes, as well as a list of sample words, as necessary.

Get Moving

Have students practice working with the three sounds of -ed (/ed/, /d/, /t/). Assign a gesture or movement to each sound (e.g., when students see a word with the /ed/ sound, they do a jumping jack; when they see a word with the /d/ sound, they touch their toes). Then, display a variety of -ed words, one at a time for students to read and react.

Curriculum Connection

Distribute a paragraph to students that summarizes previously learned content or paragraph taken directly from a classroom Be sure the sample includes a selection of words that have learned suffixes. Ask stude to read the paragraph, circle the words wit learned suffixes, and then select several of circled words. They should compose new content-relevant sentences using the words

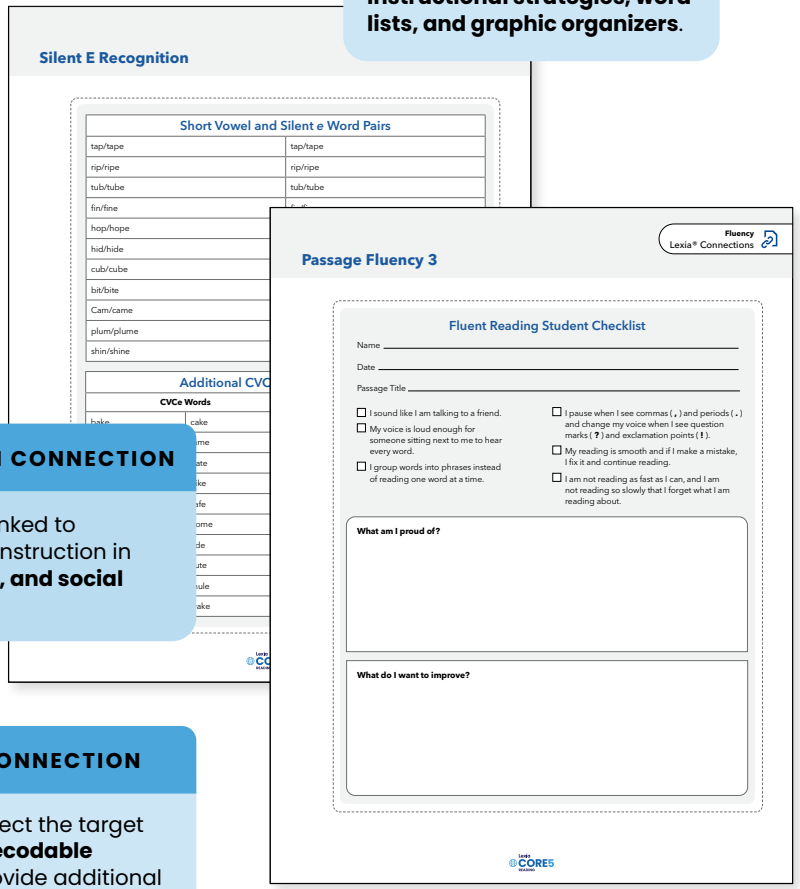
Reader Connection

Display or provide students with a copy of the Lexia® Decodable Reader that targets simple suffixes or the Decodable Reader that targets sounds of -ed. Explore the word analysis skill and point out the target wo in the title. Then, support accurate decoc as you read the book together. Model th strategy: Identify the base word and the suffix(es). Point to and sound out the bas word and each suffix before blending th together to read the whole word.

Lexia CORE5 READING

RESOURCE MATERIALS

Educator and student support materials include **instructional strategies, word lists, and graphic organizers**.



Silent E Recognition

Short Vowel and Silent e Word Pairs

tap/tape	tap/tape
rip/ripe	rip/ripe
tub/tube	tub/tube
fin/fine	
hop/hope	
hid/hide	
cub/cube	
bit/bite	
Cam/came	
plum/plume	
shin/shine	

Additional CVC

CVCe Words

bake cake

Fluency
Lexia® Connections

Passage Fluency 3

Fluent Reading Student Checklist

Name _____

Date _____

Passage Title _____

- ☐ I sound like I am talking to a friend.
- ☐ My voice is loud enough for someone sitting next to me to hear every word.
- ☐ I group words into phrases instead of reading one word at a time.
- ☐ I pause when I see commas (,) and periods (.) and change my voice when I see question marks (?) and exclamation points (!).
- ☐ My reading is smooth and if I make a mistake, I fix it and continue reading.
- ☐ I am not reading as fast as I can, and I am not reading so slowly that I forget what I am reading about.

What am I proud of?

What do I want to improve?

Lexia CORE5 READING

CURRICULUM CONNECTION

Activities are linked to content-area instruction in **science, math, and social studies**.

READER CONNECTION

Activities connect the target skill to **Lexia Decodable Readers** to provide additional practice opportunities.

©2024 Lexia, a Cambium Learning Group company. All rights reserved.

Lexia® | Lexia CORE5 READING

Lexia Decodable Readers Sample

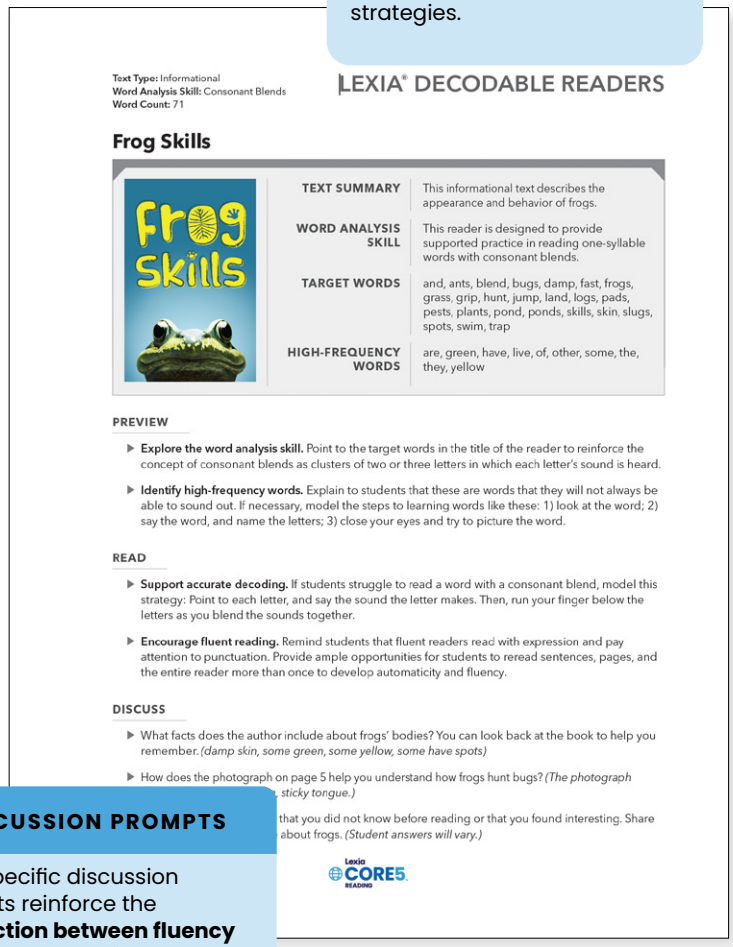
Informational and narrative texts that help students practice key phonics skills

STUDENT READERS

The collection of *Student Readers* includes a variety of **narrative and informational texts** with engaging content and full-color images.

EDUCATOR GUIDES

Detailed *Educator Guides* provide **step-by-step guidance** for educators to support the application and generalization of phonics patterns and word-analysis strategies.



Text Type: Informational
Word Analysis Skill: Consonant Blends
Word Count: 71

LEXIA® DECODABLE READERS

Frog Skills

TEXT SUMMARY	This informational text describes the appearance and behavior of frogs.
WORD ANALYSIS SKILL	This reader is designed to provide supported practice in reading one-syllable words with consonant blends.
TARGET WORDS	and, ants, blend, bugs, damp, fast, frogs, grass, grip, hunt, jump, land, logs, pads, pests, plants, pond, ponds, skills, skin, slugs, spots, swim, trap
HIGH-FREQUENCY WORDS	are, green, have, live, of, other, some, the, they, yellow

PREVIEW

- **Explore the word analysis skill.** Point to the target words in the title of the reader to reinforce the concept of consonant blends as clusters of two or three letters in which each letter's sound is heard.
- **Identify high-frequency words.** Explain to students that these are words that they will not always be able to sound out. If necessary, model the steps to learning words like these: 1) look at the word; 2) say the word, and name the letters; 3) close your eyes and try to picture the word.

READ

- **Support accurate decoding.** If students struggle to read a word with a consonant blend, model this strategy: Point to each letter, and say the sound the letter makes. Then, run your finger below the letters as you blend the sounds together.
- **Encourage fluent reading.** Remind students that fluent readers read with expression and pay attention to punctuation. Provide ample opportunities for students to reread sentences, pages, and the entire reader more than once to develop automaticity and fluency.

DISCUSS

- What facts does the author include about frogs' bodies? You can look back at the book to help you remember. *(damp skin, some green, some yellow, some have spots)*
- How does the photograph on page 5 help you understand how frogs hunt bugs? *(The photograph … sticky tongue.)*
- … that you did not know before reading or that you found interesting. Share … about frogs. *(Student answers will vary.)*

Lexia CORE5 READING

DISCUSSION PROMPTS

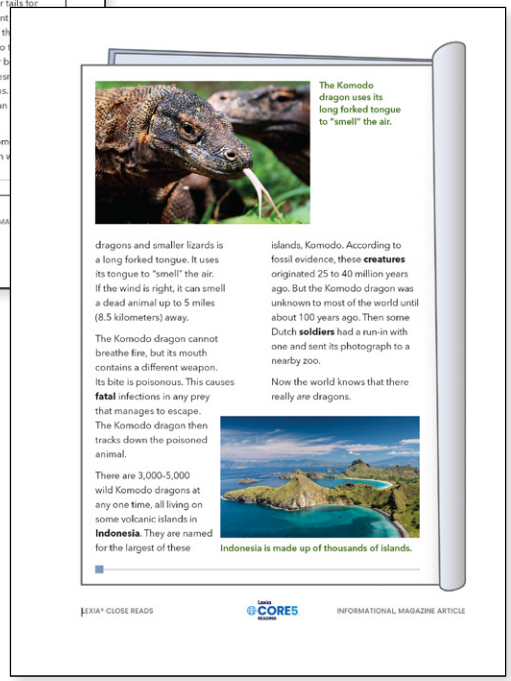
Text-specific discussion prompts reinforce the **connection between fluency and comprehension**.

©2024 Lexia, a Cambium Learning Group company. All rights reserved.

Lexia® | Lexia CORE5 READING

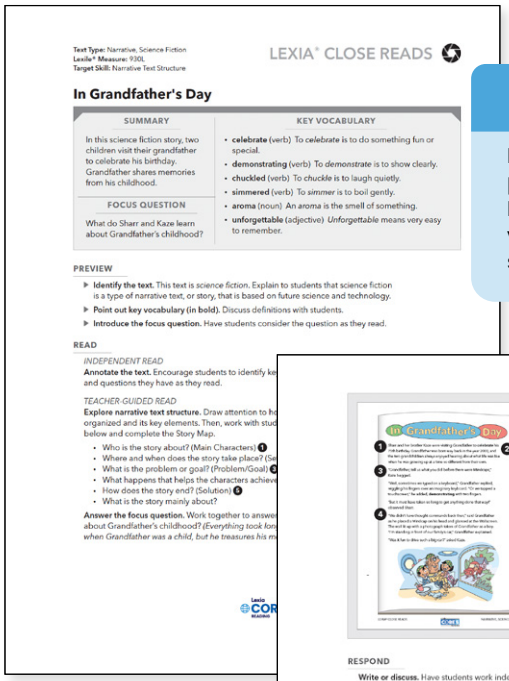
Lexia Close Reads Sample

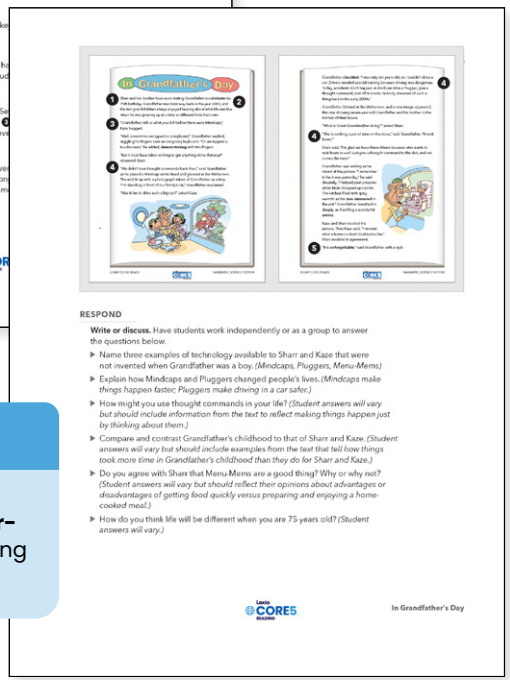
Real-world text types and engaging topics that provide opportunities for critical reading and analysis



STUDENT READERS

The two-page *Student Readers* include plays, fables, myths, science fiction, realistic fiction, and informational passages—all with **engaging content and robust vocabulary**.





EDUCATOR GUIDES

Detailed *Educator Guides* provide passage summaries, Lexile measures, key vocabulary, and reading strategies.

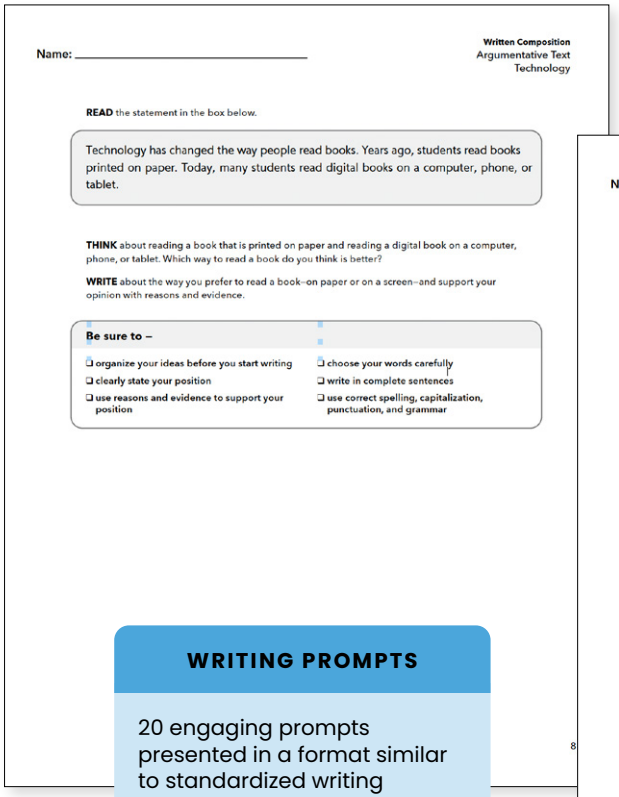
WRITING PROMPTS

Prompts for oral or written responses promote **higher-order thinking** while building expressive language skills.

©2024 Lexia, a Cambium Learning Group company. All rights reserved.

Writing Prompt Pack Sample

Helps build, reinforce, and assess fluent reading skills



Name: _____

Written Composition
Argumentative Text
Technology

READ the statement in the box below.

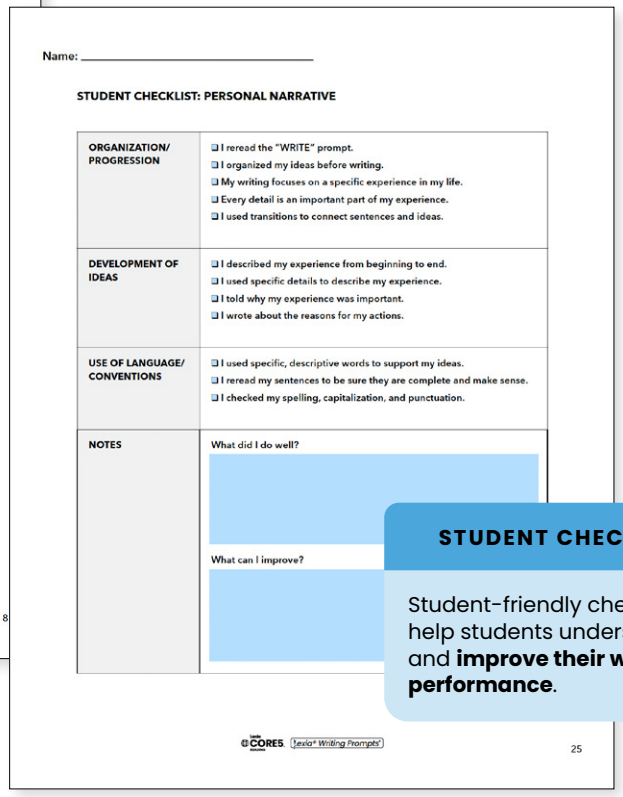
Technology has changed the way people read books. Years ago, students read books printed on paper. Today, many students read digital books on a computer, phone, or tablet.

THINK about reading a book that is printed on paper and reading a digital book on a computer, phone, or tablet. Which way to read a book do you think is better?

WRITE about the way you prefer to read a book–on paper or on a screen–and support your opinion with reasons and evidence.

Be sure to –

- ❑ organize your ideas before you start writing
- ❑ clearly state your position
- ❑ use reasons and evidence to support your position
- ❑ choose your words carefully
- ❑ write in complete sentences
- ❑ use correct spelling, capitalization, punctuation, and grammar



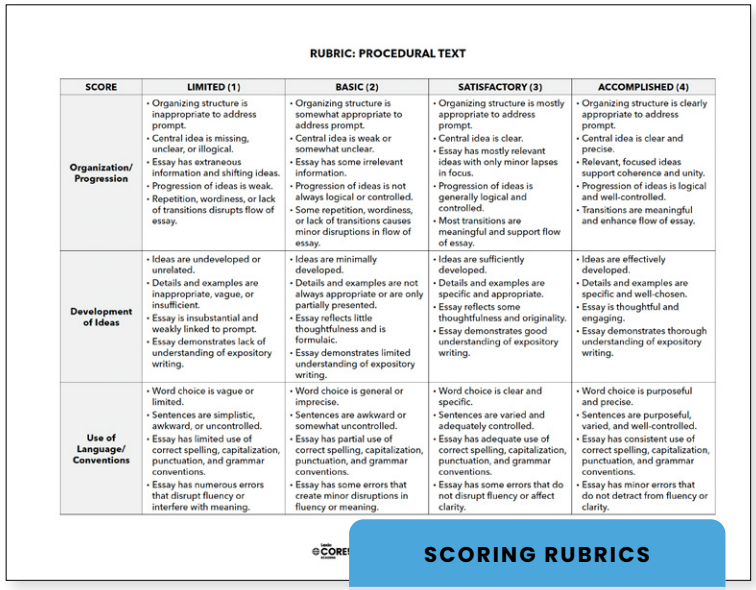
Name: _____

STUDENT CHECKLIST: PERSONAL NARRATIVE

ORGANIZATION/ PROGRESSION	❑ I reread the "WRITE" prompt. ❑ I organized my ideas before writing. ❑ My writing focuses on a specific experience in my life. ❑ Every detail is an important part of my experience. ❑ I used transitions to connect sentences and ideas.
DEVELOPMENT OF IDEAS	❑ I described my experience from beginning to end. ❑ I used specific details to describe my experience. ❑ I told why my experience was important. ❑ I wrote about the reasons for my actions.
USE OF LANGUAGE/ CONVENTIONS	❑ I used specific, descriptive words to support my ideas. ❑ I reread my sentences to be sure they are complete and make sense. ❑ I checked my spelling, capitalization, and punctuation.
NOTES	What did I do well? What can I improve?

CORE5 Lexia® Writing Prompts

25



RUBRIC: PROCEDURAL TEXT

SCORE	LIMITED (1)	BASIC (2)	SATISFACTORY (3)	ACCOMPLISHED (4)
Organization/ Progression	• Organizing structure is inappropriate to address prompt. • Central idea is missing, unclear, or illogical. • Essay has extraneous information and shifting ideas. • Progression of ideas is weak. • Repetition, wordiness, or lack of transitions disrupts flow of essay.	• Organizing structure is somewhat appropriate to address prompt. • Central idea is weak or somewhat unclear. • Essay has some irrelevant information. • Progression of ideas is not always logical or controlled. • Some repetition, wordiness, or lack of transitions causes minor disruptions in flow of essay.	• Organizing structure is mostly appropriate to address prompt. • Central idea is clear. • Essay has mostly relevant ideas with only minor lapses in focus. • Progression of ideas is generally logical and controlled. • Most transitions are meaningful and support flow of essay.	• Organizing structure is clearly appropriate to address prompt. • Central idea is clear and precise. • Relevant, focused ideas support coherence and unity. • Progression of ideas is logical and well-controlled. • Transitions are meaningful and enhance flow of essay.
Development of Ideas	• Ideas are undeveloped or unrelated. • Details and examples are inappropriate, vague, or insufficient. • Essay is insubstantial and weakly linked to prompt. • Essay demonstrates lack of understanding of expository writing.	• Ideas are minimally developed. • Details and examples are not always appropriate or are only partially presented. • Essay reflects little thoughtfulness and is formulaic. • Essay demonstrates limited understanding of expository writing.	• Ideas are sufficiently developed. • Details and examples are specific and appropriate. • Essay reflects some thoughtfulness and originality. • Essay demonstrates good understanding of expository writing.	• Ideas are effectively developed. • Details and examples are specific and well-chosen. • Essay is thoughtful and engaging. • Essay demonstrates thorough understanding of expository writing.
Use of Language/ Conventions	• Word choice is vague or limited. • Sentences are simplistic, awkward, or uncontrolled. • Essay has limited use of correct spelling, capitalization, punctuation, and grammar conventions. • Essay has numerous errors that disrupt fluency or interfere with meaning.	• Word choice is general or imprecise. • Sentences are awkward or somewhat uncontrolled. • Essay has partial use of correct spelling, capitalization, punctuation, and grammar conventions. • Essay has some errors that create minor disruptions in fluency or meaning.	• Word choice is clear and specific. • Sentences are varied and adequately controlled. • Essay has adequate use of correct spelling, capitalization, punctuation, and grammar conventions. • Essay has some errors that do not disrupt fluency or affect clarity.	• Word choice is purposeful and precise. • Sentences are purposeful, varied, and well-controlled. • Essay has consistent use of correct spelling, capitalization, punctuation, and grammar conventions. • Essay has minor errors that do not detract from fluency or clarity.

WRITING PROMPTS

20 engaging prompts presented in a format similar to standardized writing assessments to familiarize students with common formats and requirements.

STUDENT CHECKLISTS

Student-friendly checklists help students understand and **improve their writing performance**.

SCORING RUBRICS

Teacher-facing rubrics support the evaluation of student writing performance based on:

- organization/progression
- development of ideas
- use of language and conventions

Lexia | Lexia CORE5 READING

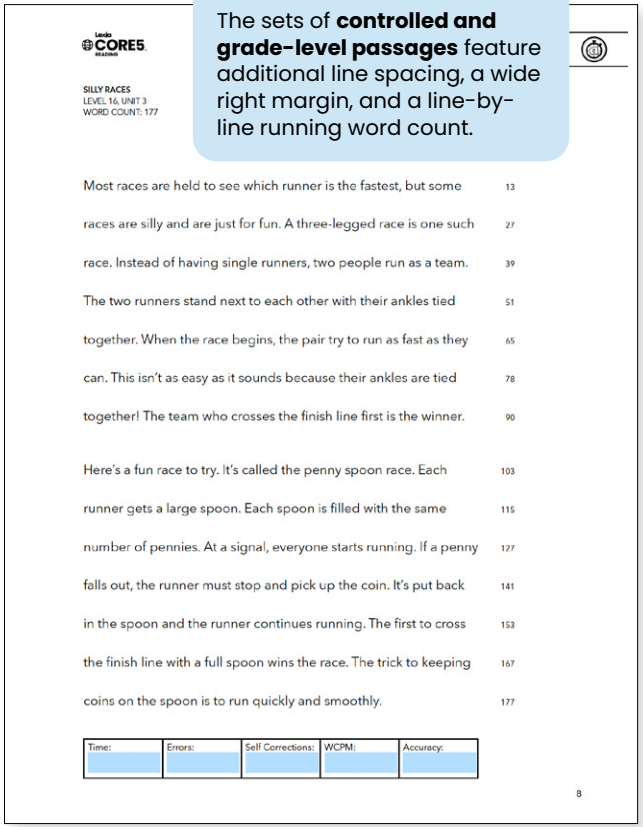
©2024 Lexia, a Cambium Learning Group company. All rights reserved.

Fluency Passage Pack Sample

Help build automaticity and fluency

FLUENCY PASSAGES

The sets of **controlled and grade-level passages** feature additional line spacing, a wide right margin, and a line-by-line running word count.



Lexia CORE5 READING

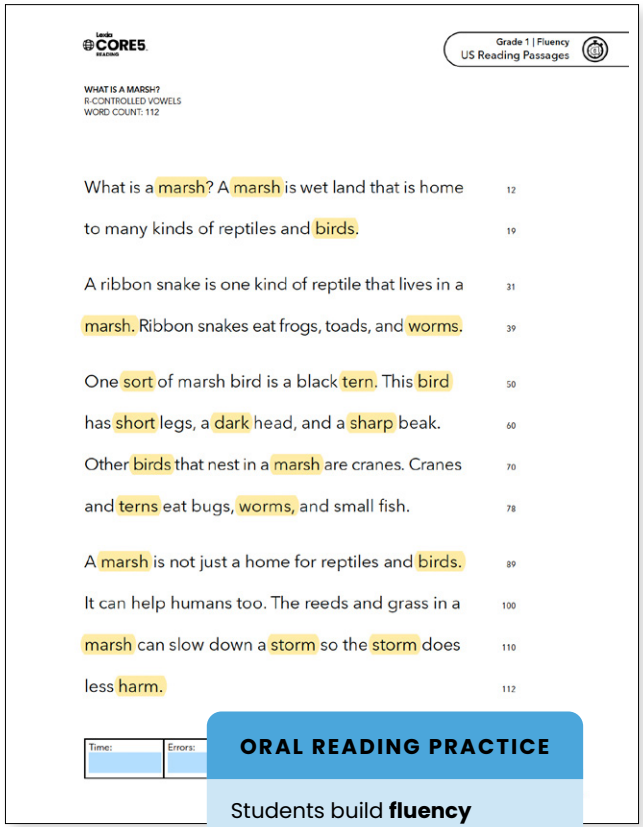
SILLY RACES
LEVEL 16, UNIT 3
WORD COUNT: 177

Most races are held to see which runner is the fastest, but some 13
races are silly and are just for fun. A three-legged race is one such 27
race. Instead of having single runners, two people run as a team. 39
The two runners stand next to each other with their ankles tied 51
together. When the race begins, the pair try to run as fast as they 65
can. This isn't as easy as it sounds because their ankles are tied 78
together! The team who crosses the finish line first is the winner. 90

Here's a fun race to try. It's called the penny spoon race. Each 103
runner gets a large spoon. Each spoon is filled with the same 115
number of pennies. At a signal, everyone starts running. If a penny 127
falls out, the runner must stop and pick up the coin. It's put back 141
in the spoon and the runner continues running. The first to cross 153
the finish line with a full spoon wins the race. The trick to keeping 167
coins on the spoon is to run quickly and smoothly. 177

Time:	Errors:	Self Corrections:	WCPM:	Accuracy:

8



Lexia CORE5 READING

Grade 1 | Fluency
US Reading Passages

WHAT IS A MARSH?
R-CONTROLLED VOWELS
WORD COUNT: 112

What is a marsh? A marsh is wet land that is home 12
to many kinds of reptiles and birds. 19

A ribbon snake is one kind of reptile that lives in a 31
marsh. Ribbon snakes eat frogs, toads, and worms. 39

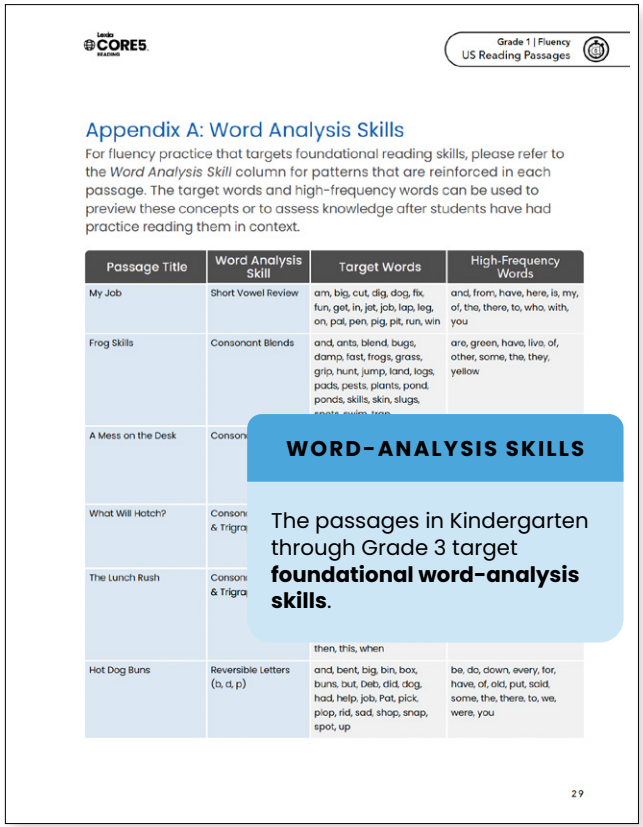
One sort of marsh bird is a black tern. This bird 50
has short legs, a dark head, and a sharp beak. 60
Other birds that nest in a marsh are cranes. Cranes 70
and terns eat bugs, worms, and small fish. 78

A marsh is not just a home for reptiles and birds. 89
It can help humans too. The reeds and grass in a 100
marsh can slow down a storm so the storm does 110
less harm. 112

Time:	Errors:

ORAL READING PRACTICE

Students build **fluency and automaticity** with opportunities for text annotation and frequent oral reading practice.



Lexia CORE5 READING

Grade 1 | Fluency
US Reading Passages

Appendix A: Word Analysis Skills

For fluency practice that targets foundational reading skills, please refer to the *Word Analysis Skill* column for patterns that are reinforced in each passage. The target words and high-frequency words can be used to preview these concepts or to assess knowledge after students have had practice reading them in context.

Passage Title	Word Analysis Skill	Target Words	High-Frequency Words
My Job	Short Vowel Review	am, big, cut, dig, dog, fix, fun, get, in, jet, job, lap, leg, on, pal, pen, pig, pit, run, win	and, from, have, here, is, my, of, the, there, to, who, with, you
Frog Skills	Consonant Blends	and, ants, blend, bugs, damp, fast, frogs, grass, grip, hunt, jump, land, logs, pads, pests, plants, pond, ponds, skills, skin, slugs,	are, green, have, live, of, other, some, the, they, yellow
A Mess on the Desk	Conson		
What Will Hatch?	Conson & Trigra		
The Lunch Rush	Conson & Trigra	then, this, when	
Hot Dog Buns	Reversible Letters (b, d, p)	and, bent, big, bin, box, buns, but, Deb, did, dog, had, help, job, Pat, pick, plop, rid, sad, shop, snap, spot, up	be, do, down, every, for, have, of, old, put, said, some, the, there, to, we, were, you

29

WORD-ANALYSIS SKILLS

The passages in Kindergarten through Grade 3 target **foundational word-analysis skills**.

©2024 Lexia, a Cambium Learning Group company. All rights reserved.

Lexia | Lexia CORE5 READING