

# Lexia English® Resources

## A Visual Guide

This document outlines the Lexia English resources that can be used to reinforce, extend, and celebrate student learning. These resources are most effective when used as part of a blended learning model that includes the online student program and myLexia® data.



### From the myLexia Resources Page

#### Lexia Lessons®

**Lexia English** LESSON RESOURCES **Lexia Lessons** **Speaking Practice - LEVEL 1**  
Describing with Nouns using Adjectives  
Activity 1 | Encounter 1 | SCIENCE

**OBJECTIVES**

**Language Purpose:** Through conversation, students will describe items by naming their colors.  
**Grammar Statement:** Ask and answer questions to describe the colors of items using predicate adjectives.

**Plan Ahead:** Review the language frames to plan for other content words to use for each encounter (beyond the examples provided). Decide whether to use the board, chart paper, or projection for the language frames and writing.

**LANGUAGE FRAMES**

**Encounter 1**

**Grammar Focus:** predicate adjectives (colors)

Sample 1: Is it red?  
Sample 2: Is it blue?  
Question: Is it \_\_\_\_?  
With grammar: It is \_\_\_\_ (PREDICATE ADJECTIVE?)

Sample 1: It is red.  
Sample 2: It is blue.  
Answer: It is \_\_\_\_.  
With grammar: It is \_\_\_\_ (PREDICATE ADJECTIVE).

**Content Words**

PREDICATE ADJECTIVE
red
blue

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**Lexia English** LESSON RESOURCES **Lexia Lessons** **Listening Practice - LEVEL 8**  
Identifying Main Idea  
Comparing with Facts using Adjectives  
Activity 1 | SCIENCE

**OBJECTIVES**

**Comprehension Skill:** Students will identify the main idea after listening to a passage.  
**Language Purpose:** Through conversation, students will ask and answer questions using comparative adjectives.

**Plan Ahead:** Review the listening passage(s) and the routine for the Collaborate activity. Decide how you will group your students for the activity. They will need paper, pencils, and/or coloring tools. Any additional resources for this lesson can be found on the Reproducible Pages included with this lesson.

**LISTENING PASSAGE 1**

1 Did you know that some rocks can grow? Just like us, rocks can get bigger and heavier over time. In fact, not how rocks can get bigger, but what about what rocks are made of. Rocks are made up of minerals. Minerals are made naturally by the earth.

2 One place where rocks can grow bigger is in caves. Caves are open spaces under the surface of the earth. In this cave, water is always dripping from the ceiling. There are minerals in this dripping water that get left behind. Over time, these minerals harden and create rocks that hang down from the ceiling.

3 Drops of water also fall on the floor of the cave. This creates large rock formations, or shapes, on the floor of the cave too. The rock formation on the left is bigger than the one on the right. The rocks coming up from the floor and the ones coming down from the ceiling grow together. This created one, big rock formation! They look like big pillars. This process took thousands of years.

**MODEL & PRACTICE**

**Directions:** Each passage is separated into parts. You will have students listen for a different purpose throughout the lesson. Listen for Words and Phrases, Listen for Understanding, Listen for Detail, and Listen with a Partner. Use the passage images and the Main Idea Strategies to support student understanding.

**Step 1: Listen for Words and Phrases**

1 I will read a passage aloud. Pay close attention to the words and phrases you hear.

→ Read Listening Passage 1 slowly, pausing between each part.

There is a Lexia Lesson Slide Check for this lesson in the Lexia English Resource Hub.

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#### Lexia Skill Builders®

**Lexia English** LESSON RESOURCES **Lexia Skill Builders** **LEVEL 16**  
Informational Text  
Prepositions

**DESCRIPTION**

**Objective**  
Students will be able to apply speaking and listening concepts from the student program to an oral presentation based on an independently written script.

**Instructional Focus Areas**

- Language purpose: evaluating information related to everyday topics
- Grammar: prepositions (despite, rather than)
- Writing Genre: informational
- Oral presentation: speaking about a person who has overcome a challenge

**Prepare**

- Create the following Anchor Charts with students beforehand (see [Anchor Charts](#) on page 5 in the [Implementation Guide](#) for instructions):
  - What Good Presenters Do
  - Peer Feedback Statements

**PART A: Grammar Practice**

**Step 1: Language Frames Anchor Chart**

1 You're going to write and present an informational script that describes a person who has overcome a challenge. First we'll make an Anchor Chart with the language frames you've learned about. This will help you talk about the topic and draft a script for your presentation.

→ Create and display the language frames anchor chart for students to refer to as they complete the activities.

2 Example target language frames:

- 1 Rather than \_\_\_\_ (general phrase) he/she \_\_\_\_ (verb phrase).
- 2 Despite feeling \_\_\_\_ (adjective), he/she \_\_\_\_ (verb phrase).

**Step 2: Grammar Practice Activity**

→ Distribute the [Grammar Practice](#) activity page (Reproducible page 1).

→ Review the definitions and examples at the top of the page for the prepositions rather than and despite (see [Scaffolding Suggestions](#) on page 9 in the [Implementation Guide](#)).

→ Have students complete the [Grammar Practice](#) activity page with the targeted grammar words/phrases.

page 1

- Targeted materials for face-to-face instruction that address specific speaking and listening skills
- Automatically recommended for students based on performance in the student program

- Designed for individual, small-group, or whole-class targeted instruction

- Teacher-led resources that reinforce and extend online learning
- Recommended to promote generalization for students who have completed a level
- Designed to expand expressive language and enhance writing and presentation skills

The Lexia English Resources Hub includes a link to the Lexia Help Center to find answers to program questions, read setup and troubleshooting guides, check system requirements, and contact our support team.

# Lexia English Resources Hub: Support for Instruction

## Lexia Lessons: Implementation Guide



- Helps educators make sense of Lexia Lessons for Speaking & Listening Practice
- Includes overviews of each type of lesson, teacher tips, and additional resources like anchor charts and graphic organizers to support instruction

## Lexia Lessons: Slide Decks

### Lexia Lessons®: Slide Decks Overview and Usage Tips

To help you support your students and differentiate instruction in any setting, we've developed a series of Lexia Lesson slide decks using the Google Slides™ web-based presentation program.



#### What are Lexia Lesson slide decks?

Lexia Lesson slide decks include explicit, step-by-step lesson instructions to guide educators in providing targeted practice for Lexia English to small groups or the whole class. There are slide decks for both Speaking and Listening Practice, and these can be used as a complement to our printable lessons in the classroom or in a remote learning environment. Designed for live participation, these teacher-delivered lessons include:

- A description of the target skill and the language practice
- An animated chart of content words that are used in the language frames (for Speaking Practice only)
- Speaker notes to support instruction and guide the presentation of material
- Interactive questions and activities based on the target language frames of the lesson
- Engaging visual elements and presentation features

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.

#### Where can Lexia Lesson slide decks be found?

Log in to myLexia and select Lexia English from the sidebar. Then, select Lexia Lessons under Teacher Resources on the right. This will allow you to access the Lexia English slide decks as well as the printable versions of the lessons.

When you select a Lexia Lesson, you will be prompted to make your own copy of the slide deck. Your copy of the Lexia Lesson slide deck will be stored in Google Drive™ online storage service, so you can access it at any time and from any device.

#### How can Lexia Lesson slide decks be used?

The Practice Groups recommendations in myLexia provide educators with actionable data, and Lexia Lessons are a key part of that action plan. Many students require targeted, educator-delivered instruction to be successful. Lexia Lessons can be flexibly integrated into classroom routines based on instructional goals and student needs. Lexia Lesson slide decks are designed to be delivered by a teacher in presentation mode—either in person or through a video conferencing platform.

- Reviews how to use the Lexia Lesson slide decks using the Google Slides™ web-based presentation program
- Slide Decks are designed to be used in the classroom or a remote learning environment.

## Lexia Skill Builders: Implementation Guide



- Includes step-by-step instructions, tips, and strategies for implementation
- Provides scaffolding suggestions for Emergent Bilinguals
- Includes anchor chart activities to help guide peer conversations and differentiated rubrics for assessment of students' oral presentations



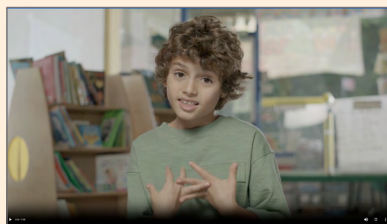
## Lexia English Animations



Lexia  
**ENGLISH**  
LANGUAGE DEVELOPMENT

Student
Teacher


Use My School Login



- ## Instructional Materials Overviews

# Lexia® English Skill Builders Overview

**What are Lexia Skill Builders?**

Lexia Skill Builders® for Lexia® English Language Development™ are designed to help students further engage with content from the student program through writing tasks and speaking routines focused on oral presentation skills.

Students plan and draft a presentation script using the language and grammar they have learned in the Lexia English student program. Opportunities for oral and written expression, peer collaboration, and skill refinement are embedded in the design of the Skill Builders.

**Why are Lexia Skill Builders Important?**

Skill Builders are assigned to further support and enrich students' oral language development, offering students additional ways to engage with the content from the student program through writing, oral expression and peer collaboration. All Skill Builder writing tools are in the service of oral language development.

**Answer Key & Sample Student Work**

An answer key and samples of student work are included in each leveled set of Lexia Skill Builders.

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**Lexia** | **LEARN WITH CONFIDENCE**

- ## Implementation Planning Chart

[illegible]

- ## Instructional Materials Checklists

[illegible]

- ## Small Group Planning Worksheet



## Lexia® English Language Development™ Small Group Planning Worksheet

Wonder, Discover, Plan

Class: \_\_\_\_\_

Period/Block: \_\_\_\_\_

Group Status: \_\_\_\_\_

Green 100% - 80%    
 Yellow 79% - 50%    
 Orange 49% and below

Student Names	Observations	Data Analysis Summary	Instructional Priorities

**Action Plan**

**Who?**  
Which students should I pair or group together for conversational practice with a Lexia® Lesson?

**Pre Planning Needs:**

**When & Where?**  
When and where will small group instruction be delivered?

**Which Lexia Lesson(s)?**  
Which Lexia Lesson(s) will best recommend(s)?

**How?**  
How will you evaluate progress/monitor and provide instructional support as needed?

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- ## Classroom Posters

# Hello, friends!

**Farah**  
A young girl with dark skin and curly hair, wearing a pink hijab and a pink long-sleeved shirt. She is standing with her hands on her hips.

**Klaus**  
A young boy with light skin and blonde hair, wearing a grey t-shirt and blue pants. He is standing with his hands on his hips.

**Gabriela**  
A young girl with dark skin and curly hair, wearing a yellow t-shirt and green shorts. She is standing with her hands on her hips.

**Abshir**  
A young boy with dark skin and short hair, wearing a yellow t-shirt and blue pants. He is standing with his arms raised in a celebratory gesture.

**Mei**  
A young girl with light skin and long blonde hair, wearing a white t-shirt and blue pants. She is standing with her hands on her hips.

**Lela**  
A young girl with dark skin and long hair, wearing a yellow t-shirt and blue pants. She is standing with her hands on her hips.

**Ximena**  
A young girl with light skin and long blonde hair, wearing a white t-shirt and blue pants. She is standing with her hands on her hips.

**Esther**  
A young girl with dark skin and long hair, wearing a yellow t-shirt and blue pants. She is standing with her hands on her hips.

**Izko**  
A young boy with dark skin and short hair, wearing a red t-shirt and blue pants. He is standing with his hands on his hips.

**Annie**  
A young girl with light skin and long blonde hair, wearing a white t-shirt and blue pants. She is standing with her hands on her hips.

**Juan**  
A young boy with dark skin and short hair, wearing a red t-shirt and blue pants. He is standing with his hands on his hips.

**Sasha**  
A young girl with light skin and long blonde hair, wearing a white t-shirt and blue pants. She is standing with her hands on her hips.

**Javier**  
A young boy with dark skin and short hair, wearing a red t-shirt and blue pants. He is standing with his hands on his hips.

**Nadia**  
A young girl with light skin and long blonde hair, wearing a white t-shirt and blue pants. She is standing with her hands on her hips.

**Rami**  
A young boy with dark skin and short hair, wearing a red t-shirt and blue pants. He is standing with his hands on his hips.

**Wong Yi**  
A young boy with dark skin and short hair, wearing a red t-shirt and blue pants. He is standing with his hands on his hips.

**Sarika**  
A young girl with light skin and long blonde hair, wearing a white t-shirt and blue pants. She is standing with her hands on her hips.

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# Lexia English Resources Hub: Student Achievement

Achievement Certificates	Character Reward Stickers	Achievement Charts
		
<ul style="list-style-type: none"><li>• Designed to celebrate student success and support school to home connections</li><li>• Available in five languages and can be given to students upon completion of each level</li><li>• General Achievement Certificates also included</li></ul>	<ul style="list-style-type: none"><li>• Featuring Lexia English characters</li><li>• Designed to foster student engagement and motivation</li><li>• Can be printed with Avery 6450 labels</li><li>• Character reward animations also included</li></ul>	<ul style="list-style-type: none"><li>• Visual display of student progress through all 19 levels</li><li>• Designed for students to track their progress in Lexia English</li></ul>

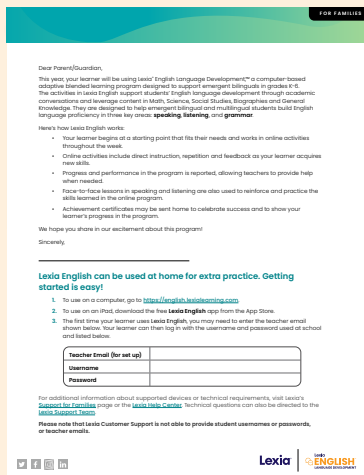
# Lexia English Resources Hub: School to Home

## Visual Guide for Parents and Guardians



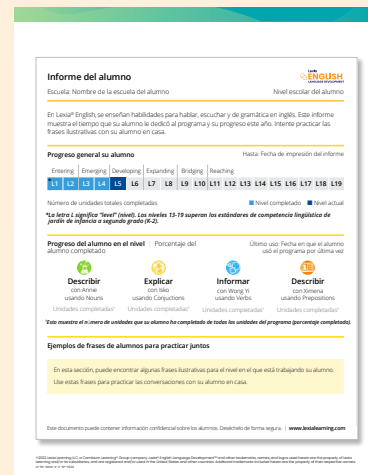
- 2-page visual guide educators can share with parents and guardians of Lexia English students
- Provides an overview of the program and highlights ways families can support their children at home

## Home Use Letters



- Explains how to log in to Lexia English at home
- Designed for educators to share with student families
- Available in 20 languages
- Add-on letter for Clever users also included

## Translations of Parent Report



- Can be used to help families understand their child's progress in Lexia English
- Reports can be sent home or used during parent-teacher conferences
- Available in 11 languages
- Each translated report is broken down by state-specific standards and students' grade range

## Getting Started with Lexia English Video



- Shows families how to access and learn about Lexia English
- Available in 8 languages



# Lexia English Resources Hub: Guides and Manuals

## Professional Learning Guide



### Lexia® English Language Development™ Professional Learning Guide

#### Goals

- Understand the components of the student program
- Learn how Lexia English supports the development of students' listening and speaking skills
- Determine how to effectively implement the student program with your students



## Resources for Implementation

### Resources for Implementation

Use this guide to select next steps and resources to support each of the Lexia English Implementation Best Practices.

#### Students understand why they are using Lexia English.

- Build familiarity and classroom routines to support implementation with the Student Modeling Session.
- Explore the Resources Hub to locate materials to help you introduce the program to students.
- Use Educator Mode to preview the program and explain it to students.



#### Students meet their recommended weekly student program usage goals.

- Encourage students to monitor their own usage using the Student Dashboard.
- Develop a schedule using available technology resources in your school (classroom computers or tablets, computer labs, laptop carts).
- Consider alternate times for students who need additional minutes (before and after school programs, home use, intervention block).



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## Placement Guidance

### Lexia® English Language Development™ Auto Placement and Guidance for Manual Placement

The Lexia English Language Development Auto Placement is a tool that places students into an appropriate starting level of Lexia English language development. The Auto Placement contains activities that target both receptive and productive language (speaking, grammar and writing, and listening comprehension). It begins with 10 Likert questions that were developed from content developed with the first level of the program, and then organizes them into clusters of each student's performance.

The content and number of questions students see in the Auto Placement varies depending on their proficiency and which grade cluster they belong to. There are a varied number of placement levels in the program based on whether the student is in grades K-2 or 3 and above.

Grade Cluster	Possible Placement Levels
K-2	Level 01 Level 02 Level 03
3+	Level 04 Level 05 Level 06 Level 07 Level 08 Level 09 Level 10 Level 11 Level 12 Level 13

Inequity, you may need to manually adjust a student's placement. For example, if you feel the student was incorrectly placed by the Auto Placement tool or is not a correct fit for the program, it is best to make placement recommendations using data from additional sources, such as state and/or local proficiency tests, to determine the most appropriate placement for the student.

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- Designed to help educators understand the student online experience, learn how to access student data, and enhance student learning with instructional resources

- Outlines next steps and resources to support each of the Lexia English Implementation Best Practices

- Detailed guidance beyond the default grade-level placement within Lexia English
- Placement charts are included for WIDA, TX-ELPS, ELPA, CA-ELD, and NY-ESL proficiency standards

## Usage & Progress Guidelines

### Lexia® English Language Development™ Usage & Progress Guidelines

#### Time for online learning

It is advisable that the following time is devoted to the online component of Lexia English in appropriate language development settings (classroom, after-school, push-in, pull-out).

- For grades K-2, 10 to 15 minutes per session, 3 times per week
- For grades 3-6, 15 to 20 minutes per session, 3 times per week

For more detail, see the Professional Learning Guide.

#### Typical rates of online progress

Based on student progress data from the 2020-21 school year, we estimate that it will take between 4 and 6 hours to complete each level. This range is based on the typical time it took students to complete a unit (1-15 minutes) and an encounter (10-25 minutes). Units in the lower levels of Lexia English tend to be shorter than in the higher levels. However, the encounters in lower levels also tend to have more units, and therefore, most encounters took approximately the same amount of time to complete across levels.

- A student using 10 minutes per week (minimum recommended usage) might potentially need 10 to 15 weeks to complete the equivalent of one band's worth of material (i.e., complete 2-3 levels).
- A student using 45 minutes per week (mid-range recommended usage) might need 10 to 17 weeks to complete a band's worth of material.
- A student using 60 minutes per week (maximum recommended usage) would potentially complete a band's worth of material in roughly 8-20 weeks.

#### Time for teacher-led instruction

Keep in mind that these usage estimates reflect time spent in the online portion of Lexia English only, and that additional time should be budgeted for Lexia lessons for teacher-facilitated peer-to-peer speaking and listening practice. Based on information provided by educators, an additional 30-45 minutes per week should be budgeted to meet the implementation guideline of two sessions per week. For more detail, see the Professional Learning Guide.

**Taking online and teacher-led program components together, using the program with fidelity is expected to require a weekly commitment of one to two hours per week.**

- Provides recommendations for time for online learning, teacher-led instruction
- Also includes typical rates and estimates of online progress for students

## 5-Minute Check-in

### 5-Minute Check-in

This planning worksheet will help you utilize your Class Overview data in myLexia to identify students in need of additional support and prioritize practice group instruction. To begin, reflect on the following questions:

#### At what proficiency levels are my students working?

- Check the Class Overview report to review your students' current program level and proficiency band. Students can be grouped for instruction and practice in set across levels.

#### Who needs more time in the student program?

- Check the Usage tab in the Class Overview. Schedule additional time in the program to ensure each student meets the usage recommendations for their grade level.

#### Who needs practice?

- Check the Practice Groups tab in the Class Overview to see which students would benefit from teacher-facilitated practice of the listening, speaking, and grammar skills learned in the student program.

#### What are my next steps?

Access recommended Lexia lessons in both digital and print form. Make a plan to deliver Lexia lessons and Skill Builders individually, in small groups or as a full class.

**Next Steps:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Helps educators use their Class Overview data in myLexia
- Designed to identify students in need of additional support and prioritize small group instruction

## Educator Guide to Lexia English Student Program Screens

### Educator Guide to Lexia® English Student Program Screens

[Lexia Help Center](#)
[Contact Support](#)

Lexia® English Language Development™ is an adaptive blended learning speaking and listening program that supports students' English language development through academic conversations.

#### How to use this guide

The following visuals will help you monitor your students' progress as they are working in the Lexia English program. They may also be used to facilitate teacher-student one-on-one and record their own progress, such as completing Achievement Charts or the Student Goal Setting Worksheets available in the Lexia English Resources Hub.

You may wish to print and display these visuals whenever the student program is being utilized.

#### Objectives

This guide will help educators:

- navigate the various Lexia English student program screens
- monitor progress in the Lexia English student program

#### Survey

Please take some time to consider how this resource has helped to make your students' experience with Lexia English language development successful and let us know how it went by answering the QR code to complete a two-minute survey.

You can also access the survey by clicking [here](#).

- Helps monitor students' progress as they are working in the program
- Illustrates the various Lexia English student program screens

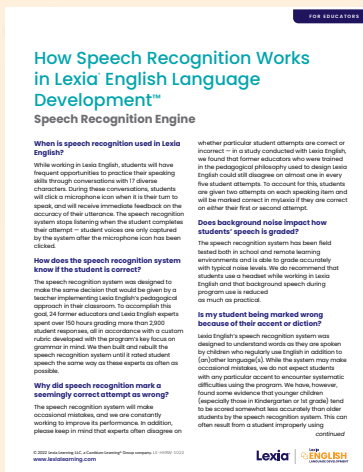
# Lexia English Resources Hub: Guides and Manuals

## Scope & Sequence



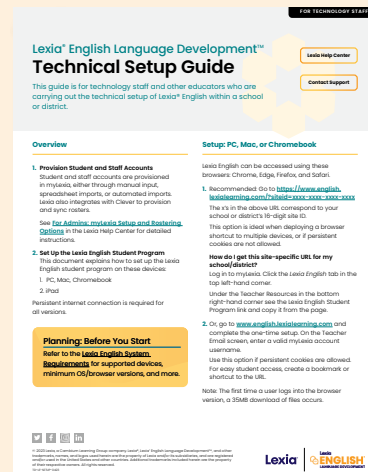
- Basic outline of the skills and concepts addressed in each of the program's levels and their alignment with the appropriate language proficiency bands
- Select from WIDA, TX-ELPS, ELPA, CA-ELD, or NY-ESL
- Designed for educators and administrators

## How Speech Recognition Works



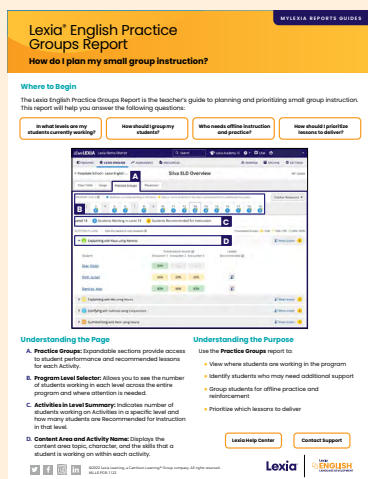
- Information about speech recognition and how it is used in Lexia English

## Technical Information



- Resources to guide district or school technology staff and educators to support the setup of Lexia English


## myLexia Report Guides



- Resources designed to help educators and administrators understand and use myLexia reports
- Includes information on student, class, school, and district-level reports



# Lexia English Resources Hub: Research

Pedagogy Papers	Research Briefs
<div><p><b>Pedagogy Overview: Grammar</b></p><p>Maya Goodall, M.Ed., M.A., Senior Director of Emergent Bilingual Curriculum, Lexia Learning</p><p><b>What is Grammar?</b></p><p>Grammar is the infrastructure, or the system of rules for arranging words, phrases, and clauses, we use to construct meaningful sentences in spoken and written language. Speakers of any language make moment-by-moment decisions when engaged in conversation, and grammar allows them to effectively communicate their thoughts and opinions (Chung &amp; Pullum). A native speaker learns grammar implicitly through listening and exposure to their native language. They don't formally study their own grammar before they can start speaking the language (Chung &amp; Pullum). This natural development is attributed to the Universal Grammar Theory, which suggests that human brains are wired for language with a universal grammar that, with enough input, can be unlocked (Chomsky &amp; Squire 2007; Freeman &amp; Freeman 2004). Second language learning has proven to be different; it requires grammar study to learn to communicate accurately and with ease, especially in the context of Emergent Bilinguals who are expected to learn both the English language and subject matter content simultaneously (Cummins 2016; Soriano 2003).</p><p><b>Why Focus on Grammar?</b></p><p>Expressive language is the foundation for understanding and using English and is directly connected to academic achievement. Spoken language has a grammar, or set of rules, that is used to make meaning. This grammar needs to be acquired by the learner, which is best achieved through a combination of both implicit and explicit methods of instruction (Bassene 2008). Understanding how to construct sentences is important to the learner as they are concerned with learning not only how to derive meaning from written and spoken sources, but also to use a specific type of language called "academic language" in the school setting (Cook 1993). Learners can not simply be introduced to vocabulary as a way to learn how to construct meaningful and accurate sentences. This is why teaching vocabulary words alone is not enough. A learner may acquire an extensive vocabulary but if they are unable to connect the words together in an intelligible way, they will not be able to communicate effectively (Chung &amp; Pullum). Thus, oral grammar, as a point of focus, is essential to an Emergent Bilingual and their knowledge of English.</p><p><b>What is the Role of Grammar in Lexia English?</b></p><p>Grammar is essential to successful communication. Without it, a person won't be able to construct meaningful sentences (Cook 1993). Speaking practice without any grammar paradigms prevents learners from using language in a constructive way. When learners are asked to speak about a subject but don't have a frame of reference in terms of correct grammar, they aren't really learning how to use the language. Even worse, their mistakes may become fossilized as a systematic part of their communication. Emergent Bilingual students will be tested on their language proficiency and if a learner isn't able to construct comprehensible sentences, they won't progress in the language proficiency levels (Cummins 2002). These students may eventually be labeled long-term English learners because they are not able to advance to higher levels of language proficiency on standardized tests (Long-term English learner definition 2015). However, studying grammar and reading rules isn't helpful either. Knowing the rules in an arbitrary and rote way doesn't help a learner actually use the language.</p><p>The goal of English instruction is to teach each aspect of the language so that a learner can understand it and use it to coherent ways within an academic context (Bassene, Lindholm-Leary, Saunders, &amp; Christian 2003).</p><p>continued</p><p>© 2023 Lexia Learning LLC, a Cambium Learning Group company. Lexia English is a trademark of Lexia. All rights reserved. www.lexialearning.com</p><p><b>Lexia</b> <b>ENGLISH</b></p></div>	<div><p><b>Impact of Using Lexia English on the California English Language Proficiency Assessment</b></p><p>Lexia Research www.lexialearning.com</p></div>
<ul style="list-style-type: none"><li>• Provide overviews of the pedagogy, oral language use, and logic model of Lexia English</li></ul>	<ul style="list-style-type: none"><li>• Studies that examined the relationship between Lexia English usage and the English Language Proficiency Assessment for California (ELPAC) and the Arizona English-Language Learner Assessment (AZELLA)</li></ul>

The Lexia English Resources Hub includes a link to the Lexia Help Center to find answers to program questions, read setup and troubleshooting guides, check system requirements, and contact our support team.