

# Using Lexia English Language Development™ and Lexia® Core5® Reading In Parallel

The purpose of this document is to provide general guidelines for educators using both Lexia English and Core5 **to support language and literacy development among Emergent Bilingual students**. Read to learn more about:

1. Using both programs in parallel with the same student
2. Usage recommendations for each program
3. Tailoring and prioritizing dual usage

## Language Acquisition and Literacy Instruction Among Emergent Bilinguals

Emergent Bilinguals (EBs) come to each and every classroom with enormous potential and face ambitious goals. They are tasked with developing English oral language proficiency alongside reading and other academic skills.

The academic success of EBs can be accelerated when they receive explicit literacy instruction alongside instruction in language acquisition (Goldenberg, 2020; Saunders, Goldenberg, & Marcelletti, 2013).

Because of this, Lexia English and Core5 can be used in parallel to support a student's language acquisition and literacy learning. Research states:

- An instructional emphasis on language development must begin early and be sustained over time (Mancilla-Martinez, 2023; National Academies of Sciences, Engineering, and Medicine, 2017). Language instruction must keep pace with how the language expectations of school (talk and texts) increase across the grades.
- From the beginning, EBs need to participate in English literacy education (Council of the Great City Schools, 2023; WIDA, 2020). Language proficiency is not a prerequisite for meaningful participation and learning. In fact, language development is promoted as part of these opportunities.

**Lexia English** addresses English Language Development standards with a primary focus on speaking, listening, and grammar activities across subject areas.

**Core5** addresses English Language Arts standards with a primary focus on reading in the areas of phonological awareness, phonics, vocabulary, fluency, and comprehension.

## Lexia English and Core5 Usage Guidelines

### Online program usage

Each program has specific online usage recommendations that need to be considered when using both programs in parallel. Using the online student programs regularly allows students to learn, practice, and solidify their emerging language and literacy skills. Lexia English's online usage recommendation is based on grade level. Core5's *online* usage recommendation is based on each student's grade level and their estimated likelihood of reaching their grade level benchmark (called a [Performance Predictor](#)). The table below shows the ranges for *online* usage recommendations for each program, by grade level band.

Grade Level	Lexia English	Core5
K-2	30-45 min per week	20-60 min per week
3+	45-60 min per week	20-80 min per week

### Teacher-facilitated instruction and application

Just as regular time in the online program is essential, incorporating dedicated time for teacher-facilitated instruction and practice is a critical ingredient for maximizing student progress. Educators can view class performance data and recommended instructional resources in myLexia with the Lexia English and Core5 Class Reports. Balancing the time for online learning with focused time for offline instruction, practice, and expression is an important consideration for educators in personalizing individual student needs across the two programs.

### Tailoring and Prioritizing for Dual Usage

Emergent Bilinguals are a diverse group of students and there is no one-size-fits-all approach to helping them advance academically. Educators know their students best and are poised to make final usage decisions, taking into account Lexia's usage recommendations as well as general best practices.

When adjustments are needed to meet the specific needs of students, consider the following questions designed to help educators decide on a relative emphasis between the two programs.

- What is the student's language proficiency level?
- What are the student's strengths and needs in English language acquisition—those related to listening, speaking, reading, and writing?
- What are the student's strengths and needs in key literacy skills—those related to word recognition and language comprehension?
- What language development and literacy learning opportunities does the student experience throughout the day? What areas require even more emphasis?

When answering these questions, educators may note, for example, that students who are at the earliest stages of English language acquisition may require a greater emphasis on English language development, especially time spent practicing speaking and listening at the level that is right for them. For these learners, time using Lexia English should be prioritized.

Educators may also observe a different learning profile among some students, such as those who demonstrate relatively more significant English literacy learning needs because they may not yet be meeting grade-level reading benchmarks. For these learners, time in Core5 should be prioritized, especially if personalized reading instruction is otherwise limited.

As students' skills develop and grow, and as they move up through the grades and expectations shift, the ways in which time is organized will need to be revisited.

## Dual Usage: An Illustrative Example

Mihn is a fifth grade student who has been using Core5 and Lexia English for the past year. She is currently working in Lexia English Level 16 (aligned to the *Bridging* proficiency band in WIDA) and Core5 Level 10 (2nd Grade Level Material). Her weekly online usage recommendations are 45–60 min for Lexia English and 80 min in Core5.

To ensure that she gets ample time to accelerate her literacy skills, she uses Core5 for 20–30 minutes three times a week and her classroom teacher pulls her for small-group literacy instruction using Core5 Lexia Lessons during her morning literacy block.

She also uses Lexia English 2 to 3 times a week for 15–30 minutes. Additionally, her push-in English Language Development teacher holds sessions with her and other students working on Level 16 twice a week, allowing her to practice her speaking, listening, and writing skills in a small group setting.

## Tailoring Usage for Learners at the Earliest Levels of English Language Development

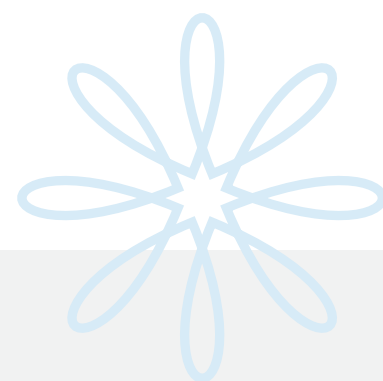
Included within the diverse population of EBs are learners at the earliest stages of English language acquisition. Some of these EBs have recently arrived in the United States and are adjusting to major life changes. Supporting these students means meeting their social-emotional needs, helping them connect the dots between their background experiences and current contexts, and promoting their English language and academic development (Office of English Acquisition, 2023).

For these students, like all EBs, it is important to provide explicit literacy instruction alongside instruction in language acquisition. Tailoring usage for these students might mean adjusting the implementation of both Lexia English and Core5 to provide additional support. For example:

- **Model and guide how to use the online programs.** Educators can show students how different aspects of the user experience works, such as how to choose activities or what different buttons do. Teachers can use Educator Mode to model the use of the program and utilize the onboarding and best-practices videos available on each program's Resource Hub (Classroom Resources tab).
- **Meet students where they are.** The language skills (in any language), experiences, and strengths that EBs bring to their English-learning journey are important assets to build upon. The Lexia English and Core5 Auto Placement tools can help educators know where students are ready to begin working in each program. Both tools adapt based on student performance, placing them at the right learning level.
- **Pre-teach skills.** Teachers can use Lexia Lessons to preview concepts that will be the focus of online activities. Pre-teaching may also be an opportunity to connect and apply the language skills students already have to the content they will see in Lexia programs.
- **Monitor data.** Close monitoring of data in the MyLexia student reports will be particularly useful to expediently observe learning needs and to access timely, targeted instructional resources.

## Works Cited

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