

Intervention Taxonomy Brief: Lexia Core5 Reading

The goal of this brief is to provide educators with information they can use to evaluate the appropriateness of **Lexia Core5 Reading** for a specific student or group of students who require supplemental and intensive intervention. The brief also may be used to guide decisions about the selection or purchase of a new intervention. We envision that the brief may allow users to examine the extent to which the program aligns to the Taxonomy of Intervention Intensity, a framework used by educators to categorize interventions along key dimensions. The information included in this brief is organized along the seven dimensions of the Taxonomy of Intervention Intensity and can assist educators in answering the following questions:

- Does evidence suggest that this intervention is expected to lead to improved outcomes in the identified area of need (**strength**)?
- Will the group size, duration, structure, and frequency provide sufficient opportunities to respond and receive corrective feedback (**dosage**)?
- Does the intervention match the student’s identified needs (**alignment**)?
- Does the intervention assist the student in generalizing the learned skills to general education or other tasks (**attention to transfer**)?
- Does the intervention include elements of explicit instruction (**comprehensiveness**)?
- Does the student have opportunities to develop the behavior skills necessary to be successful (**behavioral support**)?
- Can the intervention be individualized with a data-based process to meet student needs (**individualization**)?

To learn more about the Taxonomy of Intervention Intensity and find resources to support implementation, visit <https://intensiveintervention.org/taxonomy-intervention-intensity>.

Program Summary

Lexia Core5 Reading is an adaptive blended learning program (Exhibit 1) that accelerates the development of literacy skills for students of all abilities in Grades PK–5, helping them make that critical shift from learning to read to reading to learn. Lexia’s program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Students begin by taking an Auto Placement assessment, which assigns them to the appropriate start level in the program’s scope and sequence. Students then progress through the program levels at their own pace. Lexia’s patented Assessment Without Testing® (AWT) technology, powered by the myLexia platform, provides teachers and administrators with real-time, actionable data that help answer relevant questions for both district/school leaders and teachers at a glance.

Exhibit 1. Program Information

Features of program implementation	Program recommendations
Grade level(s)	PK–5
Group size	Individual
Intervention length	20+ weeks
Frequency	1–5 times per week
Session duration	20–30 minutes
Cost	Core5 licenses can be purchased for individual students, entire school buildings, or entire districts. For more detailed pricing information, complete this form (https://www.lexialearning.com/go/talk-to-us) to be contacted by a Lexia Sales Representative.
Training	Lexia has multiple professional development offerings. Through Success Partnerships, a customer success team can partner with a school or district to customize training based on their goals and timelines. Support includes implementation planning, product training, and data reviews and data coaching throughout the year. Training events can take place on-site at schools or live online. As part of the Success Partnerships, school and district staff have professional development and training opportunities through Lexia Academy. Lexia Academy is a self-paced eLearning platform that supports educators’ professional growth. Courses in Lexia Academy are structured with incremental learning segments to help busy educators integrate resources and strategies to support blended learning, literacy instruction, and product implementation. To learn more, visit https://www.lexialearning.com/customer-success/success-partnerships

Evidence of Taxonomy of Intervention Intensity Dimensions

The following section presents definitions for the Taxonomy of Intervention Intensity dimensions and a summary of intervention-specific evidence for each dimension. The evidence comes from the intervention’s vendor or developer. It is accurate as reported to the National Center on Intensive Intervention (NCII); it was not independently verified by NCII. Additional program evidence can be found on the [NCII Tools Chart](#) and might appear on the [What Works Clearinghouse](#). For specific questions about the content, contact the publisher at <https://www.lexialearning.com/> or 978-405-6200.

Taxonomy Dimension: Strength

Strength tells us how well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes greater than 0.25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate, and effect sizes of 0.50 or larger are strong (preferred).

Exhibit 2 provides the effect sizes for students in need of intensive intervention organized by domain and subdomain. These effect size data are calculated on low-achieving participants, those

falling at or below the 20th percentile on pretest measures of achievement. If available, additional effect sizes for disaggregated data can be found on the NCII Tools Chart.

Exhibit 2. Lexia Core5 Effect Sizes for Students ≤20th Percentile by Domain and Subdomain

Domain	Subdomain	Outcome measure	Effect size ^a
Reading	Broad Reading	GMRT Overall Score	0.15
Reading	Broad Reading	GRADE Total Test Score	0.91*
Reading	Broad Reading	NWEA MAP Score	0.08
Reading	Phonological Awareness	GRADE Phonological Awareness	0.02
Reading	Phonological Awareness: Sound Matching	GRADE Sound Matching	0.01
Reading	Phonological Awareness: Sound Matching	GMRT Oral Language Concepts	Unavailable
Reading	Phonological Awareness: Rhyming	GRADE Rhyming	0.03
Reading	Phonological Awareness: Blending	Phonological Assessment Battery Second Edition Blending	Unavailable
Reading	Phonological Awareness: Phoneme Segmentation	Phonological Assessment Battery Second Edition Phoneme Segmentation	Unavailable
Reading	Early Literacy Skills	GRADE Early Literacy Skills	0.13
Reading	Early Literacy Skills: Print Awareness	GRADE Level K Print Awareness	-0.28
Reading	Early Literacy Skills: Print Awareness	GMRT Literacy Concepts	Unavailable
Reading	Early Literacy Skills: Word Matching	GRADE Same/different Words	2.14*
Reading	Decoding: Letter Sounds	GRADE Letter Recognition	0.35
Reading	Decoding: Letter Sounds	GMRT Letters and Letter-Sound Correspondences	0.19
Reading	Decoding: Letter Sounds	GRADE Phoneme-Grapheme Correspondence	0.53
Reading	Decoding: Words	GMRT Recognizing Basic Story Words	0.15
Reading	Decoding: Words	GRADE Word Reading	0.69*
Reading	Decoding: Nonwords	Phonological Assessment Battery Second Edition Non-word Reading	Unavailable
Reading	Vocabulary	GRADE Vocabulary Standard Score	0.08
Reading	Fluency: Letter Level	DIBELS Letter Naming Fluency	Unavailable

Domain	Subdomain	Outcome measure	Effect size ^a
Reading	Fluency: Phoneme Level	DIBELS Phoneme Segmentation Fluency	Unavailable
Reading	Fluency: Oral Reading	DIBELS Next Oral Reading Fluency	0.47
Reading	Comprehension: Oral Language	GMRT Listening Comprehension	Unavailable
Reading	Comprehension: Oral Language	GRADE Listening Comprehension	0.44
Reading	Comprehension: Understanding Text	GRADE Comprehension Standard Score	0.94*

^a To ensure comparability of effect size across studies, NCII uses a standard formula to calculate effect sizes across all studies and outcome measures—Hedges *g*, corrected for small-sample bias.

* $p \leq .05$.

Taxonomy Dimension: Dosage

Dosage is the number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.

The Core5 blended learning program combines independent online learning with offline resources. The online program has 21 levels, each with five activities. These activities have anywhere from six to 20 units, each providing opportunities to learn and practice a target reading skill. Online activities are paired with related offline materials designed to support face-to-face instruction, hands-on practice, and learning extensions. For example, each online activity has corresponding teacher-delivered Lexia Lessons[®].

For the purposes of this taxonomy, a “lesson” is considered one online unit (within the larger online activity) along with one corresponding face-to-face lesson that can be delivered to individual students or small groups.

Lexia Core5 dosage from three randomly¹ selected lessons: Assuming a group size of one student for the online unit and two students for the offline lesson, the estimate is that each student in the group has 26 opportunities to respond and receive corrective feedback.

Taxonomy Dimension: Alignment

Alignment (Exhibit 3) focuses on how well the program (a) addresses the target student’s full set of academic skill deficits, (b) does not address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.

¹ The process for randomly selecting lessons is determined by NCII and consistent across program briefs.

Exhibit 3. Alignment With Content Areas Addressed

Instructional grade level(s)	Content area addressed	Skill strands
PK to Grade 5	Reading and spelling	<ul style="list-style-type: none"> ▪ Phonological awareness ▪ Phonics and the structural analysis of words ▪ Fluency ▪ Vocabulary ▪ Comprehension

Taxonomy Dimension: Teaching to Promote Transfer

Attention to transfer is the extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.

Three activities are described as examples of how Core5 is designed to explicitly teach for transfer. These activities focus on teaching students to read one-syllable words with long-vowel teams (phonics activity in Level 8 of the program).

Activity 1. In the online component of Core5, the instructional units within each activity are sequenced to teach for transfer, building up complexity from one to the next, and, in turn, integrating opportunities to transfer skills to other formats and contexts (Exhibit 4). For example, when learning to read one-syllable words with long-vowel teams, students first learn a set of vowel teams (e.g., ay, oe, ee, ie) and apply that knowledge by constructing single words; next, students engage in an auditory recognition task in which they select the word with a long-vowel team they hear; and, finally, students further transfer this skill to connected text by selecting the vowel team that completes a sentence.

Activity 2. In this blended learning program, online opportunities for transfer are extended by Lexia Skill Builders®: paper-based practice materials created for students to review, apply, and demonstrate transfer of content previously learned and practiced online. In the Lexia Skill Builder focused on long-vowel teams, students build and read words with long-vowel teams (in isolation and in sentences), and also have the opportunity to draw pictures of the words they read. See Exhibit 5 for an example Lexia Skill Builder from Lesson 8: Long Vowel Teams.

Activity 3. Core5 also includes a paper-based set of resources called Lexia Connections®, which include realizing connections between mastered and related skills. In the Lexia Connection focused on long-vowel teams, students apply what they’ve learned online to read content-area

Exhibit 4. Teach for Transfer Example

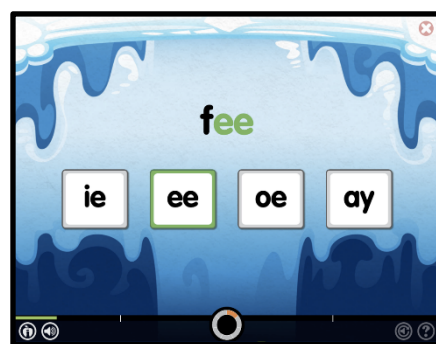
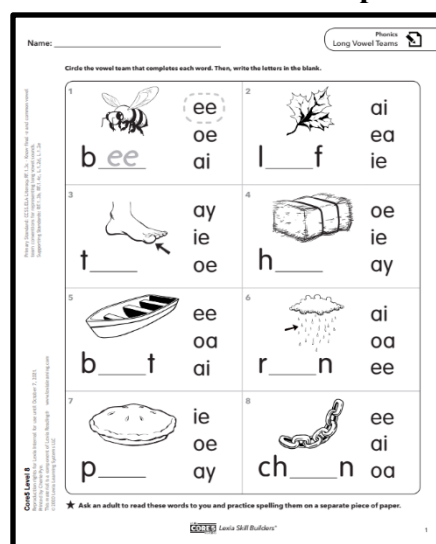


Exhibit 5. Lexia Skill Builder Example



passages and highlight words that contain long-vowel teams so that students recognize how the skill of decoding words with long-vowel teams can be applied in other settings. See Exhibit 6 for an example Lexia Connections® from Lesson 8: Long Vowel Teams.

Taxonomy Dimension: Comprehensiveness

Comprehensiveness is the number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so that students use the strategies to generate many correct responses; and incorporating systematic cumulative review). Additional information can be found within the NCII [Explicit Instruction course content materials](#).

Dimension: Model Efficient Strategies

Activity 1. In the online component of Core5, strategies are directly taught and modeled using both visual and audio support, and, as such, students are not expected to discover strategies in the absence of direct instruction and modelling. This explicit modeling of strategies uses brief and concise demonstrations, with simple and efficient steps.

Activity 2. The program integrates the explicit online activities with teacher-led, face-to-face lessons that provide scripted language and examples for educators to model target skills and strategies. Exhibit 7 is the Direct Instruction section of any of the Lexia Lessons, showing examples of how the scripts model strategies).

Dimension: Ensure Students Have the Necessary Background Knowledge and Skills to Succeed With Strategies

Activity 1. All Passage Comprehension and Text Connections activities (found in the Reading Comprehension Strand of the program) follow a thematic unit design that simultaneously activates and builds background knowledge. Each instructional unit begins with an introduction that previews challenging content related to the text and theme, priming students’ background knowledge and addressing any relevant gaps in that knowledge that may impact strategy application in the reading task that follows.

Activity 2. Lexia Lessons strategically support educators to continuously anchor instruction in meaningful connections to background knowledge, particularly knowledge related to relevant skills and strategies. The beginning of the Direct Instruction section of these lessons prompts

Exhibit 6. Lexia Connections Example

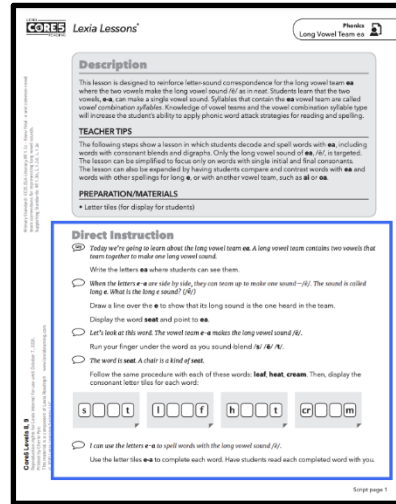
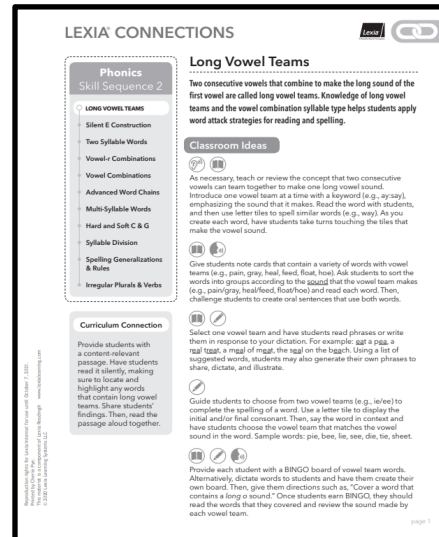


Exhibit 7. Direct Instruction Example



educators to connect the topic to previously learned concepts and also allows them to assess student knowledge of these previously learned concepts.

Dimension: Gradually Fade Support for Students' Correct Execution of Strategies

Activity 1. Students who demonstrate difficulty online receive immediate corrective feedback and a scaffolding system for support that includes fewer stimuli, more structure, and more explicit instruction. As students persist through the online activity and correctly execute the target strategies, they must apply the skill or concept independently with minimal support to advance to subsequent units.

Activity 2. The online scaffolding system is integrated with teacher-mediated scaffolding, in the form of targeted Lexia Lessons, that are provided to students who demonstrate difficulties with a particular skill in the online application. These lessons predictably follow a gradual-release-of-responsibility model that begins with a brief warm-up and direct instruction, followed by guided practice, independent application, and finally a reflective wrap-up, thus enabling students to increase their ownership and mastery of the target strategy.

Dimension: Provide Practice So Students Use the Strategies to Generate Many Correct Responses

Activity 1. In the online program, each activity focuses on a particular reading skill and has anywhere from six to 20 units, each having approximately five to 12 questions. Students must achieve 90%–100% accuracy on all questions in a unit to move on to the next one and, thus, have as many opportunities as they need to generate correct responses and master the target skill.

Activity 2. In this blended learning program, online opportunities to generate correct responses are coupled with offline practice opportunities in Lexia Skill Builders. After completing an activity in the Core5 online program, students work on a corresponding Lexia Skill Builder that gives them the opportunity to review and practice the material, building automaticity and promoting generalization through additional opportunities to generate correct responses.

Dimension: Incorporate Systematic Cumulative Review

Activity 1. Core5's overall scope and sequence is designed to introduce strategies and skills systematically, moving from simple to complex and cycling back to review material previously introduced.

Activity 2. At the beginning of each online learning session, students engage with warm-up activities designed to consolidate previously learned skills and bring them to a level of automaticity. The content of the warm-ups follows the same sequence as the activities within previous levels.

Taxonomy Dimension: Behavioral Support

Behavioral support attends to the extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior. Additional information can be found within the [NCII behavioral support course content](#).

Activity 1. The student dashboard (Exhibit 8)—what students see when they sign into or log out of the program—helps students manage learning goals, monitor their progress, and develop time-management skills. Specifically, the dashboard allows students to view their weekly usage and progress, monitoring the number of minutes spent in the program and the number of units they have completed.

Exhibit 8. Student Dashboard Example



Activity 2. The activity screen—what students see when they interact with a learning task—offers further support for planning and monitoring progress toward goals. Specifically, students have three alternatives for monitoring progress within a unit: (a) the green progress bar at the bottom of screen displays how much of the unit has been completed; (b) themed animations populate across the screen to indicate how many questions the student has answered correctly; and (c) the circular unit meter in the center of the progress bar indicates how many units overall the student has completed for this particular activity (e.g., Academic Vocabulary 1). See Exhibit 9 for an example of Planning and Progress Monitoring Tools, Level 15, Vocabulary 1, Unit 2.

Activity 3. Core5 achievement certificates (Exhibit 10) provide an opportunity to celebrate student progress and achievement when students complete a level. These printable certificates feature “I Can” statements to build students’ self-recognition of accomplishment and can be posted at home and at school to promote community-recognition of these developed competencies.

Exhibit 9. Planning and Progress Monitoring Tools Example

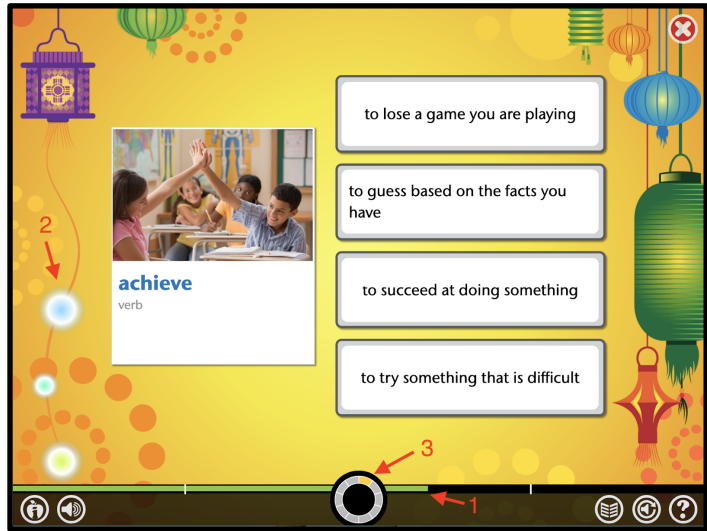


Exhibit 10. Achievement Certificate Example



Activity 4. Opportunities for autonomy and choice are built into the program’s design, including open-ended engagement questions and polls that allow students to express their preferences and points of view. See Exhibit 11 for an example Opinion Poll, Level 15, Academic Vocabulary 1, Unit 15.

Activity 5. Core5 classroom posters are designed to help students remember and internalize usage expectations and procedures, including important buttons on the application’s user interface, how to sit at a computer, and how to use a tablet. See Exhibit 12 for an example Classroom Poster, Buttons Guide.

Exhibit 11. Opinion Poll Example

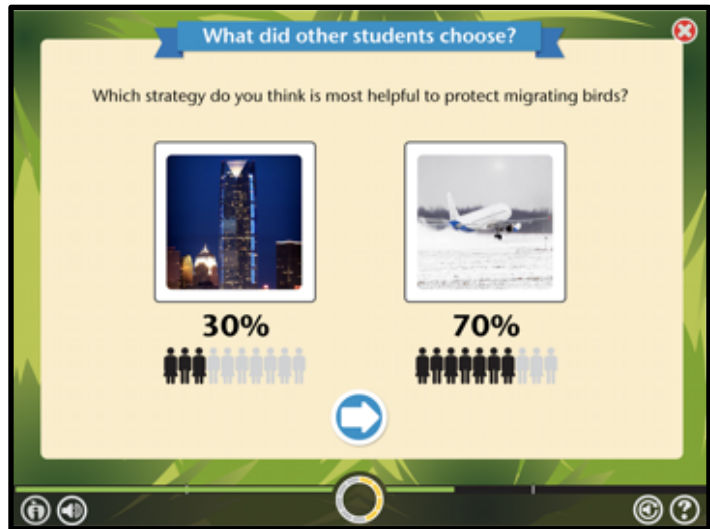


Exhibit 12. Classroom Poster Example

