Lexia Correlation to:

Take Flight: A Comprehensive Intervention for Students with Dyslexia

Correlations of Lexia Reading to Take Flight

Lexia Reading software is ideally suited as a supplement to core reading curricula. Lexia Reading provides an engaging, interactive program for students to practice and master the skills taught in core reading programs. Individualized, targeted practice keeps all levels of students challenged, sufficiently supported and continually engaged.

Purpose of this Correlation

This document is designed to assist you in using Lexia Reading as an effective supplement to Take Flight: A Comprehensive Intervention for Students with Dyslexia.

Use the core curriculum to teach.

Use Lexia Reading for reinforcement and to inform instruction.

Use the two approaches together for stronger instruction and improved reading achievement.

www.lexialearning.com   800.435.3942
How to Use this Correlation

Educators using Lexia Reading as a reading curriculum supplement can learn how Lexia’s specific skill development activities align with existing core curriculum.

Using Lexia’s supplemental reading software in conjunction with Take Flight strengthens the success of your reading program. First, Lexia Reading can help you differentiate instruction by providing individualized practice of the skills you are teaching through your core reading curriculum. Further, because Lexia Reading identifies areas where students are struggling, teachers can use the software’s reports to inform instruction.

Features that Make Lexia Reading an Ideal Supplement

• Supports the skills identified by No Child Left Behind and the National Reading Panel as critical to reading success, including phonemic awareness, phonics, fluency, vocabulary and comprehension.

• Automatically branches to the appropriate unit to keep students challenged.

• Allows teachers to select a specific skill to coordinate practice with instruction.

• Offers detailed reports that document all student work and progress.

• Delivers proven results as demonstrated in published outcomes studies.
Lexia Reading Recommended Uses

A Supplement for all Students - Lexia Reading provides an engaging and interactive way for all students to develop mastery of basic reading skills they are learning through their core curriculum.

RtI - Addresses recommended practices of the Response to Intervention (RtI) model, including detailed use and progress reports, so teachers can track student learning and provide individualized intervention support.

ELL - For English Language Learners, the software follows the sequential and systematic approach recommended by National Reading Panel findings. It provides the practice ELL students especially need to master phonemic awareness and other critical decoding skills that provide the foundation for learning to read in English.

Special Education - Special Education students often need extra reinforcement of the skills they are learning. Lexia Reading’s automatic branching feature keeps track of progress and time on task, and will repeat exercises until each skill is mastered. Students get the practice and affirmation they need.
### Correlations of Lexia Reading to Take Flight:
*A Comprehensive Intervention for Students with Dyslexia*
Teacher Books 1 - 7

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<th>Take Flight</th>
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<th>Computer Based Activity From Lexia</th>
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<td>Texas Scottish Rite Hospital for Children 2006</td>
<td><strong>Books 1 - 2:</strong> Lessons 1-24 (introduce Lexia activities at Lesson 1)</td>
<td>Early Reading, Primary Reading, and Strategies for Older Students*</td>
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**Beginning Phonemic Awareness Phonics:**
- Introduce/teach consonant: p/b, t/d, f/v, m/n, w/h, th/th, k/g, s/z, l/r, s (z), hard and soft c, ck, j
- Introduce/teach family sound: ng, nk
- Introduce/teach vowels (short/long): i, a, e, o, u
- Introduce/teach suffix: -ing
- Introduce/teach vowel pair: ee
- Introduce/teach onsonant di/trigraph: ch, tch
- Practice/read words: CVC, CVCC, CCVC

**Early Reading**

**Level 1:**
- Rhyme Time
- Sound Match
- Word Snip
- Sound Slide

**Level 2:**
- Consonant Tree I, II, III (*can be used to help teach individual sound/symbol correspondences for consonants*)
- Short Vowel Crate (*can be used to help teach individual sound/symbol correspondences for short vowels*)

* Strategies for Older Students is recommended for students in Grade 4 (ages 9 and older) and above

** Note: *Take Flight* does not cover letter y until Lesson 40 and letter x until Lesson 47 (Book 3). Teacher can specify units that do not contain these letters.
## Correlations of Lexia Reading to Take Flight:

*A Comprehensive Intervention for Students with Dyslexia*

Teacher Books 1 - 7

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| **Books 1 - 2:** Lessons 24-35 (introduce Lexia activities at Lesson 24) | **Phonics:** Introduce consonant digraph: *sh, wh*  
Introduce vowel pair: *oo*  
Introduce VCe: *a-e, i-e, o-e, u-e, e-e*  
Introduce suffix: *-less, -ness, -ful, -ed*  
Introduce syllable: *VCCV pattern*  
Introduce prefix: *mis-, un-* | **Level 1:**  
- Sounds to Letters**  
- Consonant Castle** (beginning and ending consonants)  
- Sight Word Search  
- Sort b/d/p  
- Short Vowel Match  
**Level 2:**  
- Sounds to Letters II**  
- Sight Word Search II  
- Short Vowel Bridge  
- Picture-Word Match** (short vowel CVC words)  
**Level 3:**  
- Sound Change | **Level 1:**  
- Short Vowel Sounds  
- bdp  
- Middle Vowels  
- Short Vowel Words |

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Correlations of Lexia Reading to Take Flight:
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Teacher Books 1 - 7

| Take Flight  
Texas Scottish Rite Hospital for Children 2006 | Teacher Based Activities | Computer Based Activity From Lexia Early Reading, Primary Reading, and Strategies for Older Students* |
|-------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------|
| **Books 1 - 2:** Lessons 36-46 *(introduce Lexia activities at Lesson 36)* | Phonics: 
Introduce consonant: 
y, x, qu 
Introduce r-controlled vowel: 
er, ir, ar, or 
Introduce vowel pair: 
ai, ay 
Introduce syllable: 
consonant-le | Early Reading 
Level 2: 
• Consonant Pairs |
| | | Primary Reading 
Level 2: 
• Consonant Blast |
| | | Level 3: 
• Sound Change 
• Sight Word Search III 
• Silent-e Switch 
• Fast Find 
• Silent-e Score |
| | | Level 4: 
• Word Hunt |
| | | Level 5: 
• Super Change |
| | | Strategies for Older Students 
Level 1: 
• Consonant Sounds |
| | | Level 2: 
• Letter Switch 
• Short and Long Vowels 
• Sight Words 
• 2 Syllable Words I 
• Sentences and Paragraphs |

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**Teacher Books 1 - 7**

| Take Flight  
Texas  
Scottish Rite  
Hospital for  
Children  
2006 | Teacher Based Activities | Computer Based Activity  
From Lexia  
Early Reading, Primary Reading, and  
Strategies for Older Students* |
|---|---|---|
| **Book 3:**  
Lessons  
47-61  
*(introduce Lexia activities at Lesson 47)* | **Phonics:**  
Introduce consonant:  
*soft g/dge*  
Introduce vowel pair:  
*au, aw, oi/oy, ou/ow*  
Introduce syllable:  
*V/CV*  
Introduce prefix:  
*re-, pre-, over-, under-*  
Introduce suffix:  
*-en, -est*  
Introduce family sound:  
*ild, old, ind* | **Primary Reading**  
Level 4:  
*• Word Stairs*  
**Strategies for Older Students**  
Level 3:  
*• Vowel-r* |
| **Books 3-4:**  
Lessons  
62-74  
*(introduce Lexia activities at Lesson 62)* | **Phonics:**  
Introduce vowel pair:  
*ow, ue, igh, ea, oa, oe*  
Introduce syllable:  
*VC/V*  
Introduce prefix:  
*dis-, sub-*  
Introduce suffix:  
*-ly, -y, -tion, -sion, -es* | **Strategies for Older Students**  
Level 4:  
*• 2 Sounds of c and g* |
| **Books 4-5:**  
Lessons  
75 – 86  
*(introduce Lexia activities at Lesson 75)* | **Phonics:**  
Introduce vowel:  
*a (schwa sound)*  
Introduce syllable:  
*VC/CCV, VCC/CV*  
Introduce prefix:  
*de-, be-*  
Introduce suffix:  
*-ment, -hood, -ish, -ship*  
Introduce vowel pair:  
*ei (long e and a), eigh, ie (long e and i)* | **Primary Reading**  
Level 4:  
*• Sight Word Search IV*  
*• Pirate Ship*  
*• Group It I*  
Level 5:  
*• Add It (Units 1-6 only)*  
*• Elevator*  
*• Group It II*  
**Strategies for Older Students**  
Level 4:  
*• Syllable Types* |

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Teacher Books 1 - 7

| **Take Flight**
Texas Scottish Rite Hospital for Children 2006 | **Computer Based Activity**
From Lexia
Early Reading, Primary Reading, and Strategies for Older Students* |
| **Teacher Based Activities** | |
| Books 5-6: Lessons 87-118 (introduce Lexia activities at Lesson 87) | **Primary Reading**
Level 5: |
| | • Add It (Units 7-10) |
| | • Sight Word Search V |
| **Phonics:** | Strategies for Older Students |
| Introduce consonant digraph: | Level 3: |
| ch (sh sound), ph | • Suffixes |
| Introduce vowel pair: | • Vowel Digraphs |
| eu, ou (oo), ey (long e and a), y (short i) | • 2 Syllable Words II |
| Introduce syllable: | • Paragraphs I |
| V/V | Level 4: |
| Introduce suffix: | • 3 Syllable Words |
| -able, -or, -ist, -ity, -age | • Paragraphs II |
| Introduce prefix: | Level 5: |
| trans-, inter-, non-, in-, im-, il-, ir-, com- co-, con-, col-, cor-, ex-, e-, pro-, retro-, post-, super- | • Anglo Saxon (multi-syllable words with Anglo-Saxon prefix/suffix) |
| Introduce final stable syllable: | |
| tial, tian, tient, tious, cial, cian, cient, cious, ture, ine, ice, ile | |
| Introduce root: | |
| port, scribe/script, tract, rupt, stru/struct, flect/flex, mit/mis, cede/ceed/cess, jeet, fer, pet/puls, vert/vers | |

| Book 7: Lessons 119-132 (introduce Lexia activities at Lesson 119) | Strategies for Older Students |
| **Phonics:** | Level 5: |
| Introduce Greek combining form: | • Latin (multi-syllable words with Latin prefix/suffix) |
| hyper, hypo, micro, macro, graph, gram, tele, scope, ology, ologist, phono, photo, mono, di, tri, poly, cycle, geo, aero, astro, hydro, thermo, pyro, meter, chron, psycho, path, bio, phobia, mania, cardio, audio | • Special Accents |
| Strategies for Older Students | • Root Meanings |
| Level 5: | |
| • Greek | |

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