

Storyshares LIFT (Literacy Intervention for Teens) and Lexia English Language Development™ Alignment

This document illustrates how Lexia English Language Development™ and Storyshares LIFT (Literacy Intervention for Teens) align and complement each other as part of a comprehensive approach to supporting multilingual learners—particularly at the middle school level where the transition from learning to read to reading to learn demands both strong oral language skills and robust decoding and fluency.

Lexia English is a K–6 adaptive blended learning program focused on oral language development (speaking, listening, and grammar) for Emergent Bilingual students. Storyshares LIFT is a structured literacy intervention for grades 6–12 that builds language development, decoding, fluency, and comprehension skills for striving readers, including multilingual learners. Together, they address the full literacy needs of older ELLs.

Program Alignment by Domain

Domain	Lexia English	Storyshares LIFT	How They Align
Target Population	Emergent Bilingual students (ELLs) in grades K–6; supports Newcomers through Long-Term English Learners	Striving readers in grades 6–12, including multilingual learners and students in newcomer classrooms	Both programs serve multilingual learners at the secondary transition point (Grade 6), making them natural complements for middle school ELL intervention.
Foundational Literacy Focus	Oral language development — speaking, listening, and grammar through academic conversations; literacy integration through language frames and grammatical conventions	Decoding, fluency, and comprehension using a phonics-based scope and sequence; multisyllabic word decoding and structured literacy principles	Lexia English builds oral English proficiency while LIFT builds decoding and fluency skills — together addressing the full reading rope for older ELLs who need both language and literacy support.

Science of Reading Alignment	Rooted in evidence-based language acquisition principles; aligned to structured oral language development research	Built on IES evidence-based recommendations for adolescent literacy intervention; explicitly aligned to Science of Reading and structured literacy	Both programs draw from research-based frameworks, ensuring a coherent instructional philosophy when used together in an MTSS or intervention model.
Culturally Responsive Approach	Asset-based orientation; 17 diverse characters who are themselves Emergent Bilinguals; values heritage language and culture; Spanish support for Newcomers in Levels 1–4	High-interest, age-appropriate texts with diverse characters and relatable themes; teen-centered materials that honor students' lived experiences	Both programs explicitly center culturally responsive pedagogy, providing affirming, engaging materials that reflect the identities of multilingual students.
Instructional Delivery Model	Adaptive blended learning; individualized digital program with embedded speech recognition; teacher-led lessons and supplemental resources; daily 55-minute sessions	Small-group intervention (4–6 students); scripted and adaptive lesson plans; hands-on materials including decodable texts, fluency passages, vocabulary cards, and workbooks	Lexia English supports independent and whole-class digital instruction while LIFT provides structured small-group intervention — both can operate simultaneously within a multi-tiered support framework.
Oral Language & Speaking	Primary focus: academic conversations with speech recognition technology providing immediate, corrective feedback; students practice	Speaking skills are developed through structured group interaction, book club discussions, and comprehension-building routines	LIFT provides structured speaking contexts (book clubs, group discussion) that reinforce the academic language and conversational skills built in Lexia English.

	speaking in math, science, social studies, and more		
Reading Texts & Materials	Digital, interactive content at each proficiency level; 19 levels across K–6; subject areas include math, science, social studies, general knowledge, and biographies	High-low texts and decodable chapter books (age-appropriate, lower reading level)	LIFT's texts give ELLs access to age-appropriate, engaging and accessible material at their reading level — directly extending Lexia English's academic content into independent reading practice.
Vocabulary Development	Language frames, grammatical conventions, and content-area vocabulary embedded at each level; academic vocabulary in context across subjects	Vocabulary cards, explicit vocabulary instruction integrated into lessons; comprehension routines reinforce word knowledge	Both programs build academic vocabulary intentionally. LIFT's hands-on vocabulary cards reinforce the academic language that students are acquiring through Lexia English's conversational practice.
Grammar & Encoding	Targeted grammar instruction with scaffolded support; writing activities focusing on language frames and grammatical conventions learned in the program	Encoding (spelling/writing) is woven into structured literacy lessons; written language activities prepare students for complex text	Lexia English's grammar instruction and writing activities pair with LIFT's encoding work, supporting the full language-to-text continuum for ELLs building both spoken and written English.

How Storyshares LIFT Centers Multilingual Learners

To optimize literacy growth for multilingual learners, we support educators implementing LIFT with aligning reading intervention instruction with students' language development needs and cultural backgrounds. Multilingual learners arrive in classrooms with a wealth of knowledge, experiences, and perspectives, but they often face challenges in decoding, vocabulary, and comprehension- especially since they are still developing their English proficiency. Using targeted strategies will allow for increased growth and confidence. Below are the strategies that we explicitly walk teachers through using during LIFT instruction.

KNOW YOUR LEARNERS

- Assess language proficiency in both the student's native language and English. Literacy level in the first language strongly influences second-language reading development.
- Use students' cultural and linguistic backgrounds to inform instruction.

SUPPORT VOCABULARY DEVELOPMENT

- Use the visuals on the vocabulary cards provided to preview and review vocabulary from the text.
- Use cognates to help connect new vocabulary.
- Reinforce vocabulary with visuals, interactive activities, word walls, and repeated readings.

DIFFERENTIATE INSTRUCTION

- Group students by both language proficiency and reading skills.
- Provide sentence frames and language scaffolds to support academic conversations.
- Set individualized reading goals and track progress over time.

USE CULTURALLY RELEVANT AND MULTILINGUAL TEXTS

- The connected texts in this program feature characters from diverse backgrounds, written by authors who have lived experiences of being newcomers and multilingual learners.

The LIFT program uses evidence-based recommendations from the Institute for Education Sciences (IES) for teaching literacy interventions to adolescents and multilingual learners.¹ The evidence-based recommendations for teaching academic content and literacy to English learners in middle school are highlighted in the table below.

<u>IES Recommendation</u>	<u>How it's Visible in LIFT</u>
Build students' decoding skills so they can read complex multisyllabic words.	• Letter-sound instruction and repeated practice • Routines to decode multisyllabic words • Spelling instruction following the reading instruction • Opportunities for repeated practice to increase accuracy and automaticity
Provide purposeful fluency-building activities to help students read effortlessly	• A purpose is given for repeated readings • Instruction on reading with prosody (expression, appropriate pitch and tempo, and accurate pauses) • Opportunities to read a wide range of texts
Routinely use a set of comprehension- and knowledge-building practices to help students make sense of the text.	• Opportunities to build background knowledge prior to reading • Preview of essential words prior to reading the passage • Opportunities for students to reflect on the text
Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.	• Teachers support students as they read an eight book series • Engaging characters from diverse backgrounds • Storylines overlap to give students an opportunity to make connections and recognize overlapping themes
Provide regular, structured opportunities to develop written language skills.	• Writing tasks that connect to the theme of the lesson • Graphic organizers and sentence frames to assist students with using the

¹ Institute of Education Sciences, and What Works Clearinghouse. "Teaching Academic Content and Literacy to English Learners in Elementary and Middle School." *National Center for Education Evaluation and Regional Assistance*, vol. NCEE 2014-4012, 2014. IES, <https://ies.ed.gov/ncee/wwc/practiceguide/19>.

	conventions of academic language
Provide small-group instructional intervention to students struggling in areas of literacy and English language development.	• Student groups are created based on language proficiency and reading skills gathered from assessment information • Lessons target areas of need for students • Frequent opportunities for students to practice and review newly learned skills and concepts to help students retain the new knowledge

Through LIFT, educators receive evidence-based instructional routines and professional development. The program centers high-interest and age-appropriate books. This combination of teacher preparation and representative student materials empowers older striving readers to make significant gains in their decoding, fluency, comprehension, vocabulary, and writing skills.

Disclaimer: Storyshares is not affiliated with Lexia. Please allow for nuance in this assessment guide and use this tool in conjunction with your knowledge of your students and best judgment as an educator.