



Literacy and Intervention

SUPPORTING COMMON CORE STATE STANDARDS

Academy of **READING**

Proven to Raise Achievement for Struggling Readers

Grades 2–12



Meet the Common Core State Standards with *Academy of READING*®

According to the Publisher’s Criteria for the Common Core State Standards (CCSS), *“Some percentage of students will enter grade 3 or later grades without command of foundational reading skills such as decoding. For these students, it is essential that there are age appropriate materials to ensure that they have extensive training and practice in the foundational reading skills required to achieve fluency and comprehension.”*

Academy of READING® directly addresses this group of students. It is a proven, research-based reading intervention program that helps students develop foundational reading skills as they work towards reading proficiency. Students take a pre-test and are assigned an Individual Training Program. The program monitors their progress and provides additional tutorials and practice, or adjusts assignments as needed.

The CCSS also say: *“The standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations.”* *Academy of READING* helps struggling students toward the goal of being on-level readers by developing their decoding/word recognition skills to the point of automaticity, thus building a bridge to more complex, grade-level skills of vocabulary, comprehension, and fluency.

Foundational Skills

Because of its primary focus on developing automaticity with decoding skills, *Academy of READING* conforms to the CCSS, particularly the Foundational Skills, which specify that students should, *“Demonstrate understanding of...spoken words, syllables, and sounds;... grade-level phonics and word analysis skills in decoding words; read with sufficient accuracy and fluency to support comprehension.”*

Phonemic Awareness

Academy of READING features extensive phonemic awareness training, in which students *demonstrate*

understanding of spoken words, syllables, and sounds (phonemes). For example, some of the program’s Sound Match activities require students to

- recognize rhyming words;
- isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words;
- segment spoken single-syllable words into individual sounds (phonemes).

Phonics and Word Recognition

At the heart of *Academy of READING* is a series of training activities designed to develop phonics and word recognition skills to automaticity. Through this training, students will be able to better *“know and apply grade-level phonics and word analysis skills in decoding words.”* For example, *Academy of READING*’s phonics and word recognition activities (Letter-Sound Match, Visual Match, Audio-Visual Match) help students accomplish the following literacy tasks with accuracy and speed

- associate long and short vowel sounds with their common spellings (graphemes);
- know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound);
- decode regularly spelled one-syllable words;
- know final -e and common vowel-team conventions for representing long vowel sounds;
- know spelling-sound correspondences for additional common vowel teams.

Fluency

Academy of READING builds students’ fluency skills so that they can *“read with sufficient accuracy and fluency to support comprehension.”* Automaticity of decoding/word recognition, described above, is necessary for reading connected text fluently. As automaticity increases, the cognitive load is reduced, allowing students to focus on comprehension and expression.

In the program, students read several comprehension passages to practice their silent reading fluency. They also have the opportunity to practice their oral

reading fluency using *Portfolio*®, an instructional add-on module. *Academy of READING* gives students multiple opportunities to build essential fluency skills as they work towards being able to

- read grade-level text with purpose and understanding;
- read grade-level text orally with accuracy, appropriate rate, and expression;
- use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Comprehension and Vocabulary

Academy of READING's foundational reading skills training helps build a bridge to the more complex skills of comprehension and vocabulary. The program also gives students multiple opportunities to develop their comprehension and vocabulary skills. The goal of the comprehension passages and questions in *Academy of READING* is to improve retention and comprehension of written text.

In *Academy of READING* the passages increase in text difficulty throughout the students' training program. Questions assess students' ability to identify the main idea, understand relationships, make

inferences, note specific facts and details, and develop their vocabulary, and they address CCSS reading standards for Key Ideas and Details and Craft and Structure. For example, students are asked to

- answer questions about key details in a text;
- demonstrate understanding of a central idea or theme of a text;
- interpret words and phrases as they are used in a text;
- analyze the structure of texts;
- answer questions about unknown words in a text.

Conclusion

Academy of READING's focus on foundational skill development gives students a strong foundation in phonemic awareness, phonics and word recognition, and fluency, helping them become more proficient readers who are better prepared to succeed with ever more challenging grade-level literacy tasks. The program's comprehension and vocabulary activities offer opportunities for students to apply their word-level skills to text passages of increasing levels of difficulty, as well.