



Literacy and Intervention

ARIZONA STATE STANDARDS

Academy of **READING**

Proven to Raise Achievement for Struggling Readers

Grades 2–12



Arizona Department of Education

K-8 Academic Standards: Reading

Overview

The *Academy of READING* is a research-based intervention tool designed to supplement a reading curriculum by developing essential component reading skills in K-12 students including emergent readers, students at risk of reading failure, students with limited English language proficiency, and students reading below grade level. Essential reading skills are trained to automaticity, including phonemic and grapho-phonemic awareness, phonics, fluent and accurate decoding, and important comprehension skills. The program offers individualized, self-paced instruction based on a task-analytic approach and incorporates mastery learning principles and immediate positive or corrective feedback. The built-in management system tracks performance and progress and is accessible by both teacher and student. Expected student outcomes include: the decrease in cognitive demand used for decoding allowing increased attention for drawing meaning from print; increased engaged reading practice and; significant gains in reading comprehension.

KINDERGARTEN

Strand 1: Reading Process

Concept 1: Print Concepts		
Demonstrate understanding of print concepts.		
No.	Standard	Academy of READING
PO 5.	Distinguish between printed letters and words.	<p>The <i>Academy of READING</i> exposes emergent readers to written language conventions along a developmental continuum. Students begin training in the component subskills of reading with simple letter recognition exercises. As emergent readers master skills, they progress to visually and auditory-visual matching of high frequency consonant/vowel combinations, words and phrases.</p> <ul style="list-style-type: none"> • 24 Visual Match lessons. Emphasizing rapid automatic visual recognition of high-frequency consonant/vowel combinations (c/v, cv/vc, cvc, cvcv, ccvc, cvcc, cvvc) and high-frequency regular and irregular words. • 25 Auditory Visual Match lessons. Emphasizing rapid automatic auditory-visual recognition of high-frequency consonant/vowel combinations (c/v, cv/vc, cvc, cvcv, ccvc, cvcc, cvvc) and high-frequency regular and irregular words.
PO 6.	Recognize that spoken words are represented in written language by specific sequences of letters.	
PO 7.	Recognize the concept of words by segmenting spoken sentences into individual words.	
PO 8.	Demonstrate the one-to-one correlation a spoken word and a printed word.	

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

No.	Standard	Academy of READING
PO 1.	Distinguish spoken rhyming words from non-rhyming words.	<p>The <i>Academy of READING</i> includes a comprehensive Phonemic Awareness Training component that follows a task analysis approach in which the awareness of phonemes is trained in small, individual units. Each unit is considered an essential part of a complete awareness of phonemes. The units are presented in an order that is in line with the natural developmental sequence of the learner.</p> <ul style="list-style-type: none"> • Match words that rhyme, • Match words with the same beginning, ending, and middle sounds. • Match words with sounds in the beginning, ending and middle position. • Blending three and four phonemes together to create words • Segmentation of words with three then four phonemes
PO 2.	Orally produce rhyming words in response to spoken words.	
PO 3.	Orally produce groups of words that begin with the same initial sound.	
PO 4.	Blend two or three syllables to say words.	
PO 5.	Blend spoken simple onsets and rimes to form real words.	
PO 6.	Blend spoken phonemes to form a single syllable word.	
PO 7.	Identify the initial and final sounds of a spoken word.	
PO 8.	Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme.	

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

No.	Standard	Academy of READING
PO 1.	Identify letters of the alphabet.	<p>The Academy of READING offers a number of opportunities to develop and strengthen phonetic knowledge. For example, in the Auditory-Visual Match exercises of the Subskills section of the Academy, students practice matching what they hear with one of three on-screen options. Training begins with individual letter names and follows a developmental sequence from letter sounds to multi-letter words and nonsense words. The use of nonsense words ensures that students are actually decoding text and not relying on sight word reading strategies.</p> <ul style="list-style-type: none"> • 25 Auditory Visual Match lessons. Emphasizing rapid automatic auditory-visual recognition of high-frequency consonant/vowel combinations (c/v, cv/vc, cvc, cvcv, ccvc, cvcc, cvvc) and high-frequency regular and irregular words. • 45 Oral Reading lessons. Emphasizing rapid automatic oral reading of high-frequency consonant/vowel combinations ((c/v, cv/vc, cvc, cvcv, ccvc, cvcc, cvvc) and high-frequency regular and irregular words, phrases, and sentences.
PO 2.	Recognize that a new word is created when a specific letter is changed, added or removed.	
PO 3.	Say letter sounds represented by the single-lettered consonants and vowels.	

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

No.	Standard	Academy of READING
PO 1.	Determine what words mean from how they are used in a sentence, heard or read.	The <i>Academy of READING</i> develops a student's speaking, listening, reading and writing vocabulary through repeated exposure to the visual and auditory-visual matching of syllables, words and phrases. These exercises allow students to develop a strong awareness of English orthography (spelling patterns). Orthographic awareness is further developed in Letter-Sound Match activities in which students hear the target word pronounced by the computer and have an alphabetic representation of the spoken word. Students also rebuild/spell three and four phoneme words which have been segmented into phonemes.
PO 2.	Sort familiar words into basic categories.	
PO 3.	Describe familiar objects and events in both general and specific language.	

READING STANDARD ARTICULATED BY GRADE LEVEL KINDERGARTEN

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

No.	Standard	Academy of READING
PO 1.	Make predictions based on title, cover, illustrations, and text.	The <i>Academy of READING</i> includes a set of oral and silent reading paragraphs to help students practice comprehension abilities. Both the silent and oral comprehension exercises help students develop strategies for better comprehension, including the development of a reading vocabulary, and the ability to identify the main idea, understand relationships, make inferences, note specific facts and details, and retain information. The paragraph content for the <i>Academy of READING</i> was selected from a variety of real-world sources to help students develop life skills while practicing their reading comprehension. General topics such as swimming, the signs of spring, and different types of animals are featured and prior knowledge is not necessary for success. <ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level). Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.
PO 2.	Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.	

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature Identify, analyze, and apply knowledge of structures and elements of literature.		
No.	Standard	Academy of READING
PO 2.	Identify elements of a story, including characters, setting, and key events.	The <i>Academy of READING</i> includes a set of oral and silent reading paragraphs to help students practice comprehension abilities. Both the silent and oral comprehension exercises help students develop strategies for better comprehension, including the development of a reading vocabulary, and the ability to identify the main idea, understand relationships, make inferences, note specific facts and details, and retain information. The paragraph content for the <i>Academy of READING</i> was selected from a variety of real-world sources to help students develop life skills while practicing their reading comprehension. General topics such as swimming, the signs of spring, and different types of animals are featured and prior knowledge is not necessary for success. <ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level). Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.
PO 3.	Retell or re-enact a story, placing events in the correct sequence.	

Strand 3: Comprehending Informational Text

Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
No.	Standard	Academy of READING
PO 3.	Respond appropriately to questions based on facts in expository text, heard or read.	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.

READING ARTICULATED BY GRADE LEVEL GRADE 1

Strand 1: Reading Process

Concept 1: Print Concepts		
Demonstrate understanding of print concepts.		
No.	Standard	Academy of READING
PO 2.	Distinguish between uppercase and lowercase letters.	<ul style="list-style-type: none"> • The program uses both upper and lower cases in order to develop reinforce print awareness.

Concept 2: Phonemic Awareness		
Identify and manipulate the sounds of speech.		
No.	Standard	Academy of READING
PO 1.	Generate a series of rhyming words, including consonant blends.	<ul style="list-style-type: none"> • The <i>Academy of READING</i> includes a comprehensive Phonemic Awareness Training component that follows a task analysis approach in which the awareness of phonemes is trained in small, individual units. Each unit is considered an essential part of a complete awareness of phonemes. The units are presented in an order that is in line with the natural developmental sequence of the learner. • Match words that rhyme, • Match words with the same beginning, ending, and middle sounds. • Match words with sounds in the beginning, ending and middle position. • Blending three and four phonemes together to create words • Segmentation of words with three then four phonemes • Rapid identification of long and short vowel sounds of o, e, a, and I • Rapid identification of consonant sounds • Rapid identification of sounds of letter combinations (th, ee, sh, or, ol, ch, wh, ing, er, oo, ea, oa, ai, ou, ar, oul, ir, igh, al) and reading words with those combinations
PO 2.	Orally segment a multi-syllable word into its syllables.	
PO 4.	Distinguish between initial, medial, and final sounds in single-syllable words.	
PO 5.	Distinguish between long and short vowel sounds in orally stated single-syllable words (<i>bit/bite</i>).	
PO 6.	Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns, to combine those sounds into recognizable words.	
PO 7.	Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs.	
PO 8.	Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds.	

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

No.	Standard	Academy of READING
PO 1.	Decode regularly spelled words fluently by applying the most common letter-sound correspondences, including the sounds represented by: <ul style="list-style-type: none"> • Single letters • Consonant blends • Consonant digraphs • Vowel digraphs and diphthongs 	<ul style="list-style-type: none"> • Repeated practice of pattern drills of consistent orthographic rules (cvc, cvcv, ccvc, cvcc, cvvc) • Rapid identification of the sounds of letter combinations (tch, ir, ur, er, wa, oi, ce, ci, tion, ea, ge, gi, kn) and reading words with those combinations • Rapid identification and reading words containing the combinations: th, oa, ea, ai, ou, ar, ir, er, ur, igh, oi, tion, ce, ci, ge, gi • Rapid identification and reading words with letter combinations ure, aw, au, tial, cial • Identification of words with the affixes ex, ly, un, re, dis, pre, sub, les, ness, able • Practice reading words containing various letter combinations and affixes
PO 2.	Use knowledge of inflectional endings to identify base words.	
PO 3.	Use knowledge of base words to identify compound words.	
PO 4.	Read words with common spelling patterns.	
PO 5.	Recognize high frequency words and irregular sight words.	
PO 6.	Read common contractions fluently	

READING ARTICULATED BY GRADE LEVEL GRADE 1

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

No.	Standard	Academy of READING
PO 1.	Recognize base words and their inflectional endings	<ul style="list-style-type: none"> • Oral reading of regularly spelled words such as mat and trip, and irregularly spelled words, such as what and said. • Reading words with consonant blends (drop, splash, slip) • Reading words with endings (meeting, stairs) • Reading silent-e words (save, bike, vote, tube) • Reading compound words (railway, outside, sandbox) • Repeated practice of pattern drills of consistent orthographic rules (cvc, cvcv, ccvc, cvcc, cvvc)
PO 4.	Recognize that two words can make a compound word.	

Concept 5: Fluency

Read fluently.		
No.	Standard	Academy of READING
PO 1.	Consistently read grade-level text with at least 90 percent accuracy.	<ul style="list-style-type: none"> • 24 Visual Match lessons. • Emphasizing rapid automatic visual recognition of high-frequency consonant/vowel combinations (c/v, cv/vc, cvc, cvcv, ccvc, cvcc, cvvc) and high-frequency regular and irregular words. • 25 Auditory Visual Match lessons. Emphasizing rapid automatic auditory-visual recognition of high-frequency consonant/vowel combinations (c/v, cv/vc, cvc, cvcv, ccvc, cvcc, cvvc) and high-frequency regular and irregular words. • 45 Oral Reading lessons. Emphasizing rapid automatic oral reading of high-frequency consonant/vowel combinations (c/v, cv/vc, cvc, cvcv, ccvc, cvcc, cvvc) and high-frequency regular and irregular words, phrases, and sentences. • The oral and silent reading comprehension exercises train students to identify specific types of information from paragraphs of different levels of complexity. As a result, students become familiar with rereading and prediction strategies to complete the exercises. These exercises also provide students with an opportunity to use newly acquired decoding fluency and accuracy skills. The presence of these skills allows students to focus attention on extracting meaning from print.
PO 2.	Read aloud with fluency in a manner that sounds like natural speech.	

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.		
No.	Standard	Academy of READING
PO 1.	Predict what might happen next in a reading selection.	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.
PO 2.	Relate information and events in a reading selection to life experiences to the text.	

READING ARTICULATED BY GRADE LEVEL GRADE 1

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature		
Identify, analyze, and apply knowledge of structures and elements of literature.		
No.	Standard	Academy of READING
PO 1.	Identify the plot of a literary selection, heard or read.	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.
PO 3.	Sequence a series of events in a literary selection, heard or read.	

Strand 3: Comprehending Informational Text

Concept 1: Expository Text		
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
No.	Standard	Academy of READING
PO 1.	Identify the topic of expository text, heard or read.	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.
PO 2.	Answer questions about expository text, heard or read.	

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 2

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts		
Demonstrate understanding of print concepts.		
No.	Standard	Academy of READING
PO 2.	Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, quotation marks).	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

No.	Standard	Academy of READING
PO 1.	Orally segment a multi-syllable word into its syllables.	<ul style="list-style-type: none"> • The <i>Academy of READING</i> includes a comprehensive Phonemic Awareness Training component that follows a task analysis approach in which the awareness of phonemes is trained in small, individual units. Each unit is considered an essential part of a complete awareness of phonemes. The units are presented in an order that is in line with the natural developmental sequence of the learner. • Match words that rhyme, • Match words with the same beginning, ending, and middle sounds. • Match words with sounds in the beginning, ending and middle position. • Blending three and four phonemes together to create words • Segmentation of words with three then four phonemes • Rapid identification of long and short vowel sounds of o, e, a, and I • Rapid identification of consonant sounds • Rapid identification of sounds of letter combinations (th, ee, sh, or, ol, ch, wh, ing, er, oo, ea, oa, ai, ou, ar, oul, ir, igh, al) and reading words with those combinations.
PO 2.	Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes tiger).	
PO 3.	Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme (e.g., tiger makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme).	

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 2

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

No.	Standard	Academy of READING
PO 1.	Read multi-syllabic words fluently, using letter-sound knowledge.	<ul style="list-style-type: none"> • Repeated practice of pattern drills of consistent orthographic rules (cvc, cvcv, ccvc, cvcc, cvvc) • Rapid identification of the sounds of letter combinations (tch, ir, ur, er, wa, oi, ce, ci, tion, ea, ge, gi, kn) and reading words with those combinations
PO 2.	Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly).	

PO 3.	Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.	<ul style="list-style-type: none"> • Rapid identification and reading words containing the combinations: th, oa, ea, ai, ou, ar, ir, er, ur, igh, oi, tion, ce, ci, ge, gi • Rapid identification and reading words with letter combinations ure, aw, au, tial, cial • Identification of words with the affixes ex, ly, un, re, dis, pre, sub, les, ness, able • Practice reading words containing various letter combinations and affixes
PO 6.	Recognize high frequency words and irregular sight words	<ul style="list-style-type: none"> • High frequency words levels one through ten are practiced to a level of automaticity in visual, auditory visual and oral modes
PO 7.	Read common contractions fluently (e.g., haven't, it's, aren't).	<ul style="list-style-type: none"> • 90 leveled paragraphs of silent reading material • 60 leveled paragraphs of oral reading material
PO 8.	Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	<ul style="list-style-type: none"> • Repeated practice of pattern drills of consistent orthographic rules (cvc, cvcv, ccvc, cvcc, cvvc)
PO 9.	Use knowledge of word order (syntax) and context to confirm decoding.	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.		
No.	Standard	Academy of READING
PO 1.	Identify simple prefixes (e.g., un-, re-) to determine the meaning of words.	<ul style="list-style-type: none"> • Through repeated exposure to the visual and auditory-visual matching of syllables, words and phrases, students develop a strong awareness of English orthography (spelling patterns). • Vocabulary building is supported by the <i>Academy of READING</i> program's 8000-word glossary that students may access if a definition is needed.
PO 2.	Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words.	
PO 3.	Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words.	
PO 5.	Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.

PO 6.	Identify the words that comprise contractions (e.g., can't = can not, it's = it is, aren't = are not).	<ul style="list-style-type: none"> The <i>Academy of READING</i> develops a student's speaking, listening, reading and writing vocabulary through repeated exposure to the visual and auditory-visual matching of syllables, words and phrases. These exercises allow students to develop a strong awareness of English orthography (spelling patterns). Orthographic awareness is further developed in Letter-Sound Match activities in which students hear the target word pronounced by the computer and have an alphabetic representation of the spoken word. Students also rebuild/spell three and four phoneme words which have been segmented into phonemes.
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Concept 5: Fluency

Read fluently.

No.	Standard	Academy of READING
PO 1.	Consistently read grade level text with at least 90 percent accuracy.	<ul style="list-style-type: none"> 45 Oral Reading lessons. Emphasizing rapid automatic oral reading of high-frequency consonant/vowel combinations and high-frequency regular and irregular words, phrases, and sentences. 60 leveled paragraphs of oral reading material allow practice and build fluency in reading.
PO 2.	Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.	

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

No.	Standard	Academy of READING
PO 1.	Predict what might happen next in a reading selection.	<ul style="list-style-type: none"> 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.
PO 2.	Compare a prediction about an action or event to what actually occurred within a text.	
PO 4.	Relate information and events in a reading selection to life experiences and life experiences to the text.	

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

No.	Standard	Academy of READING
PO 3.	Sequence a series of events in a literary selection.	<ul style="list-style-type: none"> 90 leveled paragraphs of silent reading material

PO 4.	Identify cause and effect of specific events in a literary selection.	<ul style="list-style-type: none"> • 60 leveled paragraphs of oral reading material <p>These paragraphs focus on developing:</p> <ul style="list-style-type: none"> • Main idea • Inference • Detail • Vocabulary • Sequence • Relationships
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READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 2

Strand 3: Comprehending Informational Text

Concept 1: Expository Text		
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
No.	Standard	Academy of READING
PO 1.	Identify the main idea in expository text.	<ul style="list-style-type: none"> • 90 leveled paragraphs of silent reading material • 60 leveled paragraphs of oral reading material <p>These paragraphs focus on developing:</p> <ul style="list-style-type: none"> • Main idea • Inference • Detail • Vocabulary • Sequence • Relationships
PO 2.	Locate facts in response to questions about expository text.	
PO 3.	Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. <u>(Connected to Research Strand in Writing).</u>	

Concept 2: Functional Text		
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.		
No.	Standard	Academy of READING
PO 2.	Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order.	Students repeat each reading paragraph if their answers are not correct the first time. Corrective feedback helps to demonstrate the process of checking one's work.

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 3

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts		
Demonstrate understanding of print concepts.		
No.	Standard	Academy of READING
PO 2.	Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).	<ul style="list-style-type: none">• 90 leveled paragraphs of silent reading material• 60 leveled paragraphs of oral reading material <p>These reinforce the recognition of features of a paragraph. Corrective feedback is given.</p>

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 3

Concept 2: Phonemic Awareness		
Identify and manipulate the sounds of speech.		
No.	Standard	Academy of READING
	(Grades K-2)	<ul style="list-style-type: none"> • The <i>Academy of READING</i> includes a comprehensive Phonemic Awareness Training component that follows a task analysis approach in which the awareness of phonemes is trained in small, individual units. Each unit is considered an essential part of a complete awareness of phonemes. The units are presented in an order that is in line with the natural developmental sequence of the learner. • Match words that rhyme, • Match words with the same beginning, ending, and middle sounds. • Match words with sounds in the beginning, ending and middle position. • Blending three and four phonemes together to create words • Segmentation of words with three then four phonemes • Rapid identification of long and short vowel sounds of o, e, a, and I • Rapid identification of consonant sounds • Rapid identification of sounds of letter combinations (th, ee, sh, or, ol, ch, wh, ing, er, oo, ea, oa, ai, ou, ar, oul, ir, igh, al) and reading words with those combinations

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 3

Concept 3: Phonics		
Decode words, using knowledge of phonics, syllabication, and word parts.		
No.	Standard	Academy of READING
PO 1.	Read multi- syllabic words fluently, using letter-sound knowledge.	<ul style="list-style-type: none"> • Repeated practice of pattern drills of consistent orthographic rules (cvc, cvcv, ccvc, cvcc, cvvc) • Rapid identification of the sounds of letter combinations (tch, ir, ur, er, wa, oi, ce, ci, tion, ea, ge, gi, kn) and reading words with those combinations
PO 2.	Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).	

PO 3.	Apply knowledge of the following common spelling patterns to read words: <ul style="list-style-type: none"> • that drop the final e and add endings such as: -ing, -ed, or -able (e.g., use/using/used/usable) • with final consonants that need to be doubled when adding an ending (e.g., hop/hopping) • that require changing the final y to i (e.g., baby/babies) • that end in -tion, -sion, (e.g., election, vision) • with complex word families (e.g., -ight, -ought); and • that include common prefixes, suffixes and root words. 	<ul style="list-style-type: none"> • Rapid identification and reading words containing the combinations: th, oa, ea, ai, ou, ar, ir, er, ur, igh, oi, tion, ce, ci, ge, gi • Rapid identification and reading words with letter combinations ure, aw, au, tial, cial • Identification of words with the affixes ex, ly, un, re, dis, pre, sub, les, ness, able • Practice reading words containing various letter combinations and affixes
PO 5.	Recognize high frequency words and irregular sight words.	<ul style="list-style-type: none"> • High frequency words levels one through ten is practiced to a level of automaticity in visual, auditory visual and oral modes.
PO 6.	Use knowledge of word order (syntax) and context to confirm decoding.	<ul style="list-style-type: none"> • A Cloze paragraph procedure allows practice and tests a student’s ability in the use of context clues and prediction skills.

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 3

Concept 4: Vocabulary		
Acquire and use new vocabulary in relevant contexts.		
No.	Standard	Academy of READING
PO 1.	Use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words.	<ul style="list-style-type: none"> • Through repeated exposure to the visual and auditory-visual matching of syllables, words and phrases, students develop a strong awareness of English orthography (spelling patterns). • Vocabulary building is supported by the <i>Academy of READING</i> program’s 8000-word glossary that students may access if a definition is needed. • Vocabulary building is supported by the <i>Academy of READING</i> program’s 8000-word glossary that students may access if a definition is needed.
PO 2.	Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.	
PO 3.	Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.)	
PO 7.	Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.	

Concept 5: Fluency

Read fluently.		
No.	Standard	Academy of READING
PO 1.	Consistently read grade level text with at least 90 percent accuracy.	<ul style="list-style-type: none"> • 45 Oral Reading lessons. Emphasizing rapid automatic oral reading of high-frequency consonant/vowel combinations and high-frequency regular and irregular words, phrases, and sentences. • 60 leveled paragraphs of oral reading material allow practice and build fluency in reading.
PO 2.	Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.	

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 3

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.		
No.	Standard	Academy of READING
PO 1.	Predict events and actions, based upon prior knowledge and text features.	A Cloze paragraph procedure allows practice and tests a student's ability in the use of context clues and prediction skills.
PO 2.	Compare a prediction about an action or event to what actually occurred within a text.	
PO 6.	Connect information and events in text to experience and to related text and sources.	<ul style="list-style-type: none"> • 90 leveled paragraphs of silent reading material • 60 leveled paragraphs of oral reading material <p>These allow for recognition of features of a paragraph.</p>

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

No.	Standard	Academy of READING
PO 1.	Compare (and contrast) literary elements across stories, including plots, settings, and characters.	<ul style="list-style-type: none"> • 90 leveled paragraphs of silent reading material • 60 leveled paragraphs of oral reading material <p>These paragraphs focus on developing:</p> <ul style="list-style-type: none"> • Main idea
PO 2.	Describe characters (e.g., traits, roles, similarities) within a literary selection.	

PO 4.	Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.	<ul style="list-style-type: none"> • Inference • Detail • Vocabulary • Sequence • Relationships
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READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 3

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text		
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
No.	Standard	Academy of READING
PO 1.	Identify the main idea and supporting details in expository text.	<ul style="list-style-type: none"> • 90 leveled paragraphs of silent reading material • 60 leveled paragraphs of oral reading material These paragraphs focus on developing: <ul style="list-style-type: none"> • Main idea • Inference • Detail • Vocabulary • Sequence • Relationships
PO 4.	Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. (<u>Connected to Research Strand in Writing</u>)	<ul style="list-style-type: none"> • Vocabulary building is supported by the <i>Academy of READING</i> program's 8000-word glossary that students may access if a definition is needed.

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 3

Concept 2: Functional Text		
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.		
No.	Standard	Academy of READING
PO 1.	Follow a set of written multi-step directions.	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 4

Concept 4: Vocabulary		
Acquire and use new vocabulary in relevant contexts.		
No.	Standard	Academy of READING
PO 1.	Use knowledge of root words and affixes to determine the meaning of unknown words.	<ul style="list-style-type: none"> • 90 leveled paragraphs of silent reading material • 60 leveled paragraphs of oral reading material Vocabulary questions included. <ul style="list-style-type: none"> • A Cloze paragraph procedure allows practice and tests a student’s ability in the use of context clues and prediction skills.
PO 2.	Use context to determine the relevant meaning of a word.	
PO 5.	Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	Vocabulary building is supported by the <i>Academy of READING</i> program’s 8000-word glossary that students may access if a definition is needed.

Concept 5: Fluency		
Read fluently.		
No.	Standard	Academy of READING
PO 1.	Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	<ul style="list-style-type: none"> • 45 Oral Reading lessons. Emphasizing rapid automatic oral reading of high-frequency consonant/vowel combinations and high-frequency regular and irregular words, phrases, and sentences. • 60 leveled paragraphs of oral reading material allow practice and build fluency in reading.

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 4

Concept 6: Comprehension Strategies		
Employ strategies to comprehend text.		
No.	Standard	Academy of READING
PO 1.	Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.
PO 2.	Confirm predictions about text for accuracy.	
PO 6.	Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature		
Identify, analyze, and apply knowledge of the structures and elements of literature.		
No.	Standard	Academy of READING
PO 1.	Identify the main problem or conflict of a plot.	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.
PO 2.	Identify the resolution of a problem or conflict in a plot.	
PO 7.	Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 4

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text		
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
No.	Standard	Academy of READING
PO 1.	Identify the main idea and supporting details in expository text.	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.
PO 4.	Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u>	The silent reading practice is supported by the <i>Academy of READING</i> program's 8000-word glossary that students may access if a definition is needed

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 4

Concept 3: Persuasive Text		
Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.		
No.	Standard	Academy of READING
PO 1.	Determine the author's position regarding a particular idea, subject, concept, or object.	<ul style="list-style-type: none"> • 90 leveled paragraphs of silent reading material • 60 leveled paragraphs of oral reading material • Main idea • Inference • Detail

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 5

Concept 4: Vocabulary		
Acquire and use new vocabulary in relevant contexts.		
No.	Standard	Academy of READING
PO 1.	Use knowledge of root words and affixes to determine the meaning of unknown words.	<ul style="list-style-type: none"> • 90 leveled paragraphs of silent reading material • 60 leveled paragraphs of oral reading material Vocabulary questions included. <ul style="list-style-type: none"> • A Cloze paragraph procedure allows practice and tests a student's ability in the use of context clues and prediction skills.
PO 2.	Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).	
PO 5.	Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	Vocabulary building is supported by the Academy of READING program's 8000-word glossary that students may access if a definition is needed.

Concept 5: Fluency		
Read fluently.		
No.	Standard	Academy of READING
PO 1.	Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	<ul style="list-style-type: none"> • 45 Oral Reading lessons. Emphasizing rapid automatic oral reading of high-frequency consonant/vowel combinations and high-frequency regular and irregular words, phrases, and sentences. • 60 leveled paragraphs of oral reading material allow practice and build fluency in reading.

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 5

Concept 6: Comprehension Strategies		
Employ strategies to comprehend text.		
No.	Standard	Academy of READING
PO 1.	Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.
PO 2.	Confirm predictions about text for accuracy	

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 5

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature		
Identify, analyze, and apply knowledge of the structures and elements of literature.		
No.	Standard	Academy of READING
PO 1.	Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.
PO 2.	Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.	
PO 6.	Determine of all the aspects of the setting (e.g., time of day or year, historical period, place, situation) in a literary selection.	

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text		
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
No.	Standard	Academy of READING
PO 1.	Identify the main idea and supporting details in expository text.	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships. <p>The silent reading practice is supported by the <i>Academy of READING</i> program's 8000-word glossary that students may access if a definition is needed</p>
PO 4.	Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u>	

PO 7	Identify cause and effect relationships (stated and implied).	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.
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Concept 3: Persuasive Text		
Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.		
No.	Standard	Academy of READING
PO 1.	Determine an author’s position regarding a particular idea, subject, concept, or object, using supporting evidence from the text.	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 6

Concept 4: Vocabulary		
Acquire and use new vocabulary in relevant contexts.		
No.	Standard	Academy of READING
PO 1.	Determine the effect of affixes on root words.	<ul style="list-style-type: none"> • 90 leveled paragraphs of silent reading material • 60 leveled paragraphs of oral reading material Vocabulary questions included. <ul style="list-style-type: none"> • A Cloze paragraph procedure allows practice and tests a student’s ability in the use of context clues and prediction skills. <ul style="list-style-type: none"> • Vocabulary building is supported by the <i>Academy of READING</i> program’s 8000-word glossary that students may access if a definition is needed.
PO 2.	Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	
PO 3.	Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	
PO 5.	Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.	

Concept 5: Fluency

Read fluently.		
No.	Standard	Academy of READING
PO 1.	Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	<ul style="list-style-type: none"> • 45 Oral Reading lessons. Emphasizing rapid automatic oral reading of high-frequency consonant/vowel combinations and high-frequency regular and irregular words, phrases, and sentences. • 60 leveled paragraphs of oral reading material allow practice and build fluency in reading.

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 6

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.		
No.	Standard	Academy of READING
PO 1.	Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.
PO 2.	Confirm predictions about text for accuracy.	
PO 6.	Apply knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension.	

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.		
No.	Standard	Academy of READING
PO 1.	Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).	60 leveled paragraphs of oral reading material <ul style="list-style-type: none"> • Main idea • Inference • Detail • Vocabulary • Sequence • Relationships

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 6

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text		
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
No.	Standard	Academy of READING
PO 1.	Restate the main idea (explicit or implicit) and supporting details in expository text.	60 leveled paragraphs of oral reading material <ul style="list-style-type: none"> • Main idea • Inference • Detail • Vocabulary • Sequence • Relationships
PO 5.	Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u>	Vocabulary building is supported by the <i>Academy of READING</i> program's 8000-word glossary that students may access if a definition is needed.
PO 8.	Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 6

Concept 2: Functional Text		
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.		
No.	Standard	Academy of READING
PO 1.	Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 7

Concept 4: Vocabulary		
Acquire and use new vocabulary in relevant contexts.		
No.	Standard	Academy of READING
PO 1.	Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).	<ul style="list-style-type: none"> • 90 leveled paragraphs of silent reading material • 60 leveled paragraphs of oral reading material Vocabulary questions included.
PO 2.	Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	<ul style="list-style-type: none"> • A Cloze paragraph procedure allows practice and tests a student's ability in the use of context clues and prediction skills.
PO 3.	Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	
PO 5.	Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.	<ul style="list-style-type: none"> • Vocabulary building is supported by the <i>Academy of READING</i> program's 8000-word glossary that students may access if a definition is needed.

Concept 5: Fluency

Read fluently.		
No.	Standard	Academy of READING
PO 1.	Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	<ul style="list-style-type: none"> • 45 Oral Reading lessons. Emphasizing rapid automatic oral reading of high-frequency consonant/vowel combinations and high-frequency regular and irregular words, phrases, and sentences. • 60 leveled paragraphs of oral reading material allow practice and build fluency in reading.

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 7

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.		
No.	Standard	Academy of READING
PO 1.	Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 7

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.		
No.	Standard	Academy of READING
PO 3.	Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.
PO 6.	Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.	

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text		
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
No.	Standard	Academy of READING
PO 1.	Restate the main idea (explicit or implicit) and supporting details in expository text.	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships. • Vocabulary building is supported by the <i>Academy of READING</i> program's 8000-word glossary that students may access if a definition is needed.
PO 5.	Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (<u>Connected to Research Strand in Writing</u>)	

Concept 2: Functional Text		
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.		
No.	Standard	Academy of READING
PO 1.	Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 7

Concept 3: Persuasive Text		
Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.		
No.	Standard	Academy of READING
PO 2.	Identify the facts and details that support the author’s argument regarding a particular idea, subject, concept, or object.	<ul style="list-style-type: none"> 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 8

Concept 4: Vocabulary		
Acquire and use new vocabulary in relevant contexts.		
No.	Standard	Academy of READING
PO 1.	Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).	<ul style="list-style-type: none"> 90 leveled paragraphs of silent reading material 160 leveled paragraphs of oral reading material Vocabulary questions included. <ul style="list-style-type: none"> A Cloze paragraph procedure allows practice and tests a student’s ability in the use of context clues and prediction skills. Vocabulary building is supported by the <i>Academy of READING</i> program’s 8000-word glossary that students may access if a definition is needed.
PO 2.	Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	
PO 3.	Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, contrast).	
PO 5.	Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.	

Concept 5: Fluency		
Read fluently.		
No.	Standard	Academy of READING

PO 1.	Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	<ul style="list-style-type: none"> • 45 Oral Reading lessons. Emphasizing rapid automatic oral reading of high-frequency consonant/vowel combinations and high-frequency regular and irregular words, phrases, and sentences. • 60 leveled paragraphs of oral reading material allow practice and build fluency in reading.
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READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 8

Concept 6: Comprehension Strategies		
Employ strategies to comprehend text.		
No.	Standard	Academy of READING
PO 1.	Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.
PO 2.	Confirm predictions about text for accuracy.	

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 8

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature		
Identify, analyze, and apply knowledge of the structures and elements of literature.		
No.	Standard	Academy of READING
PO 1.	Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.
PO 2.	Compare (and contrast) themes across works of prose, poetry, and drama.	

READING STANDARD ARTICULATED BY GRADE LEVEL GRADE 8

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text		
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
No.	Standard	Academy of READING
PO 1.	Restate the main idea (explicit or implicit) and supporting details in expository text.	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.
PO 5.	Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. <u>(Connected to Research Strand in Writing)</u>	Vocabulary building is supported by the <i>Academy of READING</i> program's 8000-word glossary that students may access if a definition is needed.
PO 9.	Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of expository text to aid comprehension.	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.

Concept 2: Functional Text		
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.		
No.	Standard	Academy of READING
PO 1.	Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	<ul style="list-style-type: none"> • 150 leveled paragraphs (15 paragraphs per level for oral and silent reading). • Emphasizing oral and silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships.

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