



Literacy and Intervention

ILLINOIS STATE STANDARDS

Academy of **READING**

Proven to Raise Achievement for Struggling Readers

Grades 2–12



Academy of READING® and Illinois' Grade Level Content Expectations for Reading

Students who complete this Academy of READING area of instructional focus cover the following Illinois Grade Level Content Expectations:

Academy of READING instructional focus:	Early Elementary	Late Elementary	Middle/Junior High School
<p>Comprehension & Vocabulary:</p> <p>The Academy of Reading includes a set of silent and oral reading paragraphs to help students practice comprehension abilities and learn new vocabulary. The comprehension exercises help students develop expected learning outcomes and strategies for better comprehension, including, for example, the development of a reading vocabulary, and the ability to identify the main idea and author's purpose, literary devices, understand relationships, causes and effects, make inferences, note specific facts and details, and retain information. The paragraph content for the Academy of Reading covers a variety of high-interest content areas and genres that align to language arts content standards. Key words in the text are highlighted and clickable to reveal definitions, use in a sentence and graphical representations to ensure understanding.</p> <ul style="list-style-type: none"> • 90 leveled paragraphs (9 paragraphs over 10 levels). Emphasizing silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships. • 60 leveled paragraphs (6 paragraphs over 10 levels). Emphasizing oral reading fluency, retention and comprehension of texts representing a variety of genres and content areas. Students rehearse, record and self-evaluate their oral reading of the text, then answer a variety of questions to confirm retention and comprehension of the text. Questions focus on author's intent and use of literary devices, character/setting/plot analysis, compare and contrast and use of background or recently learned knowledge. 	<p>1.A.1a 1.A.1b 1.B.1a 1.B.1b 1.B.1c 1.B.1d 1.C.1a 1.C.1b 1.C.1c 1.C.1d 1.C.1e</p>	<p>1.A.2a 1.A.2b 1.B.2a 1.B.2b 1.B.2c 1.B.2d 1.C.2a 1.C.2b 1.C.2c 1.C.2d 1.C.2e 1.C.2f</p>	<p>1.A.3a 1.A.3b 1.B.3a 1.B.3b 1.B.3c 1.B.3d 1.C.3a 1.C.3b 1.C.3c 1.C.3d</p>

Students who complete this Academy of READING area of instructional focus cover the following Michigan Grade Level Content Expectations:

Academy of READING instructional focus:	Early Elementary	Late Elementary	Middle/Junior High School
<p>Decoding & Oral Reading Fluency:</p> <p>In order to offer effective decoding & oral reading fluency training for students, a combination of task-analytic and process-oriented approaches has been incorporated into the Academy of Reading program. In the Reading Sub-skills section of the Academy of Reading, letters, letter combinations, syllables progressing to words of different phonetic patterns and complexity, phrases, sentences and finally paragraphs are learned to a level of fluency and accuracy through visual matching, auditory-visual matching and oral reading practice. The instruction design and training intensity ensures that the student has mastered key component skills required in becoming an effective reader.</p> <p>The targeted oral reading fluency activities offer students the opportunity to hear modeled fluent reading, rehearse and record text passages of various lengths and complexities and self-evaluate their recorded readings.</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 • 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. 	1.A.1a	1.A.2a	

Students who complete this Academy of READING area of instructional focus cover the following Illinois Grade Level Content Expectations:

Academy of READING instructional focus:	Early Elementary	Late Elementary	Middle/Junior High School
<p>Sound-Symbol Association Training (Phonics):</p> <p>The development of sound-symbol association knowledge or phonics is a major component of the Academy of Reading software program. The Academy of Reading offers a structured opportunity to develop sound-symbol association knowledge through the exercises found in Letter-Sound Match training. Having focused on isolated phonemes in Sound Match training, Letter-Sound Match training works through a series of activities in which students hear the word pronounced by the computer and must match it to one of three text options. Students work with letters, letter combinations and words. Activities include blending and word building. Students who work through these exercises not only reinforce their phonological awareness but also develop their grapho-phonemic knowledge. This knowledge is another critical component in the development of efficient word attack and identification skills.</p> <ul style="list-style-type: none"> • Letter-Sound Match – Group 1 letters • Letter-Sound Match – Group 2 letters • Letter-Sound Match – Beginning sounds • Letter-Sound Match – Ending sounds • Letter-Sound Match – Middle sounds • Letter-Sound Match – Group 1 CV/VC • Letter-Sound Match – Group 2 CV/VC • Letter-Sound Match – Group 3 CV/VC • Letter-Sound Match – Blending 3 sounds • Letter-Sound Match – Blending 4 sounds • Letter-Sound Match – 3 sound word building • Letter-Sound Match – 4 sound word building • Letter-Sound Match – 3 letter word building • Letter-Sound Match – 4 letter word building 	1.A.1a	1.A.2a	

Students who complete this Academy of READING area of instructional focus cover the following Illinois Grade Level Content Expectations:

Academy of READING instructional focus:	Early Elementary	Late Elementary	Middle/Junior High School
<p>Phonemic Awareness:</p> <p>The Academy of Reading 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. Phonemic awareness is critical to the development of word attack and identification skills.</p> <ul style="list-style-type: none"> • Sound Match – Rhyming words • Sound Match – Beginning sounds in words • Sound Match – Ending sounds in words • Sound Match – Beginning sounds • Sound Match – Ending sounds • Sound Match – Middle sounds • Sound Match – Blending 3 sounds • Sound Match – Blending 4 sounds • Sound Match – 3 sound word building • Sound Match – 4 sound word building 	1.A.1a	1.A.2a	

Students who complete this Academy of READING area of instructional focus cover the following Illinois Grade Level Content Expectations:

Academy of READING instructional focus:	Early High School	Late High School	
<p>Comprehension & Vocabulary:</p> <p>The Academy of Reading includes a set of silent and oral reading paragraphs to help students practice comprehension abilities and learn new vocabulary. The comprehension exercises help students develop expected learning outcomes and strategies for better comprehension, including, for example, the development of a reading vocabulary, and the ability to identify the main idea and author’s purpose, literary devices, understand relationships, causes and effects, make inferences, note specific facts and details, and retain information. The paragraph content for the Academy of Reading covers a variety of high-interest content areas and genres that align to language arts content standards. Key words in the text are highlighted and clickable to reveal definitions, use in a sentence and graphical representations to ensure understanding.</p> <ul style="list-style-type: none"> • 90 leveled paragraphs (9 paragraphs over 10 levels). Emphasizing silent reading comprehension and the conceptual understanding of main idea, inference, detail, vocabulary, sequence, and relationships. • 60 leveled paragraphs (6 paragraphs over 10 levels). Emphasizing oral reading fluency, retention and comprehension of texts representing a variety of genres and content areas. Students rehearse, record and self-evaluate their oral reading of the text, then answer a variety of questions to confirm retention and comprehension of the text. Questions focus on author’s intent and use of literary devices, character/setting/plot analysis, compare and contrast and use of background or recently learned knowledge. See table below for more detail. 	<p>1.A.4a 1.A.4b 1.B.4a 1.B.4b 1.B.4c 1.C.4.a 1.C.4.b 1.C.4.c 1.C.4.d 1.C.4.e</p>	<p>1.A.5a 1.A.5b 1.B.5a 1.B.5b 1.B.5d 1.C.5a 1.C.5b 1.C.5d 1.C.5e</p>	

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