



Literacy and Intervention

NORTH CAROLINA STATE STANDARDS

Academy of **READING**

Proven to Raise Achievement for Struggling Readers

Grades 2–12



Grades 2-5

North Carolina English Language Arts Curriculum and the Academy of READING

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. Due to the program’s design and curricular coverage, it is not intended to completely map to the North Carolina English Language Arts curriculum. Rather, the program is designed to augment and reinforce the essential, fundamental goals and objectives outlined for emergent and early readers in grade K to five of the North Carolina curriculum. The program also offers an excellent opportunity to help older student who have not solidified these early reading skills.

Kindergarten

Competency Goal 1: The learner will develop and apply enabling strategies and skills to reading and write		
1.02	Develop phonemic awareness and knowledge of alphabetic principle: <ul style="list-style-type: none"> • demonstrate understanding that spoken language is a sequence of identifiable speech sounds • demonstrate understanding that the sequence of letters in the written word represent the sequence of sounds in the spoken word • demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets & rimes) 	<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

		<ul style="list-style-type: none"> 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
1.03	<p>Demonstrate decoding and word recognition skills:</p> <ul style="list-style-type: none"> recognize and name upper and lower case letters of the alphabet recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks. recognize most beginning consonant letter-sound associations in one-syllable words. 	<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
1.04	<p>Read or begin to read:</p> <ul style="list-style-type: none"> read or attempt to read own dictated story. attempt to read/read simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning. 	<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. 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.
1.05	<p>Interact for at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level.</p>	<ul style="list-style-type: none"> 100 leveled paragraphs of silent reading material 100 leveled paragraphs of oral reading material
<p>Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</p>		
2.01	<p>Demonstrate sense of story (e.g., beginning, middle, end, characters, details).</p>	<ul style="list-style-type: none"> 100 leveled paragraphs of silent reading material 100 leveled paragraphs of oral reading material
2.02	<p>Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of</p>	<ul style="list-style-type: none"> 100 leveled paragraphs of silent reading material 100 leveled paragraphs of oral reading material

	stories).	
Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.		
5.01	Develop spelling strategies and skills by: <ul style="list-style-type: none"> representing spoken language with temporary and/or conventional spelling. writing most letters of the alphabet. analyzing sounds in a word and writing dominant consonant letters. 	<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). Orthographic awareness is further developed in Series II of the Phonemic module in which students hear the target word pronounced by the computer and have an alphabetic representation of the spoken word. In Series III, students rebuild/spell three and four phoneme words that have been segmented into phonemes (e.g., the student hears the target word /sit/ and must select from five options that are represented in both text and sound. The student selects the beginning sound/letter and places it in the first answer box. The student repeats the process until the word is reassembled).

First Grade

Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.		
1.01	Develop phonemic awareness and demonstrate knowledge of alphabetic principle: <ul style="list-style-type: none"> count syllables in words blend the phonemes of one-syllable words. segment the phonemes of one-syllable words. change the beginning, middle, and ending sounds to produce new words. 	<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.

		<ul style="list-style-type: none"> • Blending three and four phonemes together to create words • Segmentation of words with three then four phonemes.
1.02	<p>Demonstrate decoding and word recognition strategies and skills:</p> <ul style="list-style-type: none"> • use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text. • recognize many high frequency and/or common irregularly spelled words in text (e.g., have said, where, two). 	<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. • Frequent exposure to high-utility, high-frequency words
1.04	<p>Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters).</p>	<ul style="list-style-type: none"> • 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)
1.05	<p>Increase vocabulary, concepts, and reading stamina by reading self-selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student's independent reading level.</p>	<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 Series II of the Phonemic module in which students hear the target word pronounced by the computer and have an alphabetic representation of the spoken word. In Series III, students rebuild/spell three and four phoneme words which have been segmented into phonemes.
<p>Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</p>		
2.01	<p>Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers</p>	<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.
2.02	<p>Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliterations and rhyme, skits and short plays).</p>	<ul style="list-style-type: none"> • 100 leveled paragraphs of silent reading material • 100 leveled paragraphs of oral reading material

2.03	Read and comprehend both narrative and expository text appropriate for grade one.	<ul style="list-style-type: none"> • 100 leveled paragraphs of silent reading material • 100 leveled paragraphs of oral reading material
2.06	Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing).	<ul style="list-style-type: none"> • 100 leveled paragraphs of silent reading material • 100 leveled paragraphs of oral reading material • Main idea • Inference • Detail • Vocabulary • Sequence • Relationships
Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively		
5.01	Use phonic knowledge and basic patterns (e.g., an, ee, ake) to spell correctly three- and four-phoneme words.	<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
5.02	Apply phonics to write independently, using temporary and/or conventional spelling.	<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).

Second Grade

Competency Goal 1: The learner will develop and apply enabling strategies and skills to reading and write		
1.01	Use phonic knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.	<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)

		<ul style="list-style-type: none"> • Reading compound words (railway, outside, sandbox)
1.02	Read most high frequency and many irregularly spelled words accurately in text.	<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. • Frequent exposure to high-utility, high-frequency words
1.03	Self-monitor decoding by using letter-sound knowledge of all consonant and vowels.	<ul style="list-style-type: none"> • Repeated practice of pattern drills of consistent orthographic rules (cvc, cvcv, ccvc, cvcc, cvvc)
1.04	Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.	<ul style="list-style-type: none"> • 45 Oral Reading lessons. Emphasizing rapid automatic oral reading of high-frequency letters, consonant/vowel combinations and high-frequency regular and irregular words, phrases, and sentences.
1.05	Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level.	<ul style="list-style-type: none"> • 100 leveled paragraphs of silent reading material • 100 leveled paragraphs of oral reading material
Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.		
2.01	Read and comprehend both narrative and expository text appropriate for grade two.	<ul style="list-style-type: none"> • 100 leveled paragraphs of silent reading material • 100 leveled paragraphs of oral reading material • Main idea • Inference • Detail • Vocabulary • Sequence • Relationships
2.02	Use text for a variety of functions, including literary, informational, and practical.	
2.03	Read expository materials for answers to specific questions.	
2.06	Recall facts and details from a text.	
Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.		
4.03	Read aloud with fluency and expression any text appropriate for early independent readers.	<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.
Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively		
5.01	Spell correctly using: <ul style="list-style-type: none"> • previously studied words • spelling patterns • analysis of sounds to represent all the sounds in a word in one's own writing. 	<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).

Third Grade

Competency Goal 1: The learner will apply enabling strategies and skills to reading and write		
1.01	Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).	<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)
1.02	Apply meaning of common prefixes and suffixes to decode words in text to assist comprehension.	<ul style="list-style-type: none"> • 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
1.03	Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.	<ul style="list-style-type: none"> • 100 leveled paragraphs of silent reading material • 100 leveled paragraphs of oral reading material
1.04	Increase sight vocabulary, reading vocabulary, and writing vocabulary through: <ul style="list-style-type: none"> • wide reading • word study • listening • discussion • book talks • book clubs • seminars • viewing • role play • studying author's craft 	<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 Series II of the Phonemic module in which students hear the target word pronounced by the computer and have an alphabetic representation of the spoken word. In Series III, students rebuild/spell three and four phoneme words which have been segmented into phonemes.
1.05	Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verifying spelling, and extend meaning of words.	<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.
1.06	Read independently daily from self-selected materials (consistent with the student's independent reading level) to: <ul style="list-style-type: none"> • increase fluency • build background knowledge • extend vocabulary 	<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.

Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.		
2.03	Read a variety of texts, including: <ul style="list-style-type: none"> • fiction (short stories, novels, fantasies, fairy tales, fables) • non-fiction (biographies, letters, articles, procedures and instructions, charts, maps). • poetry (proverbs, riddles, limericks, simple poems). • drama (skits, plays). 	<ul style="list-style-type: none"> • 100 leveled paragraphs of silent reading material • 100 leveled paragraphs of oral reading material
2.04	Identify and interpret elements of fiction and non-fiction and support by referencing the text to determine the: <ul style="list-style-type: none"> • author's purpose • plot • conflict • sequence • resolution • lesson and/or message • main idea and supporting details • cause and effect • fact and opinion • point of view (author and character) • author's use of figurative language (e.g., simile, metaphor, imagery). 	<ul style="list-style-type: none"> • 100 leveled paragraphs of silent reading material • 100 leveled paragraphs of oral reading material • Main idea • Inference • Detail • Vocabulary • Sequence • Relationships
Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.		
4.01	Read aloud grade-appropriate text with fluency, comprehension, and expression	<ul style="list-style-type: none"> • 100 leveled paragraphs of silent reading material • 100 leveled paragraphs of oral reading material
4.02	Use oral and written language to: <ul style="list-style-type: none"> • present information in a sequenced, logical manner • discuss • sustain conversation on a topic • share information and ideas • recount or narrate • answer open-ended questions • report information on a topic • explain own learning 	<ul style="list-style-type: none"> • 100 leveled paragraphs of silent reading material • 100 leveled paragraphs of oral reading material • Main idea • Inference • Detail • Vocabulary • Sequence • Relationships
Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively		
5.05	Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).	<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).

Fourth Grade

Competency Goal 1: The learner will apply enabling strategies and skills to reading and write		
1.01	Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).	<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.
1.04	Increase reading and writing vocabulary through: <ul style="list-style-type: none"> • wide reading • word study • knowledge of homophones, synonyms, antonyms, homonyms • knowledge of multiple meanings of words • writing process elements • writing as a tool for learning • seminars • book clubs • discussions • examining the author’s craft 	<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 Series II of the Phonemic module in which students hear the target word pronounced by the computer and have an alphabetic representation of the spoken word. In Series III, students rebuild/spell three and four phoneme words which have been segmented into phonemes.
1.05	Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.	<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.
1.06	Read independently daily from self-selected materials (consistent with the student’s independent reading level) to: <ul style="list-style-type: none"> • increase fluency • build background knowledge • expand vocabulary 	<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.
Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.		
2.03	Read a variety of texts, including: <ul style="list-style-type: none"> • fiction (legends, novels, folklore, science fiction) • non-fiction (autobiographies, informational books, diaries, journals) • poetry (concrete, haiku) • drama (skits, plays) 	<ul style="list-style-type: none"> • 100 leveled paragraphs of silent reading material • 100 leveled paragraphs of oral reading material
2.04	Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine: <ul style="list-style-type: none"> • plot 	<ul style="list-style-type: none"> • 100 leveled paragraphs of silent reading material • 100 leveled paragraphs of oral reading material

	<ul style="list-style-type: none"> • theme • main idea and supporting details • author's choice of words 	<ul style="list-style-type: none"> • Main idea • Inference • Detail • Vocabulary • Sequence • Relationships
Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.		
4.01	<p>Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.</p>	<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. • 100 leveled paragraphs of oral reading material

Fifth Grade

Competency Goal 1: The learner will apply enabling strategies and skills to reading and write		
1.03	<p>Increase reading and writing vocabulary through:</p> <ul style="list-style-type: none"> • wide reading • word study • word reference materials • content area study • writing process elements • writing as a tool • debate • discussions • seminars • examining the author's craft 	<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 Series II of the Phonemic module in which students hear the target word pronounced by the computer and have an alphabetic representation of the spoken word. In Series III, students rebuild/spell three and four phoneme words which have been segmented into phonemes.
1.04	<p>Use word reference materials (e.g., glossary, dictionary, thesaurus, on-line reference tools) to identify and comprehend unknown words.</p>	<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.
1.05	<p>Read independently daily from self-selected materials (consistent with the student's independent reading level) to:</p> <ul style="list-style-type: none"> • increase fluency • build background knowledge • expand and refine vocabulary 	<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.

Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.		
2.03	Read a variety of texts, such as: <ul style="list-style-type: none"> • fiction • non-fiction • poetry • drama 	<ul style="list-style-type: none"> • 100 leveled paragraphs of silent reading material • 100 leveled paragraphs of oral reading material
Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.		
4.01	Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.	<ul style="list-style-type: none"> • 100 leveled paragraphs of silent reading material • 100 leveled paragraphs of oral reading material

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