EPS

Literacy and Intervention

Academy of READING

Proven to Raise Achievement for Struggling Readers

Grades 2–12

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English Standards of Learning
for Virginia Public Schools
and the
Academy of Reading®

"Reading begins with an awareness of the concepts of print and the sounds and structure of language. Students acquire a strong foundation in phonetic principles in the primary grades. Students will use independent reading strategies to read fluently and with comprehension. Students study the structure of words and language throughout the grades. Frequent interaction with a broad array of quality literature will engage the reading skills of students and invite them to develop an appreciation for the power and beauty of the written word." English Standards of Learning, Virginia Public Schools

"The Academy of Reading *is uniquely designed to support a balanced approach to reading instruction. The program includes phonemic awareness training, component reading subskills training, and comprehension training. Principles of automaticity and mastery learning are incorporated to create a sophisticated program that ensures decoding fluency and accuracy as well as the love for reading. The combination of these theories and training exercises into a single program has proven to be a highly effective and efficient model for addressing the individual needs of emergent, delayed and disabled readers of all ages."* AutoSkill International Inc.

KINDERGARTEN		
Category	Standard of Learning	*Academy of Reading*
Oral Language	The student will demonstrate growth in the use of oral language. The student will hear, say, and manipulate phonemes of spoken language	Oral reading subskills training follows a developmental sequence from letter names and sounds to words, phrases and sentences up to a grade 10 reading level. The Academy of Reading offers a comprehensive module of phonemic awareness training exercises. Students begin with matching words that rhyme, moving on to matching words with the same beginning, then ending, then middle sounds. Students progress to matching words with sounds in the beginning, ending and middle position. Then, exercises requiring the blending of three then four phonemes are followed by exercises requiring the segmentation of words with three then four phonemes.
Reading / Literature	The student will understand how print is organized and read. The student will develop an understanding of basic phonetic principles. The student will demonstrate comprehension of stories. The student will identify both uppercase and lowercase letters of the alphabet.	The Reading Subskills module familiarizes students with English orthography through intense exposure to the consonant/vowel combinations that make up the language. Both the Reading Subskills and Phonemic Awareness modules offer rich opportunities for the student to develop graphophonemic knowledge. In the Auditory-Visual Match exercises of the SubSkills section of the Academy of Reading, 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. Another opportunity to develop graphophonemic knowledge is found in Series II of the Phonemic Awareness Training section of the Academy. Having focused on isolated phonemes in Series I, Series II of Phonemic Awareness Training repeats the exercises of Series I, but with the added instructional feature of Target Text. Students hear the word pronounced by the computer and have an alphabetic representation of the spoken word. Students who work through these exercises not only reinforce their phonological awareness but also develop their graphophonemic knowledge.
Writing	The student will draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. The student will explore the uses of available technology for reading and writing.	Due to the relationship between reading and writing, all of the training exercises in the Academy of Reading have a positive transfer effect on the development of writing. The Academy of Reading software program is an excellent opportunity for students to employ technology in their reading and writing development.

GRADE ONE		
Category	Standard of Learning	Academy of Reading
Oral Language	The student will continue to demonstrate growth in the use of oral language. The student will identify and manipulate phonemes.	Oral reading subskills training follows a developmental sequence from letter names and sounds to words, phrases and sentences. Students practice with these high-frequency words until a level of automaticity is achieved. The comprehensive Phonemic Awareness Training exercises in the Academy of Reading ensures the solid development of phoneme manipulation skills.
Reading / Literature	The student will apply knowledge of how print in organized and read. The student will apply phonetic principles to read. The student will use meaning clues when reading. The student will use language structure when reading. The student will integrate phonetic strategies, meaning clues, and language structure when reading. The student will read familiar stories, poems, or passages with fluency and expression. The student will read and comprehend a variety of fiction and non-fiction selections.	Phonemic Awareness, Graphophonemic Awareness and Orthographic Awareness of English are all established through the training exercises in the Academy of Reading software program. All of the skills developed by the program allow students to utilize these skills when reading. With these foundational skills deeply entrenched, students are able to attend to meaning and use it for comprehending what is being read. The incorporation of the principles of automaticity and mastery learning allow students to develop decoding skills that enable accuracy and fluency. Without the concurrent development of accuracy and fluency, students continue to struggle with reading improvement. The Silent and Oral Reading Comprehension exercises offer students an opportunity to practice newly developed decoding skills as well as acquire reading comprehension skills. Training exercises involve both retention and comprehension and help students develop strategies for better comprehension, including the development of reading vocabulary, make inferences, not specific facts and details, and retain information. The paragraph content for the Academy of Reading was selected from a variety of real-world sources to help develop life skills while practicing their reading comprehension. The Academy of Reading Library features a variety of graded short stories and fables that students gain access to after demonstrating mastery of the paragraphs at the same reading level located in the Silent Reading Comprehension module.
Writing	The student will write to communicate ideas.	Due to the relationship between reading and writing, all of the training exercises in the Academy of Reading have a positive transfer effect on the development of writing. With the knowledge of English orthography and phonemic awareness, students are better prepared to spell new words. The Academy of Reading software program is an excellent opportunity for students to employ technology in their reading and writing development.

GRADE TWO		
Category	Standard of Learning	Academy of Reading
Oral Language	The student will continue to expand listening and speaking vocabularies	Oral reading subskills training follows a developmental sequence from letter names and sounds to words, phrases and sentences. Students practice with these high-frequency words until a level of automaticity is achieved.
Reading / Literature	The student will use phonetic strategies when reading and writing. The student will use meaning clues when reading. The student will use language structure when reading. The student will read fiction, nonfiction, and poetry using a variety of strategies independently. The student will demonstrate comprehension of fiction and nonfiction selections.	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. The Academy of Reading is built upon the theory of automaticity. This theory contends that the basic components of reading (i.e.: letters, syllables and words) must not only be learned, but learned to a very rapid skill level such that processing becomes automatic. This automaticity of response facilitates the attainment of higher level reading skills, namely comprehension. As students work in the SubSkills section of the Academy, their component reading skills are developed to the point of automaticity. They are then able to decode new text with a high degree of proficiency and fluency while attending to the meaning of the words they read. The paragraph content for the Academy of Reading was selected from a variety of real-world sources to help develop life skills while practicing their reading comprehension. The Academy of Reading Library features a variety of graded short stories and fables.
Writing	The student will write stories, letters, and simple explanations.	Due to the relationship between reading and writing, all of the training exercises in the Academy of Reading have a positive transfer effect on the development of writing. In particular, phonemic awareness and orthographic knowledge allow students to more accurately follow the spelling rules of English when writing. The Academy of Reading software program is an excellent opportunity for students to employ technology in their reading and writing development.
Research	The student will locate information in reference materials.	In the Oral and Silent Reading Comprehension exercises, students can access a glossary of words. Not only does this encourage vocabulary development, but also familiarizes the students with locating information in reference materials.

GRADE THREE		
Category	Standard of Learning	Academy of Reading
Reading / Literature	The student will apply word-analysis skills when reading and writing. The student will use strategies to read a variety of printed materials. The student will demonstrate comprehension of a variety of printed materials.	To offer a comprehensive skill set for student training, a combination of task-analytic and process-oriented approaches has been incorporated into the School Specialty Intervention program. In the SubSkills section of the Academy, letters, letter combinations, syllables progressing to words of different phonetic patterns, sentences and finally paragraphs are learned to a level of fluency and accuracy that ensures that the student has mastered key component skills required in becoming an effective reader. This allows the student to comprehend the greater meaning of the text he or she is reading rather than concentrate on the decoding of individual words.
Writing	The student will write descriptive paragraphs. The student will write stories, letters, simple explanations, and short reports across all content areas.	Due to the relationship between reading and writing, all of the training exercises in the Academy of Reading have a positive transfer effect on the development of writing. In particular, phonemic awareness and orthographic knowledge allow students to more accurately follow the spelling rules of English when writing. The Academy of Reading software program is an excellent opportunity for students to employ technology in their reading and writing development.

GRADE FOUR TO GRADE TWELVE		
Reading / Literature	The student will read to learn.	By Grade 4, students are expected to make the transition from learning to read to reading to learn. However, some students may not have the essential foundational skills in place to make this transition. For those students experiencing difficulty keeping up with classmates, the Academy of Reading can help. By ensuring the development of phonemic awareness, decoding accuracy and fluency and comprehension strategies, the Academy of Reading enables students to attend to the meaning of the words they read.
Writing	The student will write to express ideas.	As with reading, writing in the fourth grade is expected to look much different than in earlier grades. In order for students to write effectively and meet their teacher's expectation, they must possess the ability to comprehend what they read. Without the foundational skills solidly in place, this will not occur. The Academy of Reading allows students to develop these skills and writing ability will be allowed to progress.