

Academy of READING and the Texas Assessment of Knowledge and Skills for Reading

<p>Academy of READING instructional focus:</p>	<p>Students who complete this training cover the following TAKS Reading Objectives and TEKS Student Expectations:</p>
<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 	<p>Grade 3: TAKS Objective 1 TEKS Expectations (3.7) (B); (3.8) (C), (D); (3.9) (C). TAKS Objective 2 TEKS Expectations: (3.11) (H), (I), (J) TAKS Objective 3 TEKS Expectations: (3.9) (C); (3.11) (A), (C) TAKS Objective 4 TEKS Expectations: (3.9) (F)</p> <p>Grade 4: TAKS Objective 1 TEKS Expectations: (4.9) (B), (D); (4.10) (F), (G) TAKS Objective 2 TEKS Expectations: (4.12) (H), (I) TAKS Objective 3 TEKS Expectations: (4.10) (E); (4.12) (A), (J) TAKS Objective 4 TEKS Expectations: (4.10) (H), (J); (4.11) (C), (D)</p> <p>Grade 5: TAKS Objective 1 TEKS Expectations: (5.9) (B), (D); ((5.10) (F), (G) TAKS Objective 2 TEKS Expectations: (5.12) (H), (I) TAKS Objective 3 TEKS Expectations: (5.10) (E); (5.12) (J) TAKS Objective 4 TEKS Expectations: (5.10) (H), (J); (5.11) (C), (D); (5.12)</p> <p>Grade 6: TAKS Objective 1 TEKS Expectations: (6.9) (B); (6.10) (F) TAKS Objective 2 TEKS Expectations: (6.12) (F), (G), (J) TAKS Objective 3 TEKS Expectations: (6.10) (E); (6.12) (H) TAKS Objective 4 TEKS Expectations: (6.10) (H), (J); (6.11) (C), (D);</p>

background or recently learned knowledge. See table below for more detail.

(6.12) (K)

Grade 7:

TAKS Objective 1

TEKS Expectations: (7.6); (7.9) (B); (7.10) (F)

TAKS Objective 2

TEKS Expectations: (7.12) (F), (G), (J)

TAKS Objective 3

TEKS Expectation: (7.10) (E); (7.12) (H)

TAKS Objective 4

TEKS Expectations: (7.10) (H), (J); (7.11) (C), (D); (7.12) (K)

Grade 8:

TAKS Objective 1

TEKS Expectations: (8.6); (8.9) (B); (8.10) (F)

TAKS Objective 2

TEKS Expectations: (8.12) (F), (G), (J)

TAKS Objective 3

TEKS Expectations: (8.10) (E); (8.12) (H)

TAKS Objective 4

TEKS Expectations: (8.10) (H), (J); (8.11) (C), (D); (8.12) (K)

Grade 9:

TAKS Objective 1

TEKS Expectations: (6) (B), (C), (E), (F); (7) (F)

TAKS Objective 2

TEKS Expectations: (11) (A), (B), (C), (G)

TAKS Objective 3

TEKS Expectations: (7) (E), (H); (12), (B)

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<p>Academy of READING instructional focus:</p>	<p>Students who complete this training contribute to the following TAKS Reading Objectives and TEKS Student Expectations:</p>
<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. 	<p>Grade 3: TAKS Objective 1 TEKS Expectations (3.5) (D), (E)</p>

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<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 	<p>Grade 3: TAKS Objective 1 TEKS Expectations (3.5)</p>

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<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 	<p>Grade 3: TAKS Objective 1 TEKS Expectations (3.5)</p>

Academy of READING
Oral Reading Comprehension Training and
Chapter 110. Texas Essential Knowledge and Skills for
English Language Arts and Reading

Level	Title	Content/Theme	Readability	Comprehension questions map to these TEKS Student Expectation:
ReadAloud Comprehension- Group 1 Stories	Kickball	Sports	73: words Spache: 1.9	TX 110.3 (14) (G), (H), (I) TX 110.3 (12) (C), (D), (F)
	Worms	Animals	Words: 62 Spache: 1.7	TX 110.3 (12) (C), (D), (F) TX 110.3 (14) (G), (H), (I)
	How to paint	Art	Words: 70 Spache: 1.8	TX 110.3 (12) (A), (C), (D), (F)
	Big Dreams	Poetry	Words: 51 Spache: 1.7	TX 110.3 (14) (G), (H), (I) TX 110.3 (12) (C), (F)
	Turtle Shells	Animals	Words: 63 Spache: 1.8	TX 110.3 (12) (A), (C), (D), (F)
	Going to the Market	Shopping	Words: 73 Spache: 1.9	TX 110.3 (12) (A), (C), (D) TX 110.3 (14) (G), (H), (I)
ReadAloud Comprehension- Group 2 Stories	Susie's Morning	Family Picnic	Words: 137 Spache: 2.5	TX 110.4 (9) (C), (D) TX 110.4 (11), (H), (I), (J)
	Susie's Picnic	Family Picnic	Words: 119 Spache: 2.3	TX 110.4 (9) (C), (D) TX 110.4 (11), (H), (I), (J)
	Susie's Surprise	Family Picnic	Words: 103 Spache: 2.2	TX 110.4 (9) (C), (D) TX 110.4 (11), (H), (I), (J)
	The Lost Dinosaur	Fantasy	Words: 171 Spache: 2.0	TX 110.4 (9) (C), (D) TX 110.4 (11), (H), (I), (J)
	Helping the Lost Dinosaur Home	Fantasy	Words: 206 Spache: 2.1	TX 110.4 (9) (C), (D) TX 110.4 (11), (H), (I), (J)
	Jenny's Favorite Story	Fantasy	Words: 131 Spache: 2.3	TX 110.4 (9) (C), (D) TX 110.4 (11), (H), (I), (J)
ReadAloud Comprehension- Group 3 Stories	Galaxy Hopping – The Moon	Science/Space	Words: 197 Lexile: 580L	TX 110.5 (9) (D), (F)
	Galaxy Hopping – The Planets	Science/Space	Words: 169 Lexile: 590L	TX 110.5 (9) (D), (F) TX 110.5 (10) (D)
	Galaxy Hopping – The Galaxy	Science/Space	Words: 189 Lexile: 630L	TX 110.5 (9) (D), (F) TX 110.5 (10) (D)
	The Princess and the Squirrel, Part 1	Fantasy/Fairytale	Words: 194 Lexile: 510L	TX 110.5 (9) (D) TX 110.5 (11) (C), (H)
	The Princess and the Squirrel, Part	Fantasy/Fairytale	Words: 194 Lexile: 550L	TX 110.5 (9) (D) TX 110.5 (11) (F), (H)

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	The Princess and the Squirrel, Part 3	Fantasy/Fairytale	Words: 195 Lexile: 630L	TX 110.5 (9) (D) TX 110.5 (10) (D) TX 110.5 (11) (F), (H)
ReadAloud Comprehension- Group 4 Stories	The Start of the Big Game	Sport/Selfishness (narrative)	Words: 200 Lexile: 750L	TX 110.6 (12) (D), (F), (H), (I) TX 110.6 (10) (H)
	Raquel's Big Decision	Sport/Selfishness (narrative)	Words: 199 Lexile: 700L	TX 110.6 (12) (F), (H), (I)
	Swinging for the Championship	Sport/Selfishness (narrative)	Words: 196 Lexile: 660L	TX 110.6 (10) (H) TX 110.6 (12) (F), (H), (I)
	Alligators vs. Crocodiles—Big Differences	Zoology/Animal Science	Words: 193 Lexile: 780	TX 110.6 (10) (H), (I) TX 110.6 (12) (C), (D)
	Alligators vs. Crocodiles—Smaller Differences	Zoology/Animal Science	Words: 175 Lexile: 720	TX 110.6 (10) (H), (I) TX 110.6 (12) (F)
	Alligators vs. Crocodile—Sensors and Similarities	Zoology/Animal Science	Words: 184 Lexile: 690	TX 110.6 (10) (H), (I) TX 110.6 (12) (F)
ReadAloud Comprehension- Group 5 Stories	Khufu, the Greatest Pyramid on Egypt	World History	Words: 190 Lexile: 890L	TX 110.7 (10) (F), (J) TX 110.7 (12) (D), (F), (H)
	Building the great one	World History	Words: 199 Lexile: 870L	TX 110.7 (10) (F), (H), (J) TX 110.7 (12) (D), (F)
	Building the other great pyramids of Giza	World History	Words: 199 Lexile: 870L	TX 110.7 (10) (F), (J) TX 110.7 (11) (D) TX 110.7 (12) (D)
	A Poetry Nightmare	Writing Poetry	Words: 188 Lexile: 810L	TX 110.7 (10) (F), (J) TX 110.7 (12) (F), (I)
	Poetry Break	Writing Poetry	Words: 200 Lexile: 890L	TX 110.7 (10) (F) TX 110.7 (12) (F), (H), (I)
	The Big Discovery	Writing Poetry	Words: 200 Lexile: 830L	TX 110.7 (10) (F) TX 110.7 (11) (D) TX 110.7 (12) (D), (F)
ReadAloud Comprehension- Group 6 Stories	The Highest Court in the Land	U.S. Politics/History	Words: 200 Lexile: 890L	TX 110.22 (9) (B) TX 110.22 (10) (F)
	The Highest Court in the Land: The Justices	U.S. Politics/History	Words: 190 Lexile: 880L	TX 110.22 (9) (B) TX 110.22 (10) (F)
	The Highest Court in the	U.S. Politics/History	Words: 197 Lexile: 880L	TX 110.22 (9) (B) TX 110.22 (10) (F)

	Land: The Cases			
	Late Night Out, Part 1	Personal Responsibility (narrative)	Words: 198 Lexile: 920L	TX 110.22 (9) (B) TX 110.22 (10) (F) TX 110.22 (12) (F)
	Late Night Out, Part 2	Personal Responsibility (narrative)	Words: 198 Lexile: 960L	TX 110.22 (9) (B) TX 110.22 (10) (F) TX 110.22 (12) (G)
	Late Night Out, Part 3	Personal Responsibility (narrative)	Words: 199 [Lexile: 970L	TX 110.22 (9) (B) TX 110.22 (10) (F) TX 110.22 (12) (F)
ReadAloud Comprehension-Group 7 Stories	Digging Day	Child Care (narrative)	Words: 194 Lexile: 1020L	TX 110.23 (9) (B) TX 110.23 (12) (F)
	On Site	Child Care (narrative)	Words: 189 Lexile: 1030L	TX 110.23 (9) (B) TX 110.23 (11) (D) TX 110.23 (12) (F), (G)
	Treasure	Child Care (narrative)	Words: 187 Lexile: 980L	TX 110.23 (9) (B) TX 110.23 (12) (F), (G)
	The Old Ways	Research & Study Skills	Words: 197 Lexile: 1030L	TX 110.23 (9) (B) TX 110.23 (12) (F), (G)
	At the Library	Research & Study Skills	Words: 200 Lexile: 1000L	TX 110.23 (9) (B) TX 110.23 (11) (D) TX 110.23 (12) (F)
	A Long Night	Research & Study Skills	Words: 198 Lexile: 1020L	TX 110.23 (9) (B) TX 110.23 (11) (D) TX 110.23 (12) (F), (G)
ReadAloud Comprehension-Group 8 Stories	Kwanzaa	Social Studies	Words: 175 Lexile: 1080L	TX 110.24 (9) (B) TX 110.24 (12) (B)
	The Principles of Kwanzaa	Social Studies	Words: 172 Lexile: 1060L	TX 110.24 (9) (B) TX 110.24 (12) (B), (J)
	The Symbols of Kwanzaa	Social Studies	Words: 187 Lexile: 1070L	TX 110.24 (9) (B) TX 110.24 (12) (B), (J)
	Who is Bethany Hamilton?	Biography/ Courage	Words: 199 Lexile: 1060L	TX 110.24 (9) (B) TX 110.24 (12) (F)
	Bethany's Return to Surfing	Biography/ Courage	Words: 168 Lexile: 1020L	TX 110.24 (9) (B) TX 110.24 (11) (D) TX 110.24 (12) (B), (F)
	Bethany Gives Back	Biography/ Courage	Words: 177 Lexile: 1090L	TX 110.24 (9) (B) TX 110.24 (12) (B), (G)
ReadAloud Comprehension-Group 9 Stories	Going to the Library	Research/Study Skills (narrative)	Words: 200 Lexile: 1090	TX 110.42 (6) (B) TX 110.42 (11) (C) TX 110.42 (12) (A)
	Excitement at the Library	Research/Study Skills (narrative)	Words: 196 Lexile: 1030	TX 110.42 (6) (B) TX 110.42 (10) (A) TX 110.42 (11) (C), (E), (G)
	Leaving the	Research/Study	Words: 196	TX 110.42 (6) (B)

	Library	Skills (narrative)	Lexile: 1090	TX 110.42 (11) (A), (C)
	Just the Facts: Reporting Bias	Writing Skills (bias)	Words: 194 Lexile: 1050	TX 110.42 (6) (B) TX 110.42 (11) (A) TX 110.42 (12) (A), (D)
	Just the Facts: Bias in the Media	Writing Skills (bias)	Words: 199 Lexile: 1120	TX 110.42 (6) (B) TX 110.42 (12) (A), (D)
	Just the Facts: Detecting Bias	Writing Skills (bias)	Words: 200 Lexile: 1060	TX 110.42 (6) (B) TX 110.42 (12) (A), (D)
ReadAloud Comprehension- Group 10 Stories	The Moon Landing	US History	Words: 168 Lexile: 1150L	TX 110.43 (6) (B) TX 110.43 (11) (A) TX 110.43 (12) (B)
	One Small Step	US History	Words: 167 Lexile: 1110L	TX 110.43 (6) (B) TX 110.43 (11) (A), (E)
	Making History	US History	Words: 182 Lexile: 1140L	TX 110.43 (6) (B) TX 110.23 (9) (B) TX 110.43 (11) (A) TX 110.43 (12) (B)
	Character Creations	Creative Writing / Friendship (narrative)	Words: 176 Lexile: 1110L	TX 110.43 (6) (B) TX 110.43 (11) (A), (E) TX 110.43 (12) (B)
	Don't Give Up	Creative Writing / Friendship (narrative)	Words: 194 Lexile: 1160L	TX 110.43 (6) (B) TX 110.43 (11) (A), (F) TX 110.43 (12) (B)
	Showing Appreciation	Creative Writing / Friendship (narrative)	Words: 199 Lexile: 1170L	TX 110.43 (6) (B) TX 110.43 (11) (A) TX 110.43 (12) (B)