

Science of READING

Unlocking the power of phonics to
supercharge student literacy



Our Approach

Accelerate Education's design approach draws from 4 bodies of Science of Reading research:

Simple View of Reading

Reading comprehension is the product of decoding (phonics and phonemic awareness) and reading comprehension (vocabulary and background knowledge)

Scarborough's Reading Rope

Visualizes reading as a "rope" with interwoven strands representing various reading skills, including phonological awareness, phonics, vocabulary, fluency, and comprehension

Five Pillars of Reading Instruction

Phonemic awareness, phonics, fluency, vocabulary, and comprehension

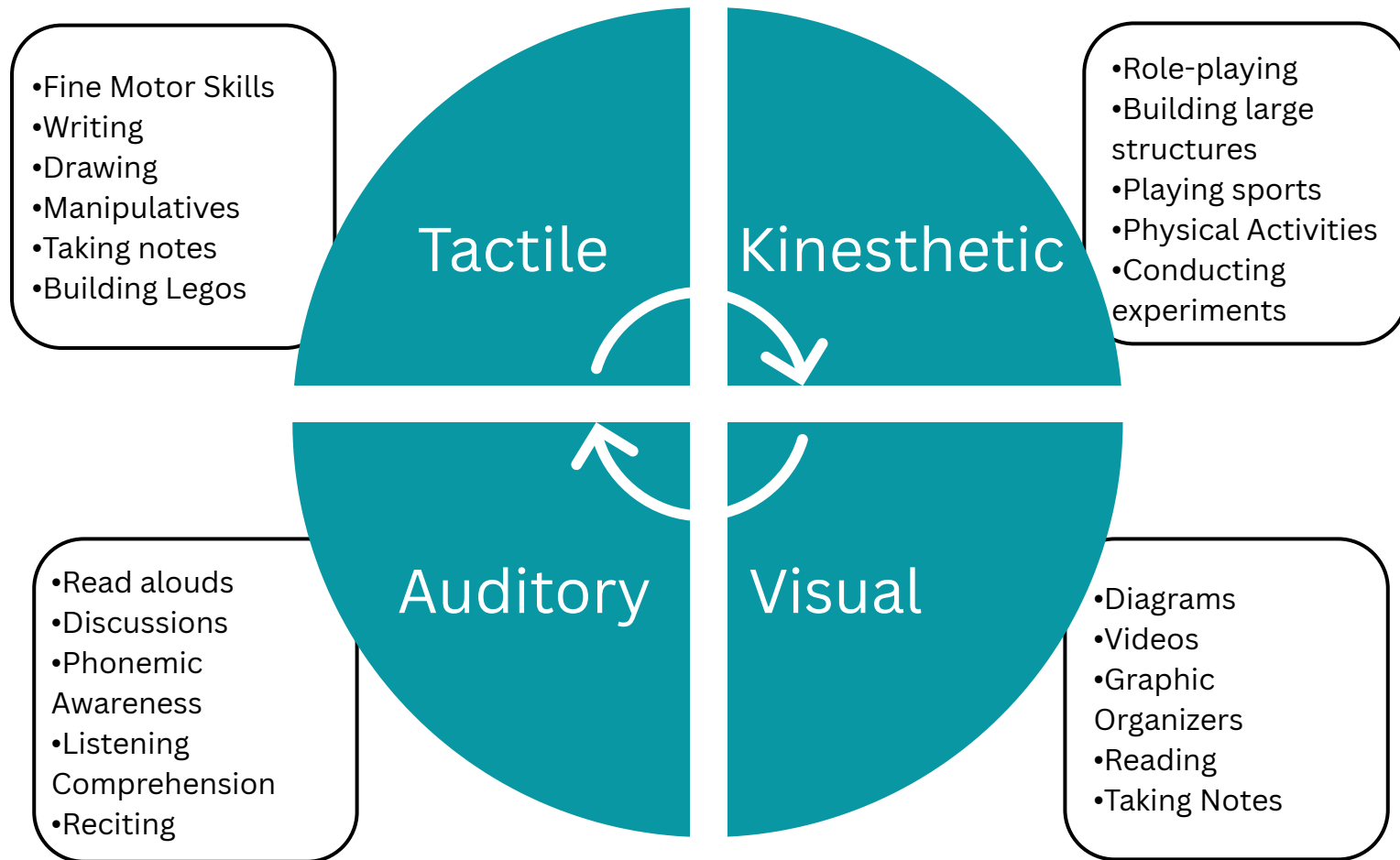
Structured Literacy

Explicit, systematic, cumulative, and diagnostic, using phonological awareness, phonics, and decoding

Combining multiple bodies of research gives a more holistic approach to teaching reading, and creates the strongest possible readers



All concepts are presented using 4 key strategies:



Kinesthetic

Students are directed to sit down each time they hear the /i/ sound at the beginning of a word, and to stand up each time they hear a different beginning sound. The physical movement reinforces the understanding of the sound placement in a word.

Ready to play? When you are ready, click the first slide to begin!

Click to hear the word.

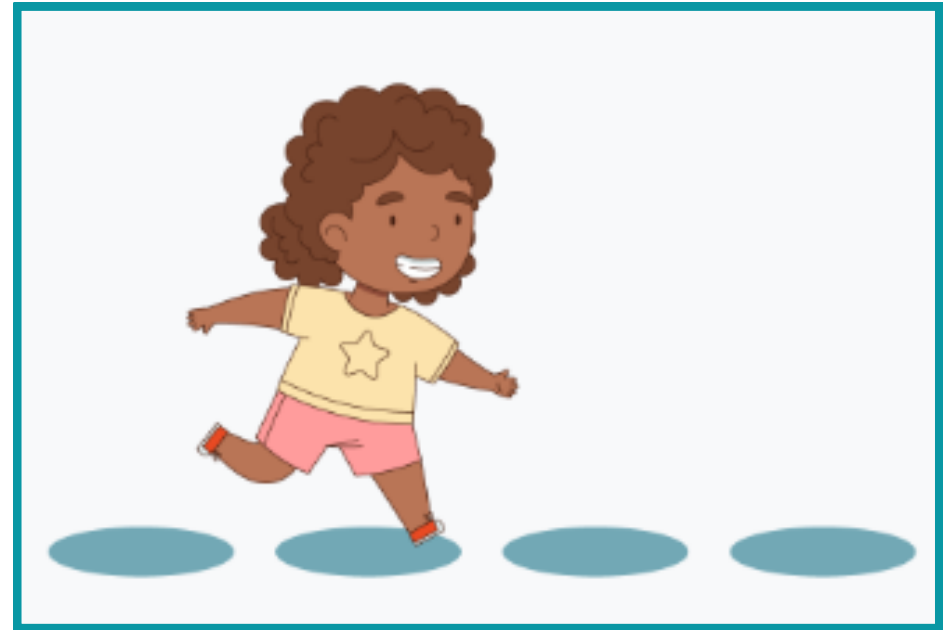


Do you hear the /i/ sound at the beginning of the word?

Yes, sit down! *Igloo* begins with /i/.



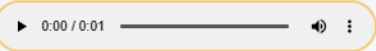
Students are directed to hop each time they isolate a phoneme.

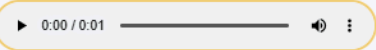


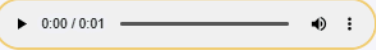
Auditory

Students listen to the /i/ sound in different words and then complete practice questions identifying the /i/ sound.

1. Which word begins with the /i/ sound?

a.  

b.  

c.  

d.  

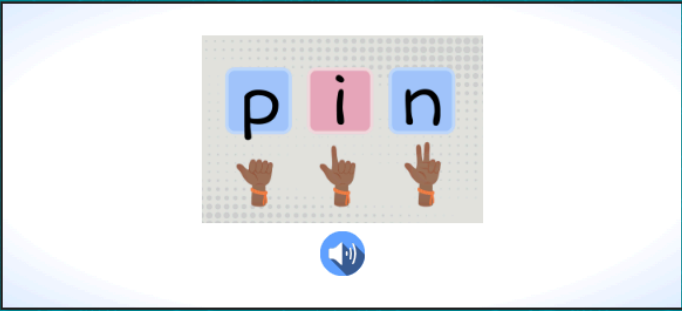
Students use auditory skills to learn parts of speech. This activity is teaching students how to classify nouns.

1 Doctor is a noun. A doctor is a person.	jump 	heavy 
scissors 	forest 	1 Hot is not a noun. It is a describing word.



Visual

Students review flashcards with the week's spelling words that are represented phonemically, and use finger stretching to isolate the phonemes. Then students are directed to write the spelling words in their notebook.



The screenshot shows a digital flashcard for the word "pin". The letters "p", "i", and "n" are displayed in colored boxes (blue, pink, and blue respectively). Below each letter is a corresponding hand gesture: a hand with the index finger pointing up for "p", a hand with the index finger pointing up for "i", and a hand with the index finger pointing up for "n". A speaker icon is located below the gestures. At the bottom of the interface, there are three buttons: "← Previous", "Next →", and "Remove". Below these buttons, a status bar indicates "Cards remaining: 10".

Now, it is time to practice writing this week's spelling words. Grab your Spelling Notebook and a pencil. Click retry on your flashcards so that you can see your spelling words again. Look at each flashcard again and write each spelling word neatly in your notebook.

Students are directed to read using context clues and are provided information on how to infer meaning of words using context.

Let's find context clues that help us find the meaning of the word **bend**. Read these sentences from the story. What words or phrases do you see that give you clues about the word **bend**?

*"We can **bend** the branches for the roof. Hold both ends and slowly bring both sides in so that it is not straight anymore," said Emma. When they were done, they both stood back to admire their hard work.*

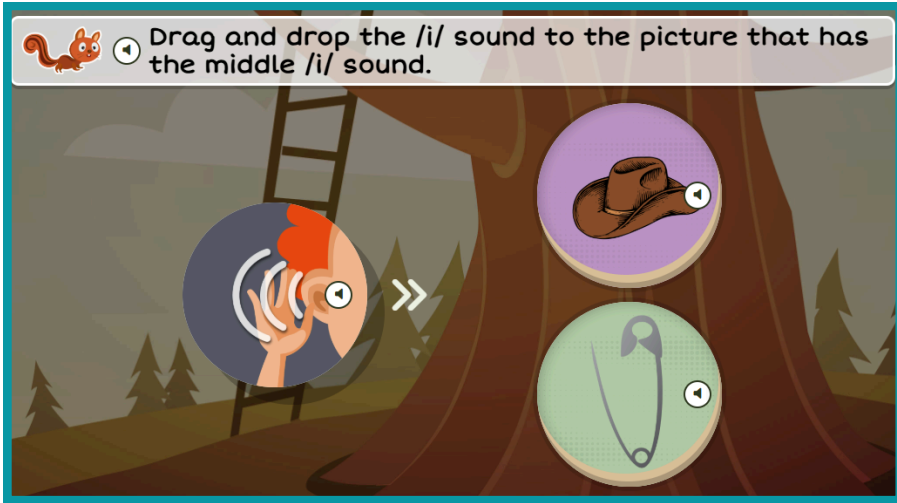


*"We can **bend** the branches for the roof. Hold both ends and slowly bring both sides in so that it is not straight anymore," said Emma. When they were done, they both stood back to admire their hard work.*

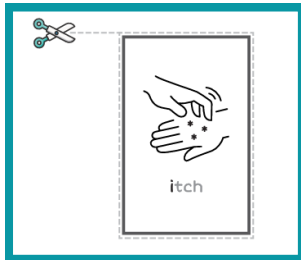
Emma tells Max to **bend** the branches for the roof. She tells him to move the ends in so that the branches are *not straight* anymore. The clue *not straight* tells us what **bend** means.

Tactile

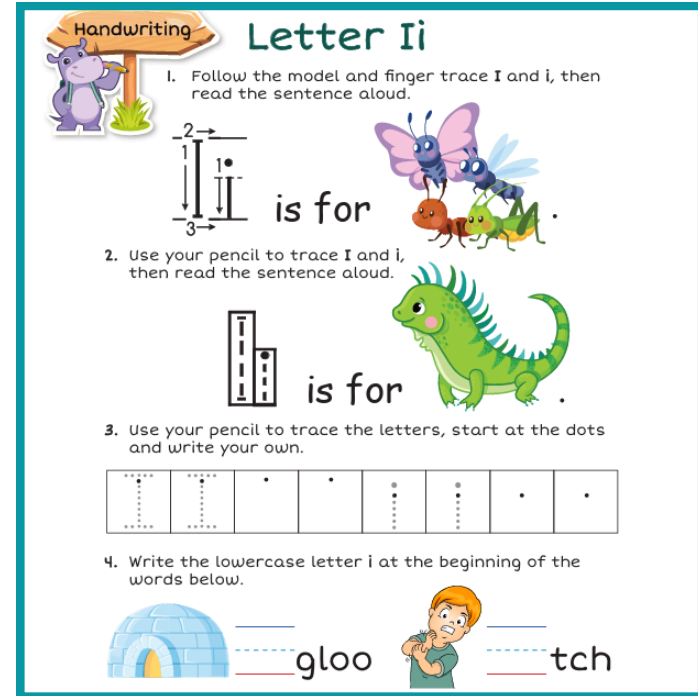
Interactives are embedded throughout lesson content that require students to drag and drop, sort, or categorize.



Students cut, color, and paste sound cards as they are learning new sounds.



Worksheets are part of every lesson that require students to practice their literacy skills as they are acquiring reading knowledge.



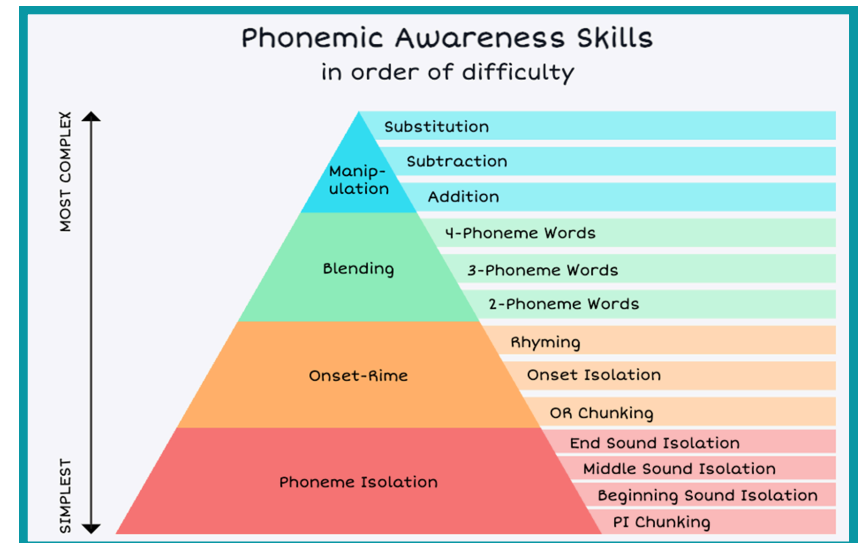
Phonemic Awareness

Phoneme instruction teaches students to hear, identify, and manipulate the smallest individual units of sound (phonemes) within spoken words.

Students listen to a word, then practice finger stretching to isolate the different sounds of the word. As their literacy improves, they are able to practice blending and manipulation as well as isolation. Students must complete the phonemic activities correctly to proceed within each activity.



The curriculum introduces phonemes to students and provides many ways to practice the skills as they progress from the simplest to the most complex phonemic awareness skills.



Phonics

Phonics instruction teaches the relationship between sounds (phonemes) and the letters or letter combinations that represent them in written language.

Accelerate Education curriculum uses multiple approaches to teach phonics:

Words of the Week – common word families include Flash words and Heart words

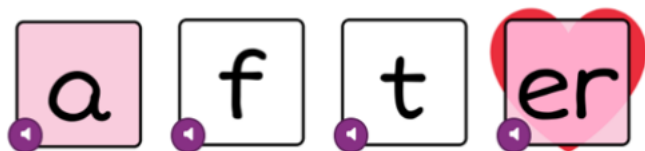
Flash Words - are high frequency words that are expected to be quickly recognized by students

Heart Words - are high frequency words that include one or more parts that cannot be sounded out using the phonics skills students currently know; they must learn them by “heart”

Explicit instruction is provided on using decoding skills to read and spell less-decodable words

Heart Word

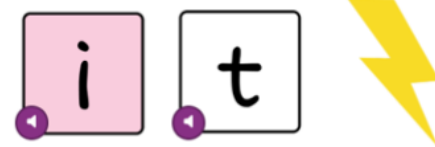
Click the image to hear the sounds.



After is a heart word. After has a part we need to learn by heart. The grapheme *er* makes an /er/ sound. In your Words of the Week Book, write the word *after* under Heart Words. Circle the *er*.

Flash Word

Click the image to hear the sounds.



It is a flash word. You can decode all the graphemes in it in a flash! There are no parts we need to learn by heart. In your Words of the Week Book, write the word *it* under Flash Words.

Reading

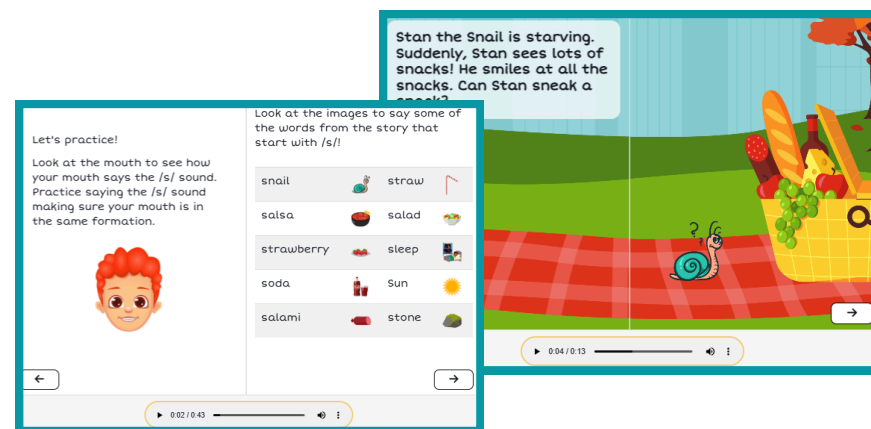
Multiple strategies are contained within the curriculum to build student's reading comprehension:

Module Story: Each module has a read aloud story that contains words the student does not know how to read yet. This story is read aloud, providing students the opportunity to listen to rich text and be exposed to new vocabulary, helping to improve their reading comprehension and vocabulary skills.

Alliteration Books: Students listen to a story that has alliteration to build the phonemic awareness skill that helps students to listen for first sound isolation.

Letter of the Week Books: (in K) are read aloud, and meant to provide a transition from read aloud to reading independently. As students learn to decode words and build their knowledge of high-frequency words (Words of the Week), they can listen to the story. For students who are ready, they can start reading these stories on their own.

Decodable Books: These are not read aloud. Rather, we are providing the opportunity for students to record themselves reading, using words they have learned and can decode. Students can practice reading fluently, listen to how they read, rerecord pages as they learn new words, which helps to build confidence in their reading.



Daily Schedule

Students are intended to complete one module per week, one lesson per day. While the lessons may vary slightly, there is a predictable cadence to the daily work:

- Introduction, including physical activity
- Phonemic / Phonological Awareness
- Phonics
- Spelling
- Words of the Week (Heart Words/Flash Words)
- Fluency - Decodable text
- Vocabulary
- Comprehension
- Grammar/Writing
- Handwriting
- Journal
- Formative assessment questions to confirm understanding

