

# EPS Reading Accelerator Aligns to the Common Core English Language Arts Standards

*Reading Accelerator* is a Tier 2 accelerated intervention program that focuses on foundational literacy skills to help students cross the decoding threshold, allowing them to engage more fully with grade-level texts. The program is appropriate for students who have already been through the Tier 1 decoding instruction typically provided in Grades K to 2. Students use the edition designed for their age group—elementary or middle school—ensuring instruction is always age-appropriate and engaging.

## College and Career Readiness Anchor Standards for Reading

### Key Details

CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	The instructional routines in the “Time for Texts” step in every <i>Reading Accelerator</i> “B” lesson include instruction in a comprehension skill to support students’ understanding of a text. These routines have students read a connected text closely to determine what the text says explicitly and to make logical inferences from it. Students are asked to cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	The instructional routines in the “Time for Texts” step in every <i>Reading Accelerator</i> “B” lesson include instruction in a comprehension skill to support students’ understanding of a text. These routines include the use of graphic organizers as students determine central ideas or themes of a text and analyze their development. Students are asked to summarize the key supporting details and ideas.
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	The instructional routines in the “Time for Texts” step in every <i>Reading Accelerator</i> “B” lesson include instruction in a comprehension skill to support students’ understanding of a text. These routines include the use of graphic organizers as students analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### Craft and Structure

CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	The instructional routines in the “Time for Texts” step in every <i>Reading Accelerator</i> “B” lesson include instruction in a comprehension skill to support students’ understanding of a text. These routines include the use of graphic organizers as students interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	The instructional routines in the “Time for Texts” step in every <i>Reading Accelerator</i> “B” lesson include instruction in a comprehension skill to support students’ understanding of a text. These routines include the use of graphic organizers as students analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.	The instructional routines in the “Time for Texts” step in every <i>Reading Accelerator</i> “B” lesson include instruction in a comprehension skill to support students’ understanding of a text. These routines include the use of graphic organizers as students assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Not covered in <i>Reading Accelerator</i>
CCSS.ELA-Literacy.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	The instructional routines in the “Time for Texts” step in every <i>Reading Accelerator</i> “B” lesson include instruction in a comprehension skill to support students’ understanding of a text. These routines include the use of graphic organizers as students identify and explain how an author uses reasons and evidence to support particular points in a text.

## College and Career Readiness Anchor Standards for Reading (continued)

### Integration of Knowledge and Ideas (continued)

CCSS.ELA-Literacy. CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Not covered in <i>Reading Accelerator</i>
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### Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy. CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	<i>Reading Accelerator</i> provides systematic and explicit instruction in the skills necessary for becoming a proficient reader. Students gain the skills for accurate and automatic word recognition across increasingly complex text as they progress through the lessons.
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## College and Career Readiness Anchor Standards for Writing

### Text Types and Purposes

CCSS.ELA-Literacy. CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	Not covered in <i>Reading Accelerator</i>
CCSS.ELA-Literacy. CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Not covered in <i>Reading Accelerator</i>
CCSS.ELA-Literacy. CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	Not covered in <i>Reading Accelerator</i>

### Production and Distribution of Writing

CCSS.ELA-Literacy. CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	The instructional routines in the “Time for Texts” step in every <i>Reading Accelerator</i> “B” lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts. These writing activities allow students to write over short or extended periods of time for a range of discipline-specific tasks such as science and social studies.
CCSS.ELA-Literacy. CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CCSS.ELA-Literacy. CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	

### Research to Build and Present Knowledge

CCSS.ELA-Literacy. CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Not covered in <i>Reading Accelerator</i>
CCSS.ELA-Literacy. CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Not covered in <i>Reading Accelerator</i>
CCSS.ELA-Literacy. CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	The instructional routines in the “Time for Texts” step in every <i>Reading Accelerator</i> “B” lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts. These writing activities allow students to write over short or extended periods of time for a range of discipline-specific tasks such as science and social studies.

## College and Career Readiness Anchor Standards for Writing (continued)

### Range of Writing

CCSS.ELA-Literacy. CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	The instructional routines in the “Time for Texts” step in every <i>Reading Accelerator</i> “B” lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts. These writing activities allow students to write over short or extended periods of time for a range of discipline-specific tasks such as science and social studies.
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## College and Career Readiness Anchor Standards for Speaking and Listening

### Comprehension and Collaboration

CCSS.ELA-Literacy. CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator Elementary</i> “B” lesson contains a teacher read-aloud passage that encourages conversation with students that expands students’ background knowledge and vocabulary.
CCSS.ELA-Literacy. CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
CCSS.ELA-Literacy. CCRA.SL.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	

### Presentation of Knowledge and Ideas

CCSS.ELA-Literacy. CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator Elementary</i> “B” lesson contains a teacher read-aloud passage that encourages conversation with students that expands students’ background knowledge and vocabulary.
CCSS.ELA-Literacy. CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Not covered in <i>Reading Accelerator</i>
CCSS.ELA-Literacy. CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator Elementary</i> “B” lesson contains a teacher read-aloud passage that encourages conversation with students that expands students’ background knowledge and vocabulary.

## College and Career Readiness Anchor Standards for Language

### Conventions of Standard English

CCSS.ELA-Literacy. CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Writing: The instructional routines in the “Time for Texts” step in every <i>Reading Accelerator</i> “B” lesson include graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts in which students demonstrate command of the conventions of standard English grammar and usage. Speaking: The Curriculum Connection and Extension feature in each <i>Reading Accelerator Elementary</i> “B” lesson contains a teacher read-aloud passage that encourages student conversation in which students demonstrate command of the conventions of standard English grammar and usage.
CCSS.ELA-Literacy. CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	The instructional routines in the “Time for Texts” step in every <i>Reading Accelerator</i> “B” lesson include graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts in which students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

### Knowledge of Language

CCSS.ELA-Literacy. CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	The instructional routines in the “Time for Texts” step in every <i>Reading Accelerator</i> “B” lesson include graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts in which students apply knowledge of language to understand how language functions in different contexts and to make effective choices for meaning or style.
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## College and Career Readiness Anchor Standards for Language (continued)

### Vocabulary Acquisition and Use

CCSS.ELA-Literacy. CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator Elementary</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words. The Vocabulary and Morphology Development feature and Curriculum Connections in every <i>Reading Accelerator Middle School</i> "B" lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content in which students clarify the meaning of unknown and multiple-meaning grade-level words and phrases.
CCSS.ELA-Literacy. CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Each lesson <i>Reading Accelerator</i> lesson contains multiple opportunities for students to demonstrate understanding of figurative language, word relationships, and nuances in word meanings. The "Time for Texts" step includes skill words within sentences and connected text to allow opportunities for students to understand their meanings. Additionally, every "B" lesson contains vocabulary support activities for students.
CCSS.ELA-Literacy. CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator Elementary</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words. The Vocabulary and Morphology Development feature and Curriculum Connections in every <i>Reading Accelerator Middle School</i> "B" lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content in which students clarify the meaning of unknown and multiple-meaning grade-level words and phrases.

