



Grades K-5 Teachers

Accurate and Automatic Reading: On-Demand is a broad overview of the theory of essential foundational word identification skills through explicit, systematic instruction of the structure of the English language with supporting reading practices.

Instructor Knowledge and Skills

Neuhaus Learning Objectives	IDA Knowledge and Practice Standards
Explain the importance of an explicit, systematic approach to teaching the basic elements of the structure of the English language (e.g., phoneme, grapheme, digraph, diphthong, morpheme, syllable types, syllable division patterns).	1.1-1.3, 4A.1, 4C.1
Identify phonemes and graphemes in words.	4B.1
Teach a lesson that explicitly instructs students on the concepts related to the basic elements of the structure of the English language (e.g. sound/symbol correspondences, syllable types, syllable division patterns).	4C.1-4C.4, 4C.7
Categorize words according to the six syllable types of English orthography.	4C.1, 4C.2, 4C.4, 4C.7
Categorize words according to common syllable division patterns of English orthography.	4C.1, 4C.2, 4C.7
Utilize Mastery Checks to inform the pacing and type of instruction.	3.5, 4C.5
Use Reading Practices to reinforce information about the structure of the English Language.	1.1, 4C.1, 4C.2, 4C.4, 4C.5, 4C.7
Plan the inclusion of the <i>Accurate and Automatic Reading</i> manual in the daily reading block.	4B.1, 4C.2

Student Knowledge and Skills

If an Instructor successfully masters the Learning Objectives and utilizes *Accurate and Automatic Reading* with skill and fidelity, instruction will meet the following student knowledge and skill needs:

Grade	TEKS	COMMON CORE
Kindergarten	2.B(i,ii)	RF.K.1-3
First	2.B(i,ii,iii,iv,v)	RF.1.1-3



Grade (cont.)	TEKS	COMMON CORE
Second	2.B(i,ii,iii,iv,v,vi*) *inflectional endings only	RF.2.3
Third	2.A(i,ii,iii,iv,v,vi)	N/A
Fourth	2.A(i,ii,iii,iv,v)	N/A
Fifth	2.A(i,ii,iii,iv)	N/A