PACE Academy 2026-2027 Reading Plan

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PACE Academy Reading Plan

I. Purpose and Overview

PACE Academy uses Project Read as an integral part of its reading assessment and instructional framework for students in grades 2–8. The purpose of this plan is to describe how the school develops foundational reading skills, supports students' understanding of increasingly complex text, and uses assessment information to guide instruction.

The reading program addresses six interconnected components: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Instruction is explicit, systematic, cumulative, and multisensory. Teachers provide direct instruction, model skills, guide students through practice, and provide opportunities for students to apply what they have learned in spoken language, word reading, connected text, and writing.

Assessment is part of the instructional process. Teachers use information about student performance to determine which skills require further instruction, which skills are ready for application in more complex work, and when a student may benefit from intervention or acceleration. The overall goal is to help each student make progress toward grade-level English Language Arts standards while developing confidence and an interest in reading.

II. Core Components of Reading Instruction

A. Oral Language

PACE Academy recognizes oral language as a foundation for reading comprehension. Students need opportunities to hear, understand, discuss, and express ideas before and while they encounter those ideas in written text.

Teachers support oral language development through structured conversations, read-alouds, and interactive dialogue. During these activities, students practice listening to others, responding to questions, explaining their thinking, and using words and sentence structures that help them communicate clearly. Discussion of a read-aloud or classroom text gives students an opportunity to connect new information to what they already know and to clarify meaning through conversation.

Oral language instruction also supports vocabulary and comprehension. As students learn to describe events, explain relationships, and discuss ideas verbally, they build language skills they can apply when reading and writing independently.

B. Phonological Awareness

Phonological awareness instruction helps students recognize and work with the sounds and sound patterns of spoken language. PACE Academy incorporates activities involving sound recognition, syllable segmentation, rhyme, and blending.

Teachers use these activities to help students attend to the parts of spoken words and recognize how sounds combine. For example, students may listen for sounds, identify parts of a word, or blend spoken sounds to form a word. These activities build the awareness needed to connect spoken language with printed words.

Phonemic awareness, a more specific part of phonological awareness, is also reinforced through interactive sound-recognition and sound-manipulation activities. Information from phonemic awareness inventories helps teachers identify skills that need additional instruction or practice.

C. Phonics and Word Study

Phonics instruction teaches students how letters and letter combinations represent sounds. At PACE Academy, instruction follows a systematic sequence so students can build from simpler sound-symbol relationships toward more complex patterns.

Teachers explicitly introduce and model letter-sound relationships and provide guided practice before students apply those relationships independently. Word-building and word-reading activities allow students to use the patterns they have learned. Students then apply decoding skills when reading both individual words and connected text.

Word study also includes morphology. By examining morphemes, students develop a stronger understanding of how words are formed and how meaningful word parts can support vocabulary and comprehension. Phonics and word study work together to help students decode unfamiliar words accurately and develop increasingly automatic word recognition.

D. Fluency

Fluency is the ability to read text accurately, at an appropriate rate, and with expression. PACE Academy embeds fluency practice within reading instruction through repeated reading and timed reading activities.

Repeated reading gives students additional opportunities to apply decoding skills to familiar text and improve the smoothness of their reading. Timed reading provides information about reading rate when considered alongside accuracy and expression. Teachers attend to all three aspects of fluency rather than treating speed alone as the goal.

As word reading becomes more accurate and automatic, students can devote more attention to understanding what they read. Fluency checks help teachers monitor this development and identify students who need further practice with decoding or reading connected text.

E. Vocabulary

PACE Academy provides explicit vocabulary instruction and incorporates new word learning into daily lessons. Teachers introduce words, discuss their meanings, and provide opportunities for students to encounter and use them in context.

Students practice applying new vocabulary during oral discussion and in writing. Using a word in more than one setting helps students strengthen their understanding and use of that word. Vocabulary instruction also connects to morphology and text comprehension: knowledge of meaningful word parts and the context in which a word appears can help students understand unfamiliar language.

A growing vocabulary supports students as they read texts containing new ideas, academic language, and grade-level content.

F. Reading Comprehension

Comprehension instruction helps students construct meaning from text and explain their understanding. PACE Academy systematically teaches students to use questioning, summarizing, predicting, and making inferences as they read.

Teachers model how a reader uses these strategies and provide guided opportunities for students to practice them. Students may answer and ask questions about a text, identify its most important ideas, use information from the text to make a prediction, or combine text evidence with what they know to make an inference.

These strategies encourage students to engage with the meaning, themes, and concepts of what they read. As students gain proficiency, they apply the strategies to support their understanding of texts aligned with grade-level English Language Arts standards.

III. Alignment With the Science of Reading

PACE Academy's word recognition instruction reflects key principles of the Science of Reading through explicit instruction, data-informed practices, and cumulative learning.

Explicit and systematic instruction. Teachers directly teach the skills students need in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Lessons follow an intentional sequence, and teachers model skills before asking students to apply them.

Data-informed instruction. Ongoing assessments provide information about student strengths and areas of need. Teachers use this information to adjust instruction and determine when a student needs additional practice, intervention, or more advanced work.

Cumulative learning. Instruction builds on previously taught knowledge. Students revisit and apply earlier skills as they encounter more complex sound patterns, words, and texts. This progression supports retention and helps students use their skills beyond a single lesson.

IV. Structured Literacy and Project Read Integration

PACE Academy uses a Structured Literacy framework to develop essential reading skills. Within this framework, phonological awareness instruction focuses on recognizing and working with sounds in spoken language. Phonics and word study proceed in sequence from simpler to more complex letter-sound relationships. Morphology instruction helps students use meaningful word parts to support vocabulary and comprehension.

Project Read methodologies are integrated into this framework through multisensory learning. Lessons engage students visually, auditorily, and kinesthetically as they learn and practice literacy skills. Structured phonics lessons provide a sequence for teaching sound-symbol relationships and word building.

Project Read methodologies also reinforce the connection between foundational skill instruction and reading application. Students practice decoding and word recognition, read connected text, and work toward automatic word recognition. Regular monitoring helps teachers identify when a student needs additional instruction in a foundational skill or is ready to move forward.

V. Assessment and Use of Student Progress Information

PACE Academy uses multiple assessment tools because each provides information about a different part of reading development.

Assessment tool	Information gathered	Instructional use
Phonemic awareness inventories	Students' ability to recognize and manipulate sounds	Identifies sound-based skills requiring instruction or practice
Decoding assessments using real and nonsense words	Students' ability to apply letter-sound knowledge to word reading	Helps distinguish application of decoding skills from recognition of familiar words
Fluency checks	Reading accuracy, rate, and expression	Identifies progress in reading connected text and areas needing further practice
Formative assessments	Student performance during ongoing instruction	Helps teachers adjust lessons and provide timely support
Summative assessments	Student performance after a period of instruction	Helps teachers evaluate progress and plan subsequent instruction

Teachers consider assessment information alongside students' performance during lessons and reading practice. If assessment results show that a skill is not yet secure, instruction can return to that skill and provide further modeling and practice. When students demonstrate mastery, instruction can build toward more complex skills or applications. Regular progress monitoring also helps identify students who may benefit from intervention or acceleration.

VI. Instructional Goal

The goal of PACE Academy's reading plan is to provide students in grades 2–8 with coherent, research-based literacy instruction that responds to their individual needs. Through Project Read methodologies, structured literacy instruction, and ongoing assessment, students develop the foundational skills needed for accurate and fluent reading while strengthening vocabulary and comprehension.

PACE Academy seeks to help students apply these skills to grade-level English Language Arts work and to develop the confidence and enjoyment that support continued growth as readers.