Accelerate Middle School Students' Journey Toward Reading Proficiency

EPS Reading Accelerator is an evidence-based reading intervention program for striving middle school students. The program is grounded in the science of reading and designed to help students master foundational reading skills in whole-class and Tier 2 intervention settings.

- Print
- Digital
- Middle School
- MTSS ②
- Whole Class/Small Group

Educators and students find this evidence-based program:

✓ **Easy to use and enjoyable**
Includes 5-step, structured literacy lessons and engaging content that is age appropriate for middle school students.

✓ **Swift and effective**
Can be completed in one school year or less with just three 20-minute lessons per week.

✓ **Simple and sustainable**
Enables educators to be up and running after just one day of initial training.

EPS Reading Accelerator Provides a Simple, Sustainable, and Speedy Intervention Path for Building Middle School Reading Proficiency
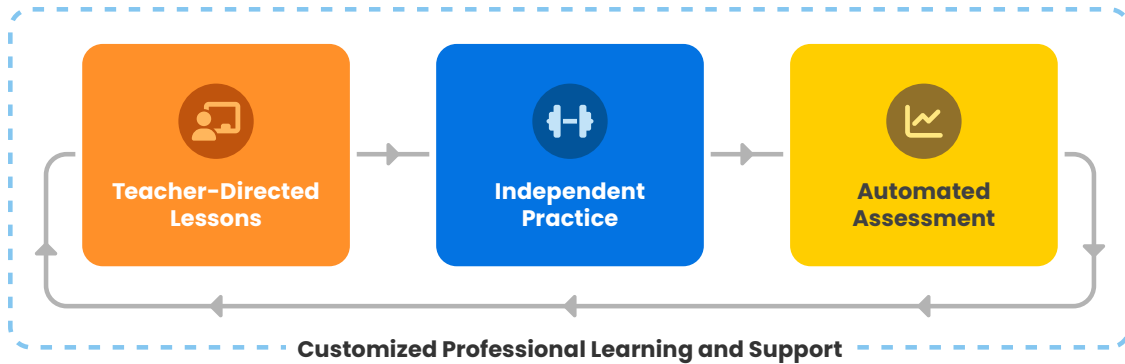
Reading Accelerator is an evidence-based intervention solution, grounded in the science of reading, that can be completed in a single school year or less. It includes both print and digital components and is supported by robust professional learning and ongoing support.

Key Highlights:

- ✓ **Structured literacy** ensures an evidence-based and highly effective program for middle school students in whole-class or small-group settings.

- ✓ **108 concise, soft-scripted 20-minute lessons** focus on building phonemic awareness, phonics, and fluency skills, along with integrated components of vocabulary, comprehension, background knowledge development, and writing.

- ✓ **Dynamic graphics** and compelling, multicultural, age-appropriate content keep middle school students engaged.

- ✓ The **digital Reading Assistant** enables independent practice and online assessment, reinforcing classroom learning and providing instant reporting to save educator time.

- ✓ **Online access** to teacher materials in EPS Connect offers flexibility for various instructional models and environments, including multiple instructors, whole class, and small groups.

- ✓ **Efficient implementation** and one day of initial training prepares educators of all experience levels, including paraprofessionals and substitutes, to begin instruction, enabling schools and districts to scale and sustain the program.

- ✓ **Ongoing professional learning and support** enables teachers and administrators to use the program with fidelity, maximizing student success.

EPS Reading Accelerator's Comprehensive Approach

By balancing teacher-directed structured literacy lessons, independent practice, and automated assessment, students and educators achieve accelerated, sustainable success.

Teacher-Directed Lessons	Independent Practice	Automated Assessment

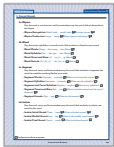**Customized Professional Learning and Support**
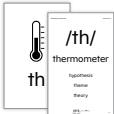
Teacher-Directed Lessons

Effective, easy-to-implement structured literacy intervention and instruction.

Teacher's Guide
Soft-scripted, 5-step, 20-minute lessons

Instructional Routines
Activities to support and strengthen learning in each lesson

Letter Cards
Large-format cards, for visual reinforcement of letter-sound correspondence

Word Cards
Durable cards to build automaticity of frequently encountered words

EPS Connect
An online platform to access all teacher materials for maximum teaching flexibility

Independent Practice

For students to solidify skills and benefit from personalized oral reading practice with in-the-moment tutoring.

Student Workbook
Engaging activities to practice each of the 54 phonics skills

Decodable Passages
Age-appropriate decodable passage for each lesson to practice phonics skills in connected text

EPS Reading Assistant
AI-driven reading tutor for personalized reading practice with in-the-moment tutoring

Automated Assessment

Reading Assistant provides robust assessment capability to serve teachers and students.

Early Literacy Assessment
15-minute adaptive assessment for screening, diagnostics, benchmarking, and reading-practice placement.

Ongoing Formative Assessment
Progress monitoring and comprehensive reporting from every reading practice session with reports in English and Spanish.
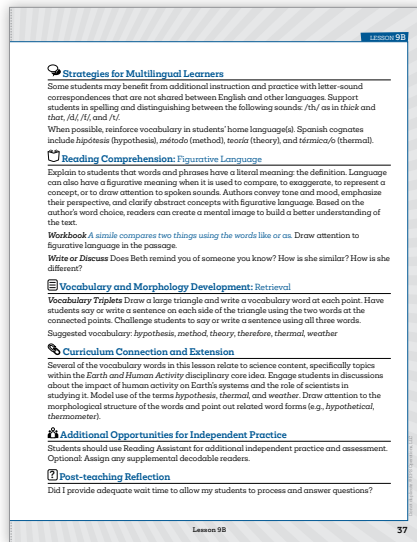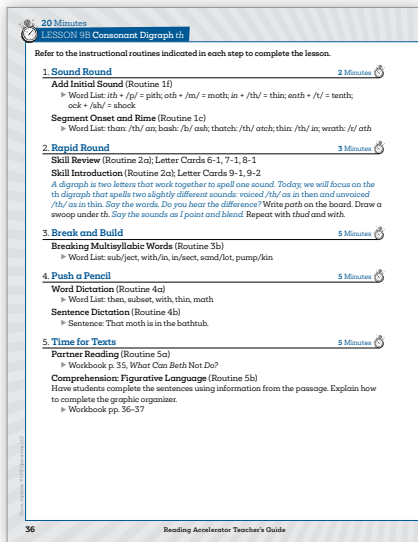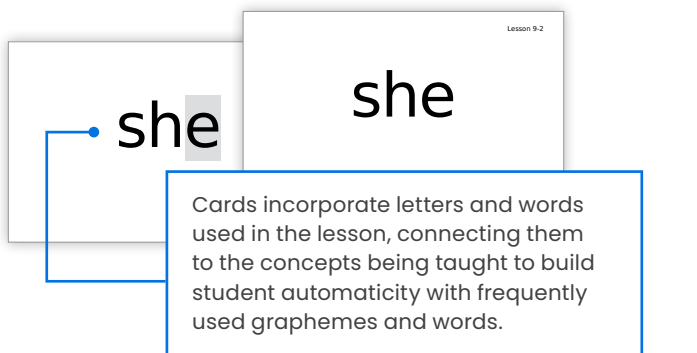
Teacher Materials

Teacher's Guide

The Teacher's Guide provides easy-to-follow instructions that enable educators to teach each 5-step, 20-minute lesson.

- Includes a systematic scope and sequence to ensure success.
- Includes two 20-minute lessons for each skill taught.
- Features side-by-side guidance and instructional routines integrated with the Student Workbook text to support explicit instruction of reading concepts and skills.
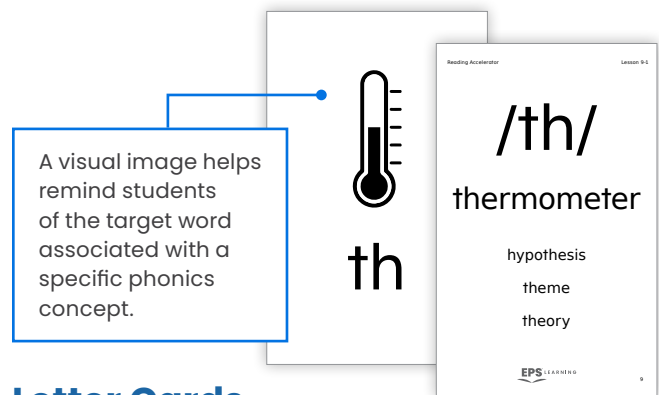
The Teacher's Guide covers the 54 specific phonics skills in the scope and sequence across 108 lessons, each taking 20 minutes to teach.

Word Cards

Cards incorporate letters and words used in the lesson, connecting them to the concepts being taught to build student automaticity with frequently used graphemes and words.

Durable cards for classroom use help build automaticity of the words most frequently encountered and used by students.

Letter Cards

A visual image helps remind students of the target word associated with a specific phonics concept.

Large format cards are used for further visual reinforcement to teach letters and sounds in whole class and small-group settings.

All teacher materials are also available in a digital format through EPS Connect.

Instructional Routines

Reading Accelerator Instructional Routines are structured, consistent activities teachers and students participate in at each step of every lesson.

Lessons incorporate Instructional Routines in each step to strengthen student learning during explicit instruction of key reading concepts.

1. Sound Round

1a. Rhyme

Say the word or words twice, and have students say the word. Ask students about the rhyme.

- **Rhyme Recognition:** Math, bath . . . math, bath. 💬 *Do they rhyme?* 💬
- **Rhyme Production:** Lamp . . . lamp. 💬 *What rhymes with* lamp? 💬

1b. Blend

Say the words, syllables, or sounds twice. Ask students to blend to say a word.

- **Blend Words:** Camp . . . fire, camp . . . fire. *Blend.* 💬
- **Blend Syllables:** Gar . . . den, gar . . . den. *Blend.* 💬
- **Blend Onset and Rime:** */t/ . . . ip, /t/ . . . ip. Blend.* 💬
- **Blend Sounds:** */b/, /a/, /t/ . . . /b/, /a/, /t/.* 💬 *Blend.* 💬

1c. Segment

Say the word twice, and have students say the word. Ask students to segment the word into smaller words, syllables, or sounds.

- **Segment Words:** Cupcake . . . cupcake. 💬 *What are the smaller words?* 💬
- **Segment Syllables:** Fantastic . . . fantastic. 💬 *What are the syllables?* 💬
- **Segment and Count Syllables:** Napkin . . . napkin. 💬 *How many syllables?* 💬
- **Segment Onset and Rime:** Sat . . . sat. 💬 *What is the first sound and the rest of the word?* 💬
- **Segment Sounds:** Cap . . . cap. 💬 *What are the sounds?* 💬

1d. Isolate

Say the word twice, and have students say the word. Ask students to isolate one sound in the word.

- **Isolate Initial Sound:** Time . . . time. 💬 *What is the first sound?* 💬
- **Isolate Medial Sound:** Lap . . . lap. 💬 *What is the middle vowel sound?* 💬
- **Isolate Final Sound:** Catch . . . catch. 💬 *What is the final sound?* 💬

💬 Indicates student response.

Teacher's Guide
Sample Pages

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20 Minutes
LESSON 9B **Consonant Digraph** *th*

Refer to the instructional routines indicated in each step to complete the lesson.

1. **Sound Round** | **2** Minutes

Add Initial Sound (Routine 1f)
▶ Word List: *ith* + /p/ = pith; *oth* + /m/ = moth; *in* + /th/ = thin; *enth* + /t/ = tenth; *ock* + /sh/ = shock

Segment Onset and Rime (Routine 1c)
▶ Word List: than: /th/ *an*; bash: /b/ *ash*; thatch: /th/ *atch*; thin: /th/ *in*; wrath: /r/ *ath*

2. **Rapid Round** | **3** Minutes

Skill Review (Routine 2a); Letter Cards 6-1, 7-1, 8-1

Skill Introduction (Routine 2a); Letter Cards 9-1, 9-2
A digraph is two letters that work together to spell one sound. Today, we will focus on the th *digraph that spells two slightly different sounds: voiced /th/ as in* then *and unvoiced /th/ as in* thin. *Say the words. Do you hear the difference?* Write *path* on the board. Draw a swoop under *th. Say the sounds as I point and blend.* Repeat with *thud* and *with.*

3. **Break and Build** | **5** Minutes

Breaking Multisyllabic Words (Routine 3b)
▶ Word List: sub/ject, with/in, in/sect, sand/lot, pump/kin

4. **Push a Pencil** | **5** Minutes

Word Dictation (Routine 4a)
▶ Word List: then, subset, with, thin, math

Sentence Dictation (Routine 4b)
▶ Sentence: That moth is in the bathtub.

5. **Time for Texts** | **5** Minutes

Partner Reading (Routine 5a)
▶ Workbook p. 35, *What Can Beth* Not *Do?*

Comprehension: Figurative Language (Routine 5b)
Have students complete the sentences using information from the passage. Explain how to complete the graphic organizer.
▶ Workbook pp. 36–37

> Each 5-step lesson includes sound, sight, reading, and writing activities as well as instructional routines to support explicit instruction of reading concepts and skills.

Teacher's Guide

Sample Pages

The support page includes guidance for multisensory, multilingual, error-correction responses, and responsive teaching strategies.

💬 Strategies for Multilingual Learners

Some students may benefit from additional instruction and practice with letter-sound correspondences that are not shared between English and other languages. Support students in spelling and distinguishing between the following sounds: /th/ as in *thick* and *that*, /d/, /f/, and /t/.

When possible, reinforce vocabulary in students' home language(s). Spanish cognates include *hipótesis* (hypothesis), *método* (method), *teoría* (theory), and *térmica/o* (thermal).

📖 Reading Comprehension: Figurative Language

Explain to students that words and phrases have a literal meaning: the definition. Language can also have a figurative meaning when it is used to compare, to exaggerate, to represent a concept, or to draw attention to spoken sounds. Authors convey tone and mood, emphasize their perspective, and clarify abstract concepts with figurative language. Based on the author's word choice, readers can create a mental image to build a better understanding of the text.

Workbook A simile compares two things using the words like or as. Draw attention to figurative language in the passage.

Write or Discuss Does Beth remind you of someone you know? How is she similar? How is she different?

📄 Vocabulary and Morphology Development: Retrieval

Vocabulary Triplets Draw a large triangle and write a vocabulary word at each point. Have students say or write a sentence on each side of the triangle using the two words at the connected points. Challenge students to say or write a sentence using all three words.

Suggested vocabulary: *hypothesis*, *method*, *theory*, *therefore*, *thermal*, *weather*

🔗 Curriculum Connection and Extension

Several of the vocabulary words in this lesson relate to science content, specifically topics within the *Earth and Human Activity* disciplinary core idea. Engage students in discussions about the impact of human activity on Earth's systems and the role of scientists in studying it. Model use of the terms *hypothesis*, *thermal*, and *weather*. Draw attention to the morphological structure of the words and point out related word forms (e.g., *hypothetical*, *thermometer*).

👥 Additional Opportunities for Independent Practice

Students should use Reading Assistant for additional independent practice and assessment. Optional: Assign any supplemental decodable readers.

❓ Post-teaching Reflection

Did I provide adequate wait time to allow my students to process and answer questions?

Student Materials

Student Workbook

The Student Workbook includes engaging activities for student practice with each of the 54 phonics skills covered in the program. These activities help students solidify new skills and enable them to strengthen vocabulary and comprehension.

- Features dynamic graphics; individual and partner activities; and ample practice opportunities.
- Contains age-appropriate decodable passages with inclusive representation of a variety of cultures across multiple genres.

Decodable Passages

Each Reading Accelerator lesson includes an engaging, relevant, age-appropriate decodable passage.

- Passages utilize words with **explicitly taught phonics** skills and previously taught high-frequency words.
- **Reinforces skill acquisition** by incorporating focus skills and previously taught skills.
- Followed by **reading comprehension activities** including text-dependent cloze sentences, graphic organizers, and writing prompts.

Consonant Digraph *th*

What Can Beth *Not* Do?

Beth can do a lot. She can swim as well as a fish, lift as much as an ox, and do math as fast as a laptop. She can jog on an uphill path without rest. She can fix a rip and dig a pit. Then she will ask if you want help with the next job.

If you tell Beth that she can not do it all, she will not get upset. She will admit that she can not … yet.

LESSON 9 ☆

Lesson 9

R-controlled *or*

Fort or Port?

It was time to plan the class trip. The students had to pick one of two spots: Fort Morgan or North Port.

"Look at it like this," said Eve. "Fort Morgan is very old and can show us what life was like in the past. We must not forget that. And the fort is not far from here, so the drive would be short."

Norah said, "I do not support a trip to the fort. The drive to North Port would be short as well. We can look at how we import and export goods. We can see how a ship is made to withstand storms."

"We will have to put it to a vote in the morning," said Miss Thorp.

LESSON 22 ☆ 87

Lesson 22

Suffixes: *-ful, -less*

Successful and Weightless

What does it take to become successful? Dr. Ellen Ochoa (ō/chō/uh) would answer that you need to be relentless in going after your goals and willing to be weightless! In 1993, she became the first Hispanic woman to go into space when she joined a five-person space shuttle crew. Ochoa has been weightless in space four times. In total, she has spent more than forty days orbiting Earth.

Ochoa began her career as an engineer. People respected the impactful work she did, and she held many different jobs at NASA. She became the director of the Johnson Space Center and was the first Latina to hold that post.

Ochoa's career success is boundless. One reason for this is because she is mindful of speaking up and telling people she is capable. She says that others may not always realize what you can do. She understands the power of intent. This means she plans before she acts. She also understands that a team working together can be more fruitful than just one person. A team with intent is even better! This approach helped Ochoa and her team be successful.

LESSON 44 ☆ 175

Lesson 44

Student Workbook

Sample Pages

math   thin   with   moth   that   this   thud   bathmat

What can they do with such a thin bathmat?
She did not see a theft happen on that path.

than	them	bath	out	path
moth	rich	then	happen	wish
want	thin	thus	chat	math
submit	chess	thump	bathtub	bench
this	without	kitten	want	thud
publish	that	shell	chant	theft

> Reinforcement exercises and activities focus on building vocabulary, comprehension, and fluency.

I can read these words in _____ seconds.
My partner can read these words in _____ seconds.

Consonant Digraph *th*

What Can Beth *Not* Do?

Beth can do a lot. She can swim as well as a fish, lift as much as an ox, and do math as fast as a laptop. She can jog on an uphill path without rest. She can fix a rip and dig a pit. Then she will ask if you want help with the next job.

If you tell Beth that she can not do it all, she will not get upset. She will admit that she can not … yet.

Student Workbook

Sample Pages

Complete the sentences using information from the passage.

A fish can ___swim___ well.

Beth can ___lift___ a big box.

She can run up a hill ___without___ rest.

Beth will ___admit___ that she can not do it all.

Each lesson includes robust language comprehension and writing activities that align with grade-level content.

The Student Workbook provides opportunities for learners to apply the knowledge and skills they have just been taught.

Consonant Digraph *th*

Word Meaning: Figurative Language

A simile compares two things using the words like *or* as.

Figurative Language	Meaning
swim as well as a fish	swim skillfully

Sentence
Student answers will vary but should reflect an understanding of the simile.

Figurative Language	Meaning
lift as much as an ox	carry a heavy weight

Sentence
Student answers will vary but should reflect an understanding of the simile.

Figurative Language	Meaning
do math as fast as a laptop	calculate quickly

Sentence
Student answers will vary but should reflect an understanding of the simile.

EPS Reading Assistant

Let an AI-driven Reading Assistant Help with Reading Practice and Automated Assessment

As a key component of Reading Accelerator, EPS Reading Assistant uses voice recognition technology and AI steeped in the science of reading to provide online assessment and personalized reading practice, accelerating students' progress toward reading proficiency.

- Provides personalized reading practice combined with **real-time feedback** and micro-interventions.

- Provides educators and administrators with detailed **reports and dashboards** that pinpoint specific strengths and deficits in reading skills.

- Serves as an **initial reading placement** assessment tool and an ongoing progress monitoring tool.

- Offers **bilingual support** in both English and Spanish, and helps maximize success for all readers, including those with **dyslexia** and **multilingual learners**.

Listens to students read out loud

Immediately assesses

Delivers personalized tutoring

Instantly reports

The technology underpinning Reading Assistant received **Tier 1 ESSA rating** and the first ever **CODiE award for Best Science of Reading Skills Solution (2023)**.

Tier 1 STRONG ESSA EVIDENCE

//CODiE//
SIIA CODiE AWARDS

EPS Connect Platform

Digital Resources to Enrich Reading Accelerator Teaching and Learning

The EPS Connect online platform provides teachers with a digital complement to Reading Accelerator print materials. Enhancing the teaching and learning experience, Reading Accelerator on EPS Connect gives teachers the flexibility of online access to:

- **Enhanced Lesson Scripting:** features scripted Reading Accelerator lesson plans that educators can follow as an easy onramp to teaching the program with fidelity right from the start.

- **Digital Manipulatives:** includes interactive word cards, letter cards, and manipulative letter/sound tiles with marking strategies utilized in the program.

- **Teacher's Guide and Student Workbook:** enable multiple instructors to keep up with student progress and teach in a variety of settings, including whole class and small groups.

Scope & Sequence

The Reading Accelerator Program Follows a Systematic Scope and Sequence

#	Lesson Title	Heart Words	Phonemic Awareness	Comprehension
1	Short *a*	a	Rhyme Recognition, Rhyme Production	Making Inferences
2	Short *i*	I, the	Rhyme Recognition, Rhyme Production	Cause and Effect
3	Short *o*	do, go, he, what	Rhyme Recognition, Isolate Initial Sound	Main Idea and Details
4	Short *e*	have, see, was, we	Rhyme Production, Isolate Medial Sound	Making Inferences
5	Short *u*	for, my, out	Rhyme Recognition, Blend Onset and Rime	Sequence
6	Decoding Multisyllabic Words		Blend Syllables, Segment Syllables	Compare and Contrast
7	Consonant Digraph *sh*		Blend Sounds, Blend Words	Multiple-Meaning Words
8	Consonant Digraph *ch*	want	Blend Sounds, Segment Sounds	Cause and Effect
9	Consonant Digraph *th*	all, she, they, you	Add Initial Sound, Segment Onset and Rime	Figurative Language
10	Consonant Digraphs: *ck, wh*	of, said, use	Add Initial Sound, Segment Onset and Rime	Cause and Effect
11	*qu*	are, like, to	Add Initial Sound, Segment Onset and Rime	Sequence
12	Schwa	smile, warm	Segment and Count Syllables, Segment Syllables	Story Elements and Theme
13	Consonant Blends with *s*	how, one, where	Blend Sounds, Isolate Final Sound	Main Idea and Details
14	Consonant Blends with *l* and *r*	here, their, water, would	Blend Sounds, Isolate Final Sound	Compare and Contrast
15	Plurals and Inflection *–s*	both	Blend Sounds, Add Final Sound	Multiple-Meaning Words
16	Open Syllables	catch, make, there, who	Blend Syllables, Add Final Sound	Main Idea and Details
17	*ng, nk*	down, put, sound, were	Isolate Initial Sound, Add Initial Sound	Compare and Contrast
18	Split Vowel Teams (CVCe): *a_e, i_e*	come, some	Segment Sounds, Isolate Medial Sound	Main Idea and Details
19	Split Vowel Teams (CVCe): *e_e, o_e, u_e*	good, live, why, your	Segment Sounds, Isolate Medial Sound	Making Inferences
20	Special Combinations: *–ild, –ind, –old, –olt, –ost*	move, work	Isolate Medial Sound, Substitute Medial Sound	Sequence
21	*R*-controlled *ar*	by, very	Blend Onset and Rime, Segment Onset and Rime	Cause and Effect
22	*R*-controlled *or*	does, look, show, two	Blend Sounds, Segment Onset and Rime	Compare and Contrast
23	R-controlled *er, ir, ur*	around, place, though	Blend Sounds, Segment Onset and Rime	Making Inferences
24	Long *a*: *ai, ay*	give	Segment Sounds, Add Initial Sound	Figurative Language
25	Long *a*: *ea, ei, eigh, ey*	listen, often	Segment Sounds, Add Initial Sound	Homophones
26	*al, all*	sure, usually	Segment Onset and Rime, Substitute Initial Sound	Cause and Effect
27	Inflections: *–es, –ing* (Double Final Consonant Spelling)		Segment Syllables, Add Last Syllable	Story Elements and Theme
28	Inflection *–ed* (Double Final Consonant Spelling)	been	Segment Syllables, Add Last Syllable	Multiple-Meaning Words

Scope and Sequence (continued)

#	Lesson Title	Heart Words	Phonemic Awareness	Comprehension
29	Long *e*: *ea*, *ee*, *ey*	could	Isolate Medial Sound, Segment Words	Sequence
30	Long *o*: *oa*, *ow*	know, only	Segment Sounds, Isolate Medial Sound	Compare and Contrast
31	Contractions with *Will* and *Not*		Blend Sounds, Segment Sounds	Persuasive Techniques
32	Long *i*: *igh*, *ight*	change	Segment Words, Substitute First Syllable	Making Inferences
33	Soft *c* and *g*	because, every, father, should	Isolate Final Sound; Substitute Final Sound	Main Idea and Details
34	Trigraphs: *dge*, *tch*	pull, push	Isolate Final Sound, Substitute Final Sound	Main Idea and Details
35	Long *u*: *ew*, *ue*, *ui*	food	Isolate Initial Sound, Substitute Initial Sound	Cause and Effect
36	Singular Possessives	busy, eye	Add Final Sound, Delete Final Sound	Story Elements and Theme
37	*au*, *aw*; *aught*, *ought*	again	Isolate Initial Sound, Substitute Initial Sound	Homophones
38	Long and Short *oo*	about, learn, picture	Substitute Initial Sound, Substitute Final Sound	Main Idea and Details
39	*y*: Long *e*, Long *i*	people, says	Delete Last Syllable, Segment and Count Syllables	Sequence
40	Diphthongs: *oi*, *oy*		Segment Sounds, Substitute Initial Sound	Cause and Effect
41	Diphthongs: *ou*, *ow*	any, different, instead	Segment Sounds, Substitute Initial Sound	Compare and Contrast
42	*ou*		Isolate Medial Sound, Substitute Medial Sound	Persuasive Techniques
43	Consonant-*le*	many	Segment and Count Syllables, Substitute First Syllable	Story Elements and Theme
44	Suffixes: *–ful*, *–less*	answer, Earth, together, world	Blend Syllables, Segment Syllables	Main Idea and Details
45	Suffixes: *–y*, *–ly*	word, write	Blend Syllables, Segment Syllables	Main Idea and Details
46	Suffixes: *–er*, *–est*	carry	Blend Syllables, Add Last Syllable	Figurative Language
47	Multisyllabic Words		Blend Syllables, Segment Syllables	Cause and Effect
48	Prefixes: *re–*, *un–*		Add First Syllable, Delete First Syllable	Sequence
49	Prefixes: *dis–*, *mis–*, *pre–*	school	Add First Syllable, Substitute First Syllable	Main Idea and Details
50	Inflections: *–ed*, *–es*, *–ing* (All Spelling Changes)		Segment Syllables, Substitute Last Syllable	Compare and Contrast
51	Irregular Plurals		Isolate Final Sound, Substitute Final Sound	Compare and Contrast
52	Plural Possessives		Add Last Syllable, Substitute Last Syllable	Claims, Reasons, and Evidence
53	Consonant Digraph *ph*		Segment Sounds, Isolate Initial Sound	Cause and Effect
54	Silent Consonants: *gn*, *kn*, *mb*, *wr*		Segment Sounds, Substitute Initial Sound	Main Idea and Details

Customer Success and Professional Learning Support

EPS Learning's robust implementation, professional learning and ongoing customer success program ensures effective educator training and high-fidelity implementation of Reading Accelerator.

- **Implementation and Onboarding:** Throughout the implementation process, EPS Learning supports schools with roll-out planning, communications strategy, implementation planning, technology configuration, and more.

- **Professional Learning:** Synchronous virtual teacher training is included as an integral part of each Reading Accelerator implementation:

  - Includes three, 90-minute learning modules—can be completed in a single day.

  - Provides the option for schools to upgrade to an in-person full-day workshop.

  - Offers ongoing, post-implementation training and coaching sessions to demonstrate model lessons and provide personalized feedback.

- **Ongoing Support:** EPS Learning provides technical support, regular Q&A sessions, and implementation-fidelity planning and tracking to ensure the ongoing success of your Reading Accelerator implementation.

Open a lifetime of literacy & learning.

At EPS Learning, our vision is to meet every student on their unique journey and provide a path to literacy through a comprehensive system of curricula, tools, and support for teachers and schools, fostering lifelong learning and success.

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