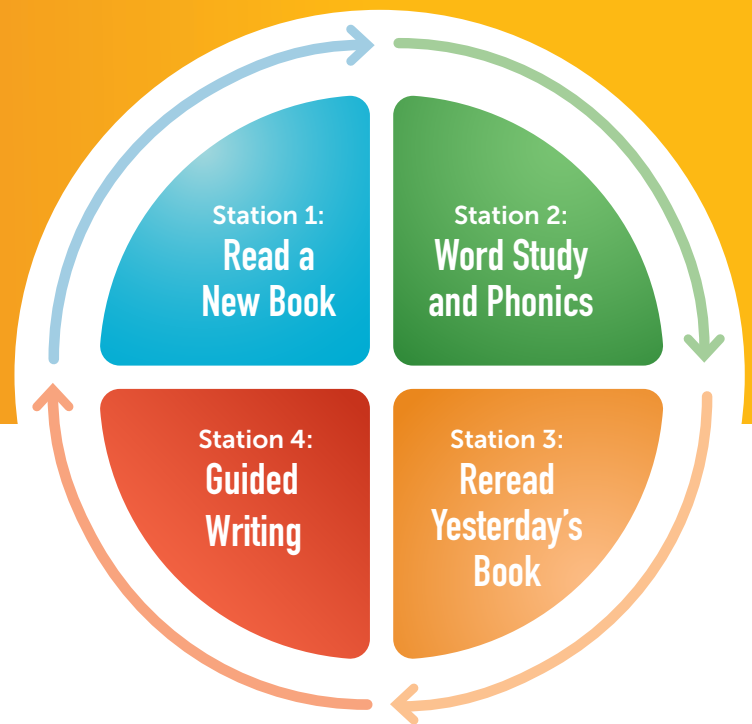


The Science of Reading at Work with **RISE**

RISE orchestrates the complexities of skilled reading with systematic explicit instruction at each station that aligns with the science of reading.



STUDENTS READING AT
LEVELS C–N

Word Recognition

Phonology: Students learn phonological awareness and how to link sounds (phonemes) to letters with picture sorting in **Station 2**, and are taught to apply phonology in **Station 1** and **Station 4**. Students also learn to see and hear segmentation patterns (syllables) in words through onsets and rimes in **Station 2**.

Orthography: Students learn spelling patterns and how to map sounds to letters in **Station 2**. They're also taught how to generalize orthographic rules and patterns to other similar words.

Decoding: Explicit, systematic phonics instruction in **Station 2** is critical to learning to read. Decoding, the process of using phonics to problem-solve unfamiliar words, occurs in **Station 1** and **Station 3**.

Sight Recognition: RISE uses four steps to strengthen visual memory in **Station 2**, so children can automatically recall sight words during reading in **Station 1** and in their writing in **Station 4**.

Language Comprehension

Meaning: Our goal in **Station 1** is to teach every reader to use semantics (meaning), syntax (language structures and grammar), and visual information, which includes both letters and sounds to comprehend text.

Comprehension: Though comprehension is the desired outcome for every station, it takes center stage in **Station 3**. Students are engaged in lively discussions about texts that explore literal and inferential meanings while instruction expands students' verbal reasoning.

Background Knowledge: The culturally relevant texts read in **Station 1** and **Station 3** reflect diversity and build background knowledge across a variety of topics, text structures, and genres.

Vocabulary: Vocabulary is explicitly taught in **Station 1** during the book introduction, along with language structures, and children use new vocabulary during the comprehension conversation in **Station 3** and in writing about the text in **Station 4**.

Fluency: Students reread the text in **Station 3** to build fluency, while the teacher prompts students individually for fluency. Students are also encouraged to reread the text at home with an adult to build fluency.

Writing: All of the complexities of skilled reading come together in **Station 4** as children use phonics, orthography, language structures, and newly learned vocabulary to respond to the text and extend meaning.

[scholastic.com/rise](https://www.scholastic.com/rise)