

Reading Horizons Correlation for Kindergarten

Texas Essential Knowledge and Skills

Reading Horizons Discovery® employs a structured approach to provide systematic, explicit instruction while integrating listening, speaking, reading, and writing. The emphasis of instruction is on phoneme awareness, sound-symbol correspondences, patterns and conventions of print, and the morphological, syntactical, and semantical aspects of language. This proven method provides students with the solid foundation that is necessary for proficient reading and writing.

Reading Horizons Vocabulary Terms

The following terms will be used throughout the correlation to illustrate the diverse ways in which Reading Horizons product offerings meet the listed standards.

1. **Dictation** is an interactive, multisensory process that is vital to the proper implementation of the Reading Horizons method. It can be performed one-on-one, in small groups, or with an entire class; in all cases, it should be a part of every skill lesson's classroom instruction. First, the leader provides a sound, letter name, slide, or word by extending his or her hands outward from the mouth to the class twice in a row. The students "catch" the offering with their outstretched hands and bring it forward to their ears. The process then reverses with the class sending the word twice and the teacher receiving it. Then, the class writes and marks (or proves) the letter, slide, or word while the teacher provides (when possible) a context sentence. Next, the students display their answers while the teacher formatively assesses and provides corrective feedback where needed. Finally, the teacher and students place their fingers beneath what they have written and read it aloud twice in a row, making sure to keep their eyes on what they are reading.
2. **Eraser Game** can be played after every instance of Dictation. This game is a simple way to reinforce concepts and to provide opportunities for students to follow directions and identify skills that are of particular concern to the teacher. Students should erase words based on the instructions given by the teacher. Students can erase words based on a sound or letter at the beginning, middle, or end of a word. Teachers can increase the difficulty by having students erase words based on definition, synonym, antonym, alphabetical order, or even by the answer to a riddle. See examples below. The examples assume students have the words *jog*, *cat*, and *sun* on their boards.
 - a. Erase the word that rhymes with *fog*.
 - B. Erase the word that has the same vowel sound as the word *map*.
 - C. Erase the word that means *a bright star near our planet that gives light*.
3. **Letter Formation Pages** provide opportunities for students to practice

proper letter formation.

4. **Most Common Words**, also referred to as high-frequency or sight words, are taught throughout the *Reading Horizons Elevate*[®] program. The Most Common Words (MCWs) taught in this program include high-frequency words derived from Fry's Instant Words List and are introduced in order of frequency. They are presented early on so that students can begin reading words in context sentences. They are not just memorized but are approached from a linguistic standpoint. There are 300 MCWs taught across 20 lessons with 15 words in each list.

MCWs appear in sentences on Transfer Cards (see Student Transfer Cards below). Printable flashcards are available on the teacher resource website *Reading Horizons Accelerate*[®] at www.rhaccelerate.com.

5. *Reading Horizons Discovery*[®] refers to the suite of products in the strategy-based K-3 reading program. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
6. *Reading Horizons Discovery*[®] **Spelling Supplement** refers to the suite of products that flip the decoding skills taught in the reading program to teach students how to spell words. There are individual kits for each grade level in grades 1-3. Each kit contains direct instruction materials, pretests, posttests, writing prompts, cloze passages, sort and spell activities, and more.
7. *Reading Horizons Discovery*[®] **Sound City** ensures that phoneme awareness and accurate articulation are developed, providing the anchor to teach letters. Learning to read is a complex achievement, and using the speech-to-print approach can help ensure a solid foundation for reading success.
8. **The *Reading Horizons Discovery*[®] Sound City Daily Phonemic Awareness Lessons** are *five-minute* teacher-led lessons that can be used for review at the beginning of each daily phonics lesson. They follow the gradual release of responsibility model, including scaffolded instruction for students who need extra support and provides skill assessments, review activities, and games to ensure student mastery, retention, and engagement
9. The *Reading Horizons Discovery*[®] **Sound Wall** classroom materials facilitate student mastery of the 44 phonemes in the English language and their associated graphemes. These skills promote proper sound articulation and lay the foundation for deeper phonemic awareness, phonics, and spelling instruction.
10. **Student Transfer Cards** contain words and sentences that are designed to provide students with opportunities to learn to recognize the print form of the same sounds

they were taught during the lesson. All words and sentences on the Transfer Cards are vocabulary controlled to include, but not exceed, the skills taught to that point in the program. Students can read and mark (or prove) the words on the card. Once isolated words have been marked and read, the sentences at the bottom of the card can be read aloud for fluency and comprehension.

11. **Whole Class Transfer Cards** are designed to facilitate automaticity in the recognition of the spelling patterns of the English language and the sounds they represent. Whole Class Transfer Cards can be projected and are meant to be read chorally by the class after they have completed the Guided Practice and Dictation section of the instruction. Skills on the Whole Class Transfer Cards progress from sound to slide to word and, finally, to sentence and passage.
12. **Practice Pages** are a collection of blackline masters that correlate with the *Reading Horizons Discovery*[®] lessons. They have been developed to provide additional practice and skills reinforcement.
13. **Little Books** are controlled-vocabulary fiction and non-fiction stories and passages with original illustrations. Each skill lesson has an accompanying Little Book to provide students with the opportunity to reinforce and transfer concepts to connected text as students progress through the course.
14. **Reading Records** are used with Little Books (see above) to provide an additional way to assess mastery of skills taught in the *Reading Horizons Discovery*[®] program. Reading Records can be administered to individual students as often as at the conclusion of every skill lesson, or less often to periodically measure cumulative mastery of previously taught skills.
15. **Letter Formation Transfer Cards** accompany the Kindergarten Teacher's Kit. These cards show proper letter formation in large print. These cards can be used to help students practice proper letter formation.
16. **Skill Checks** are designed as one-on-one assessments of skills taught. Skill Checks help the teacher determine areas of strength as well as areas in which extra help is necessary.

(a) Introduction

1. The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
2. The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
3. Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
4. English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

5. Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student’s English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

6. Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

7. Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.

(b) Knowledge and Skills

Standard

Reading Horizons Discovery® Kindergarten

1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

a. listen actively and ask questions to understand information and answer questions using multi-word responses;

Scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions to which students can respond using multi-word responses.

B. restate and follow oral directions that involve a short, related sequence of actions;

The process of Dictation allows opportunities for students to practice this skill.

<p>C. share information and ideas by speaking audibly and clearly using the conventions of language;</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>D. work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and</p>	<p>Many games in the <i>Games Supplement</i> provide opportunities for students to work collaboratively with others and follow rules.</p>
<p>E. develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>2. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	
<p>A. demonstrate phonological awareness by:</p>	
<p>i. identifying and producing rhyming words;</p>	<p>Rhyme is taught in the Phonemic Awareness Lesson <i>Rhyming Words</i>, and in the Daily Phonemic Awareness Lessons in Week 1. Practice of the skill is extended with games such as “Eraser Game,” “Rhyme Concentration,” and “Stories that Rhyme.” Other lessons, like those that cover Special Vowel Combinations that end in <i>-ll</i>, <i>-ng</i>, and <i>-nk</i>, reinforce rhyme and provide opportunities for practice.</p>

<p>ii. recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p>	<p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds and in the Sound Wall Lessons. This concept is reinforced as letters are introduced in the scope and sequence and in games such as <i>G- My Name is Gary</i> and the Eraser Game.</p>
<p>iii. identifying the individual words in a spoken sentence;</p>	<p>Week 1 in the Daily Phonemic Awareness Lessons teaches this skill. It is further reinforced through sentence Dictation, and games such as “Clap the Words,” and “Duck, Duck, Goose.”</p>
<p>iv. identifying syllables in spoken words;</p>	<p>The lesson Syllable Identification teaches this skill. It is also taught in weeks 2 and 3 of the Daily Phonemic Awareness Lessons. Multiple games, including Syllable Name Game, are available for reinforcement.</p>
<p>v. blending syllables to form multisyllabic words</p>	<p>The lesson Syllable Identification teaches this skill. It is also taught in weeks 2 and 3 of the Daily Phonemic Awareness Lessons. Multiple games, including Syllable Name Game, are available for reinforcement.</p>
<p>vi. segmenting multisyllabic words into syllables;</p>	<p>The lesson Syllable Identification teaches this skill. It is also taught in weeks 2 and 3 of the Daily Phonemic Awareness Lessons. Multiple games, including Syllable Name Game, are available for reinforcement.</p>
<p>vii. blending spoken onsets and rimes to form simple words;</p>	<p>Weeks 4-6 of the Phonemic Awareness Daily Lessons teach and provide practice opportunities for this skill. Blending and segmenting are skills that are taught various lessons in the Phonemic Awareness section at the beginning of the manuals. Blending and segmenting onsets and rimes can also be taught and reinforced in lessons 50-52 as students learn the Special Vowel Combinations that constitute specific rimes (e.g., <i>-ell</i>, <i>-ing</i>, <i>-onk</i>). The phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i>.</p>

viii. blending spoken phonemes to form one-syllable words;	Weeks 4-6, 9, 11-12, 15-16, 21-22, 25, 27 and 29-36 instruct and provide practice opportunities for this skill. Additional instruction in this skill is found in the lesson Phoneme Blending and Segmentation. Dictation and the Eraser Game provide further opportunities for practice.
ix. manipulating syllables within a multisyllabic word; and	The lesson Syllable Identification teaches this skill. Multiple games, including Syllable Name Game, Syllable Subtraction, and the Eraser Game can be used for reinforcement.
x. segmenting spoken one-syllable words into individual phonemes;	Weeks 7-8, 10-12, 15-16, 21-22, 26, and 28-36 instruct and provide practice opportunities for this skill. Additional instruction in this skill is found in the lesson Phoneme Blending and Segmentation. Dictation and the Eraser Game provide further opportunities for practice.
B. demonstrate and apply phonetic knowledge by:	
i. identifying and matching the common sounds that letters represent;	Lessons 2, 3, 5-7, 12-16, 19-23, 26-31, and 33-37 teach how to form upper/lowercase of all letters of the alphabet. Letter instruction includes name of the letter, sound of the letter, and uppercase and lowercase formation.
ii. using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;	Lesson 8: Building Words teaches the basic sequence of building CVC words. Students practice transferring those skills to VC words as well. As more skills are taught, students learn how to use those skills to build longer words, including CCVC and CVCC words. These skills can be reinforced in many ways: Transfer Cards, Little Books, Skill Checks, games, and Practice Pages.
iii. recognizing that new words are created when letters are changed, added, or deleted such as <i>it</i> - <i>pit</i> - <i>tip</i> - <i>tap</i> ; and	This skill is explicitly taught in Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds as well as Phoneme Blending and Segmentation. It is also covered in Lesson 8: Building Words. Teachers can help students practice this skill during the process of Dictation.

<p>iv. identifying and reading at least 25 high-frequency words from a research-based list;</p>	<p>Most Common Words Lessons 10, 17, 24, 32, 40, 41, 48, and 53 teach 32 high-frequency words based on the most frequently used words from Fry’s Instant Words List. These words are used, and the skills are reinforced, in Transfer Cards and Most Common Words Cards. Teachers can use Skill Checks to assess student knowledge of these words.</p>
<p>C. demonstrate and apply spelling knowledge by:</p>	
<p>i. spelling words with VC, CVC, and CCVC;</p>	<p>Lesson 8: Building Words teaches the basic sequence of building CVC words. Students practice transferring those skills to VC words as well. As more skills are taught, students learn how to use those skills to build longer words, including CCVC words. These skills can be reinforced in many ways: Transfer Cards, Little Books, Skill Checks, games, and Practice Pages. This skill is further reinforced with lessons and activities from the <i>Reading Horizons Discovery® Spelling Supplement</i>.</p>
<p>ii. spelling words using sound spelling patterns; and</p>	<p>Lessons 2, 3, 5–7, 11–16, 19–23, 26–31, and 33–37 teach how to form upper/lowercase of all letters of the alphabet. Letter instruction includes name of the letter, sound of the letter, and uppercase and lowercase formation. The skills taught during decoding instruction are also practiced from an encoding perspective through the process of Dictation. This skill is further reinforced with lessons and activities from the <i>Reading Horizons Discovery® Spelling Supplement</i>.</p>
<p>iii. spelling high frequency words from a research based list;</p>	<p>Most Common Words Lessons 10, 17, 24, 32, 40, 41, 48, and 53 teach 32 high-frequency words based on the most frequently used words from Fry’s Instant Words List. These words are used, and the skills are reinforced, in Transfer Cards and Most Common Words Cards. Teachers can use Skill Checks to assess student knowledge of these words. This skill is further reinforced with lessons and activities from the <i>Reading Horizons Discovery® Spelling Supplement</i>.</p>
<p>D. demonstrate print awareness by:</p>	
<p>i. identifying the front cover, back cover, and title</p>	<p>Little Books introduce students to book parts and provide practice with them throughout. The lesson Parts of a Book reinforces this concept and is available</p>

page of a book;	on <i>Reading Horizons Accelerate</i> ®.
ii. holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;	Beginning in Lesson 8: Building Words, students learn that words are built and read from left to right. Lesson 25: Sentence Structure explains how sentences are formed. Little Books provide practice opportunities throughout the course. The lesson Parts of a Book reinforces this concept and is available on <i>Reading Horizons Accelerate</i> ®.
iii. recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;	Lesson 25: Sentence Structure teaches how sentences are formed. Phonemic and phonological awareness are covered in an explicit lesson for teachers and reinforced through Dictation, games, and activities throughout.
iv. recognizing the difference between a letter and a printed word; and	Beginning in Lesson 8: Building Words, students use letters to spell words. Transfer Cards in the early lessons show letters in isolation. Scripted letter instruction lessons walk students through the process of mastering a letter before using it in a word. Daily Dictation practice provides opportunities for teachers to reinforce letter and word knowledge. Once students have learned to build words, Transfer Cards show letters, words, and eventually sentences.
v. identifying all uppercase and lowercase letters; and	Lessons 2, 3, 5-7, 12-16, 19-23, 26-31, and 33-37 teach how to form upper/lowercase of all letters of the alphabet. Skill Checks empower teachers to assess these skills.
E. develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	Lessons 2, 3, 5-7, 12-16, 19-23, 26-31, and 33-37 teach how to form upper/lowercase of all letters of the alphabet. Letter Formation Pages, Letter Formation Transfer Cards, and Practice Pages provide ample opportunities for students to practice this skill.

3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
A. use a resource such as a picture dictionary or digital resource to find words;	The Software Word Wall can be used to practice this skill.
B. use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.
C. identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	Lesson 49: Verbs teaches students to identify action words.
4. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently.	
The student is expected to self-select text and interact independently with text for increasing periods of time.	Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.
5. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
A. establish purpose for reading assigned and self-selected texts with adult assistance;	Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.

<p>B. generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p>	<p>Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>C. make and confirm predictions using text features and structures with adult assistance;</p>	<p>Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>D. create mental images to deepen understanding with adult assistance;</p>	<p>Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>E. make connections to personal experiences, ideas in other texts, and society with adult assistance;</p>	<p>Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>F. make inferences and use evidence to support understanding with adult assistance;</p>	<p>Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>G. evaluate details to determine what is most important with adult assistance;</p>	<p>Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>H. synthesize information to create new understanding with adult assistance; and</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>

<p>I. monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.</p>	<p>Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>6. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<p>A. describe personal connections to a variety of sources;</p>	<p>Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>B. provide an oral, pictorial, or written response to a text;</p>	<p>Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>C. use text evidence to support an appropriate response;</p>	<p>Little Books and their comprehension questions can be used to practice this skill.</p>
<p>D. retell texts in ways that maintain meaning;</p>	<p>Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>E. interact with sources in meaningful ways such as illustrating or writing; and</p>	<p>Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>F. respond using newly acquired vocabulary as appropriate.</p>	<p>In the software’s Vocabulary Tool, every word is used in a context sentence.</p>

<p>7. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts— literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	
<p>A. discuss topics and determine the basic theme using text evidence with adult assistance;</p>	<p>Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>B. identify and describe the main character(s);</p>	<p>Kindergarten Little Books have three comprehension questions for each story addressing the following areas of comprehension: story sequence (including key events), elements of a story (e.g., setting, characters, problem, and solution), vocabulary, and inference.</p>
<p>C. describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and</p>	<p>Kindergarten Little Books have three comprehension questions for each story addressing the following areas of comprehension: story sequence (including key events), elements of a story (e.g., setting, characters, problem, and solution), vocabulary, and inference.</p>
<p>D. describe the setting.</p>	<p>Kindergarten Little Books have three comprehension questions for each story addressing the following areas of comprehension: story sequence (including key events), elements of a story (e.g., setting, characters, problem, and solution), vocabulary, and inference.</p>
<p>8. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	

<p>A. demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes;</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>B. discuss rhyme and rhythm in nursery rhymes and a variety of poems;</p>	<p>Nursery Rhymes are taught in Weeks 1 and 2 of the Phonemic Awareness Daily Lessons.</p>
<p>C. discuss main characters in drama;</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>D. recognize characteristics and structures of informational text, including:</p>	
<p>i. the central idea and supporting evidence with adult assistance;</p>	<p>Little Books and Reading Records provide ample opportunities to practice this skill.</p>
<p>ii. titles and simple graphics to gain information; and</p>	<p>Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>iii. the steps in a sequence with adult assistance;</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>E. recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do;</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>

F. recognize characteristics of multimodal and digital texts.	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
9. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
A. discuss with adult assistance the author's purpose for writing text;	Little Books and Reading Records provide ample opportunities to practice this skill.
B. discuss with adult assistance how the use of text structure contributes to the author's purpose;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
C. discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.
D. discuss with adult assistance how the author uses words that help the reader visualize; and	Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.
E. listen to and experience first- and third-person texts.	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
10. Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	

A. plan by generating ideas for writing through class discussions and drawings;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
B. develop drafts in oral, pictorial, or written form by organizing ideas;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
C. revise drafts by adding details in pictures or words;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
D. edit drafts with adult assistance using standard English conventions, including:	
i. complete sentences;	Lesson 25: Sentence Structure teaches students about complete sentences.
ii. verbs;	Lesson 49: Verbs teaches students about verbs.
iii. singular and plural nouns;	Lesson 42: Nouns teaches students about singular and plural nouns.
iv. adjectives, including articles;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
v. prepositions;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
vi. pronouns, including subjective, objective, and possessive cases;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
vii. capitalization of the first letter in a sentence and name;	Lesson 11: Capitalization teaches students to capitalize the first letter in a sentence and the pronoun <i>I</i> .

viii.punctuation marks at the end of declarative sentences; and	Lesson 18: Punctuation teaches students about periods, question marks, and exclamation points.
ix. correct spelling of words with grade-appropriate orthographic patterns and rules and high frequency words; and	Students are given frequent exposure spelling patterns as they engage in the process of Dictation. Most Common Words lessons cover high-frequency words.
E. share writing.	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
11.Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
A. dictate or compose literary texts, including personal narratives; and	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
B. dictate or compose informational texts.	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
12.Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
A. generate questions for formal and informal inquiry with adult assistance;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
B. develop and follow a research plan with adult assistance;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.

<p>C. gather information from a variety of sources with adult assistance;</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>D. demonstrate understanding of information gathered with adult assistance; and</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>E. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>

Reading Horizons Correlation for First Grade

Texas Essential Knowledge and Skills

Reading Horizons Vocabulary Terms

The following terms will be used throughout the correlation to illustrate the diverse ways in which Reading Horizons product offerings meet the listed standards.

1. **Dictation** is an interactive, multisensory process that is vital to the proper implementation of the Reading Horizons method. It can be performed one-on-one, in small groups, or with an entire class; in all cases, it should be a part of every skill lesson's classroom instruction. First, the leader provides a sound, letter name, slide, or word by extending his or her hands outward from the mouth to the class twice in a row. The students "catch" the offering with their outstretched hands and bring it forward to their ears. The process then reverses with the class sending the word twice and the teacher receiving it. Then, the class writes and marks (or proves) the letter, slide, or word while the teacher provides (when possible) a context sentence. Next, the students display their answers while the teacher formatively assesses and provides corrective feedback where needed. Finally, the teacher and students place their fingers beneath what they have written and read it aloud twice in a row, making sure to keep their eyes on what they are reading.
2. **Eraser Game** can be played after every instance of dictation. This game is a simple way to reinforce concepts and to provide opportunities for students to follow directions and identify skills that are of particular concern to the teacher. Students should erase words based on the instructions given by the teacher. Students can erase words based on a sound or letter at the beginning, middle, or end of a word. Teachers can increase difficulty by having students erase words based on definition, synonym, antonym, alphabetical order, or even by the answer to a riddle. See examples below. The examples assume students have the words *jog*, *cat*, and *sun* on their boards.
 - a. Erase the word that rhymes with *fog*.
 - b. Erase the word that has the same vowel sound as the word *map*.
 - c. Erase the word that means *a bright star near our planet that gives light*.
3. **Letter Formation Pages** provide opportunities for students to practice proper letter formation.
4. **Letter Formation Transfer Cards** accompany the Kindergarten Teacher's Kit. These cards show proper letter formation in large print. These cards can be used to help students practice proper letter formation.
5. **Little Books** are controlled-vocabulary fiction and non-fiction stories and passages with original illustrations. Each skill lesson has an accompanying Little Book to provide students with the opportunity to reinforce and transfer concepts to connected text as students progress through the course.

6. **Most Common Words**, also referred to as high-frequency or sight words, are taught throughout the *Reading Horizons Discovery*[®] program. The Most Common Words (MCWs) taught in this program include high-frequency words derived from Fry's Instant Words list and are introduced in order of frequency. They are presented early on so that students can begin reading words in context sentences. They are not just memorized but are approached from a linguistic standpoint.
 - a. There are 30 MCWs taught across eight lessons in the Kindergarten Track.
 - b. There are 300 MCWs taught across 22 lessons in the Grades 1-3 tracks. There are 10 to 15 words in each list.

MCWs appear in sentences on Transfer Cards (see Student Transfer Cards below). Printable Word Wall and Flash Cards are available on the teacher resource website *Reading Horizons Accelerate*[®] at www.rhaccelerate.com.

7. **Practice Pages** are a collection of blackline masters that correlate with the *Reading Horizons Discovery*[®] lessons. They have been developed to provide additional practice and skills reinforcement.
8. ***Reading Horizons Discovery*[®]** refers to the suite of products in the strategy-based K-3 reading program. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly-differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
9. ***Reading Horizons Discovery*[®] Spelling Supplement** refers to the suite of products that flip the decoding skills taught in the reading program to teach students how to spell words. There are individual kits for each grade level in grades 1-3. Each kit contains direct instruction materials, pretests, posttests, writing prompts, cloze passages, sort and spell activities, and more.
10. ***Reading Horizons Elevate*[®]** refers to the suite of products in the strategy-based reading program designed for grades 4 and up. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly-differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
11. **Reading Records** are used with Little Books (see above) to provide an additional way to assess mastery of skills taught in the *Reading Horizons Discovery*[®] program. Reading Records can be administered to individual students as often as at the conclusion of every skill lesson, or less often to periodically measure cumulative mastery of previously-taught skills.

Reading Records can be used to

- assess student mastery of instruction.
- analyze student reading behavior as they orally read connected text.
- observe how students independently transfer strategies and skills to decode and comprehend text.
- guide instruction by identifying specific areas of need.
- identify skills students utilize when encountering words that they don't automatically recognize.
- determine whether or not students are relying solely on whole word memorization when reading.
- measure progress over time as RHD skills become more complex.
- determine areas of proficiency or instructional need regarding rate, accuracy, metacognition, and comprehension.

A Reading Record form accompanies each Little Book. Forms for shorter books contain the entire text from each book. As books get longer, only the first 100-150 words of text from each book are printed on the form. The Reading Record forms are generally similar to traditional running record forms with a few notable differences in the way reading behaviors are analyzed on the word level in relation to decodable text.

12. **Skill Checks** are designed as one-on-one assessments of skills taught. Skill Checks help the teacher determine areas of strength as well as areas in which extra help is necessary.
13. **Student Transfer Cards** contain words and sentences that are designed to provide students with opportunities to learn to recognize the print form of the same sounds they were taught during the lesson. All words and sentences on the Transfer Cards are vocabulary controlled to include, but not exceed, the skills taught to that point in the program. Students can read and mark (or prove) the words on the card. Once isolated words have been marked and read, the sentences at the bottom of the card can be read aloud for fluency and comprehension.
14. **Transfer Cards** is a generic term that refers to both Student and Whole Class Transfer Cards.
15. **Whole Class Transfer Cards** are designed to facilitate automaticity in the recognition of the spelling patterns of the English language and the sounds they represent. Whole Class Transfer Cards can be projected and are meant to be read chorally by the class after they have completed the Guided Practice and Dictation section of the instruction. Skills on the Whole Class Transfer Cards progress from sound to slide to word and, finally, to sentence and passage.

(a) Introduction

1. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In Kindergarten, students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills.
2. For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - a. English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - b. For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the revised August 2018 2 context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - c. During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

3. To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, “The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language,” students will accomplish the essential knowledge, skills, and student expectations at Kindergarten as described in subsection (b) of this section.

a. To meet Texas Education Code, §28.002(h), which states, “... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks,” students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and Skills

Standard	<i>Reading Horizons Discovery</i> [®]
1. Reading/Beginning Reading Skills/Print Awareness Students understand how English is written and printed. Students are expected to:	
a. recognize that spoken words are represented in written English by specific sequences of letters;	Beginning in Lesson 1: Letter Group 1, students learn letters and their sounds. In Lesson 3: Building Words, students begin to use letters to spell words. Through the process of Dictation, students translate sounds to letters and words. Transfer Cards and Little Books provide opportunities throughout to practice the skills taught.
b. identify upper- and lower-case letters;	Lessons 1, 5, 6, 8, 10, and 13 teach how to form upper/ lowercase of all letters of the alphabet. Skill Checks empower teachers to assess these skills.
c. sequence the letters of the alphabet;	While individual letters are taught in five groups, alphabetical order is taught explicitly in Lesson 16: Alphabetical Order.
d. recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);	Beginning in Lesson 5: Capitalization and continuing in Lesson 11: Punctuation and Lesson 54: Sentence Structure, students learn elements of a sentence and begin to use them in games and Practice Pages.
e. read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and	Beginning in Lesson 3: Building Words, students are taught that words are built from left to right. Throughout many grammar lessons, students are given opportunities to practice forming sentences that go from left to right. Little Books provide practice opportunities throughout the course.

<p>f. identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).</p>	<p>Little Books introduce students to book parts and provide practice with them throughout.</p>
<p>2. Reading/Beginning Reading Skills/Phonological Awareness Students display phonological awareness. Students are expected to:</p>	
<p>a. orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant Blends (e.g., bl, st, tr);</p>	<p>The explicit lesson Phonemic Awareness: Rhyming Words provides a scripted lesson for teaching rhyme. Other lessons, like those that cover Special Vowel Combinations that end in -ll, -ng, and -nk; and Vowel Families O and I reinforce rhyme and provide opportunities for practice. Lessons 18-20 and 22 explicitly teach consonant Blends.</p> <p>Corresponding <i>Spelling Supplement</i> lessons teach students to spell words using the skills mentioned above and encourage opportunities to identify and form rhyming words in their writing.</p>
<p>b. distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);</p>	<p>Students are first introduced to short vowel sounds in Lesson 1: Letter Group 1. After extensive practice and opportunities to build on skills learned in CVC words, students learn short and long vowel sounds in Lesson 31. Lessons 32, 33, 42, 43, and 50 teach students how to identify when a vowel will be short or long. The <i>Spelling Supplement</i> reinforces these skills in their writing.</p>
<p>c. recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/ o/w/ to /g/l/o/w/);</p>	<p>Many games, such as Change That Word, and the process of Dictation create opportunities to practice this skill.</p>
<p>d. blend spoken phonemes to form one- and two-syllable words, including consonant Blends (e.g., spr);</p>	<p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Blending and Segmentation as well as Lesson 3: Building Words. Teachers can help students practice this skill during the process of Dictation. Consonant Blends are taught in Lessons 18-20 and 22.</p>

<p>e. isolate initial, medial, and final sounds in one-syllable spoken words; and</p>	<p>The explicit lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds introduces the idea of isolating sounds. Multiple games in the program reinforce this skill. Teachers can use the process of Dictation to practice this skill daily.</p> <p>When a student begins the software program, he or she will complete a series of initial assessments. These assessments identify the student’s ability to recognize phonemes—rhyming, syllables, initial sounds, blending, final sounds, medial sounds, and segmentation.</p>
<p>f. segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/s/p/l/a/t/).</p>	<p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds as well as Phoneme Blending and Segmentation. It is also covered in Lesson 3: Building Words. Teachers can help students practice this skill during the process of Dictation.</p> <p>The <i>Spelling Supplement</i> employs the use of Elkonin boxes to reinforce this skill through Sound and Spell activities.</p>
<p>3. Reading/Beginning Reading Skills/Phonics Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:</p>	
<p>a. decode words in context and in isolation by applying common letter-sound correspondences, including:</p>	
<p>i. single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;</p>	<p>Consonants and consonant sounds are taught in the following lessons:</p> <p>Lesson 2: b, d, f, g=/g/ (hard) Lesson 6: h, j, l, m Lesson 8: n, p, r, s=/s/ Lesson 10: t, v, w, y, x=/ks/ Lesson 13: z, qu=/kw/, c=/k/, k Lesson 14: c=/k/, k Lesson 23: s = /z/ Lesson 47: c=/s/, g=/j/ (soft)</p> <p>Students use the consonant sounds above to spell words throughout the <i>Spelling Supplement</i>.</p> <p>The skills taught in the above lessons can be practiced, reinforced, and assessed using Chapter Tests, Skill Checks, Check Ups, Transfer Cards, and Practice Pages.</p>

<p>ii. single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;</p>	<p>Vowels and vowel sounds are taught in the following lessons:</p> <p>Lesson 1: short a Lesson 6: short e Lesson 8: short o Lesson 10: short u Lesson 13: short i Lesson 31: introduction to long vowels Lesson 42: long e (e) Lesson 43: long a (a-e), long i (i-e), long o (o-e), long u (u-e) Lesson 59: y=long i Lesson 64: y=long e</p> <p>Students use the vowel sounds above to spell words throughout the <i>Spelling Supplement</i>.</p> <p>The skills taught in the above lessons can be practiced, reinforced, and assessed using Chapter Tests, Skill Checks, Check Ups, Transfer Cards, and Practice Pages.</p>
<p>iii. consonant Blends (e.g., bl, st);</p>	<p>Consonant Blends are taught in the following lessons:</p> <p>Lesson 18: L-Blends Lesson 19: R-Blends Lesson 20: S-Blends Lesson 22: dw and tw</p> <p>The <i>Spelling Supplement</i> uses consonant Blends to spell words.</p>
<p>iv. consonant Digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;</p>	<p>Consonant Digraphs are taught in the following lessons:</p> <p>Lesson 25: ng Lesson 27: voiced and voiceless th Lesson 28: ch, sh, wh, and ph Lesson 33: tch Lesson 35: ck Lesson 47: dge Lesson 83: kn</p> <p>The <i>Spelling Supplement</i> uses consonant Digraphs to spell words.</p>

<p>v. vowel Digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh; and</p>	<p>Vowel Digraphs are taught in the following lessons: Lesson 50: ea as in eat, ee, ay, ai, oa, ie as in pie, Lesson 57: -igh Lesson 86: aw, au Lesson 87: ow as in how, ow as in snow, ou as in out Lesson 89: oo as in foot, oo as in moon Lesson 95: ea as in bread, ie as in chief Lesson 97: ew</p> <p>The <i>Spelling Supplement</i> uses vowel Digraphs to spell words.</p>
<p>vi. vowel diphthongs including oy, oi, ou, and ow;</p>	<p>Vowel diphthongs are taught in the following lessons: Lesson 87: ou, ow Lesson 88: oi, oy</p> <p>The <i>Spelling Supplement</i> uses vowel diphthongs to spell words.</p>
<p>b. combine sounds from letters and common spelling patterns (e.g., consonant Blends, long and short-vowel patterns) to create recognizable words;</p>	<p>Lesson 3: Building Words begins with simple words with progressing difficulty of letter combinations as skills are taught. This skill can be practiced and reinforced during each lesson through the process of Dictation.</p> <p>The <i>Spelling Supplement</i> reverses the same skills taught in decoding to empower students to encode words.</p>
<p>c. use common syllabication patterns to decode words, including:</p>	
<p>i. closed syllable (CVC) (e.g., mat, rab-bit);</p>	<p>Lesson 32: Phonetic Skill 1 teaches students to decode CVC words. Lesson 66: Decoding Skill 2 teaches students to break down multisyllabic words in which the first syllable follows a CVC pattern. Lesson 68: Double Consonants teaches students how to decode multisyllabic words with double consonants in the middle, like <i>rabbit</i>. Lesson 82: Decoding Multisyllabic Words empowers students to combine their previous skills to break down words of any length.</p> <p>Practice Pages, Transfer Cards, and decodable Little Books provide ample opportunities to practice these skills.</p>
<p>ii. open syllable (CV) (e.g., he, ba-by);</p>	<p>Lesson 42: Phonetic Skill 3 teaches students to decode CV words. Lesson 61: Decoding Skill 1 teaches students to decode multisyllabic words in which the first syllable follows a CV pattern. Practice Pages, Transfer Cards, and decodable Little Books provide ample opportunities to practice these skills.</p>
<p>iii. final stable syllable (e.g., ap-ple, a-ble);</p>	<p>Lesson 69: -LE at the End of a Word teaches students to decode words that end in -le. Practice Pages, Transfer Cards, and decodable Little Books provide ample opportunities to practice these skills.</p>

<p>iv. vowel-consonant-silent “e” words (VCe) (e.g., kite, hide);</p>	<p>Lesson 43: Phonetic Skill 4 teaches students to decode words that end in the VCe combination. Practice Pages, Transfer Cards, and decodable Little Books provide ample opportunities to practice these skills.</p>
<p>v. vowel Digraphs and diphthongs (e.g., boy-hood, oat-meal); and</p>	<p>Skills addressed in this standard can be found in the following lessons:</p> <p>Lesson 26: Compound Words Lesson 50: Phonetic Skill 5 Lesson 86: Special Vowel Sounds AU/AW Lesson 87: Special Vowel Sounds OU/OW Lesson 88: Special Vowel Sounds OI/OY Lesson 89: Special Vowel Sounds OO/OO Lesson 97: Sounds of EU and EW.</p> <p>Practice Pages, Transfer Cards, and decodable Little Books provide ample opportunities to practice these skills.</p>
<p>vi. r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);</p>	<p>Murmur Diphthongs are taught in the following lessons:</p> <p>Lesson 76: ar Lesson 77: or Lesson 78: er, ur, and ir</p> <p>The <i>Spelling Supplement</i> uses Murmur Diphthongs to spell words.</p>
<p>d. decode words with common spelling patterns (e.g., -ink, -onk, -ick);</p>	<p>Examples of common spelling patterns (such as the ones mentioned in the skill statement) are taught in the following lessons:</p> <p>Lesson 25: Special Vowel Combinations Lesson 35: Spelling with -CK Lesson 32: Phonetic Skill 1 Lesson 33: Phonetic Skill 2 Lesson 40: Vowel Families O and I Lesson 42: Phonetic Skill 3 Lesson 43: Phonetic Skill 4 Lesson 50: Phonetic Skill 5 Lesson 57: Sounds of GH, IGH, and IGH</p> <p>The skills taught in the above lessons can be practiced, reinforced, and assessed using Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, and Little Books.</p>

<p>e. read base words with inflectional endings (e.g., plurals, past tenses);</p>	<p>Students are taught to read words with inflectional endings in the following lessons:</p> <p>Lesson 23: Plurals Lesson 28: Digraphs Lesson 34: Nouns Lesson 37: Adding Suffixes to Phonetic Skills 1 and 2 Lesson 38: Three Sounds of -ED Lesson 39: Verbs Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4 Lesson 55: Adding Suffixes to Phonetic Skill 5 Lesson 71: Adding Suffixes to Words Ending in Y</p> <p>Inflectional endings are also taught in tandem with other skills, such as consonant Digraphs, vowel Digraphs, r-controlled vowels, etc.</p> <p>The <i>Spelling Supplement</i> reinforces these skills while spelling words.</p>
<p>f. use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);</p>	<p>Lesson 26 teaches students to break down compound words. The <i>Spelling Supplement</i> reinforces this skill while spelling words.</p>
<p>g. identify and read contractions (e.g., isn't, can't);</p>	<p>Lesson 30 teaches students to identify and read contractions. The <i>Spelling Supplement</i> reinforces this skill while spelling words.</p>
<p>h. identify and read at least 100 high-frequency words from a commonly used list; and</p>	<p>Lessons 2, 7, 9, 12, 15, 17, 24, 29, 36, 41, 46, 51, 56, 58, 60, 65, 70, 75, 81, 85, 92, and 98 teach the 300 highest frequency words on the Fry Instant Word List (with a couple of substitutions for cultural sensitivity).</p> <p>The skills taught in the above lessons can be practiced, reinforced, and assessed using Most Common Words Cards, Most Common Word Assessments, Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, and Little Books.</p> <p>The <i>Spelling Supplement</i> reinforces these words during spelling.</p>
<p>i. monitor accuracy of decoding.</p>	<p>Transfer Cards, Practice Pages, Little Books, Reading Records, and the process of dictation all provide ample opportunities for teachers to monitor decoding accuracy. Students who use software will also have multiple opportunities to practice and prove decoding accuracy.</p>

4. Reading/Beginning Reading/Strategies	
Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	
a. confirm predictions about what will happen next in text by “reading the part that tells”	Little Books and Reading Records provide ample opportunities to practice this skill.
b. ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and	Little Books and Reading Records provide ample opportunities to practice this skill.
c. establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	Little Books, Little Book Comprehension Questions, and Reading Records provide ample opportunities to practice this skill.
5. Reading/Fluency	
Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	Little Books, Transfer Cards, and Reading Records provide ample opportunities to practice this skill.
6. Reading/Vocabulary Development	
Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:	
a. identify words that name actions (verbs) and words that name persons, places, or things (nouns);	Skills in this standard are taught in Lesson 34: Nouns and Lesson 39: Verbs.

<p>b. determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);</p>	<p>Lesson 26: Compound Words teaches students to break down compound words. The <i>Spelling Supplement</i> reinforces this skill while spelling words.</p>
<p>c. determine what words mean from how they are used in a sentence, either heard or read;</p>	<p>Little Books and Transfer Cards provide ample opportunities to practice this skill.</p>
<p>d. identify and sort words into conceptual categories (e.g., opposites, living things); and</p>	<p>Throughout the course, teachers are encouraged to provide definitions and context sentences for all words used in skill lessons to build student vocabulary.</p> <p>The <i>Spelling Supplement</i> contains word banks that call out science and math terms that follow the skills covered in the lesson.</p>
<p>e. alphabetize a series of words to the first or second letter and use a dictionary to find words.</p>	<p>Lesson 16: Alphabetical Order explicitly teaches alphabetical order. The lesson’s corresponding Practice Pages provide opportunities for students to alphabetize letters and words.</p>
<p>7. Reading/Comprehension of Literary Text/Theme and Genre Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p>	
<p>a. connect the meaning of a well-known story or fable to personal experiences; and</p>	<p>Little Books provide opportunities to practice this skill.</p>
<p>b. explain the function of recurring phrases (e.g., “Once upon a time” or “They lived happily ever after”) in traditional folk- and fairy tales.</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>

8. Reading/Comprehension of Literary Text/Poetry	
Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.	Certain word patterns, like Special Vowel Combinations (words that end in -ll, -ng, and -nk) and Vowel Families (like words that end in -ild, -old, etc.) easily lend themselves to discussions of rhyming and rhythm. Phonemic awareness activities on sound isolation and rhyming teach these skills as well. The <i>Spelling Supplement</i> provides further opportunities for students to utilize these skills.
9. Reading/Comprehension of Literary Text/Fiction	
Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
a. describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and	Little Books and Reading Records provide ample opportunities to practice this skill.
b. describe characters in a story and the reasons for their actions and feelings.	Little Books provide ample opportunities to practice this skill.
10. Reading/Comprehension of Literary Text/Literary Nonfiction	
Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.	Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.

11. Reading/Comprehension of Literary Text/Sensory Language	
Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text.	Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.
12. Reading/Comprehension of Text/Independent Reading	
Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time.	Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill. The software's reading library gives students access to multiple books. The software will also time students as they read.
13. Reading/Comprehension of Informational Text/Culture and History	
Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing about the text.	Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.
14. Reading/Comprehension of Informational Text/Expository Text	
Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
a. restate the main idea, heard or read;	Little Books, their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.
b. identify important facts or details in text, heard or read;	Little Books, their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.

<p>c. retell the order of events in a text by referring to the words and/or illustrations; and</p>	<p>Little Books, their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.</p>
<p>d. use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.</p>	<p>Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>15. Reading/Comprehension of Informational Text/Procedural Texts Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p>	
<p>a. follow written multi-step directions with picture cues to assist with understanding; and</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>b. explain the meaning of specific signs and symbols (e.g., map features).</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>16. Reading/Media Literacy Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p>	
<p>a. recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>b. identify techniques used in media (e.g., sound, movement).</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>17. Writing/Writing Process Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	
<p>a. plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.</p>

b. develop drafts by sequencing ideas through writing sentences;	The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
c. revise drafts by adding or deleting a word, phrase, or sentence;	The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
d. edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and	The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
e. publish and share writing with others.	The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
18. Writing/Literary Texts Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
a. write brief stories that include a beginning, middle, and end; and	The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
b. write short poems that convey sensory details.	The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
19. Writing/Expository and Procedural Texts Students write expository and procedural or work related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
a. write brief compositions about topics of interest to the student;	The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.

<p>b. write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>c. write brief comments on literary or informational texts.</p>	<p>Teachers can facilitate practice in this skill by encouraging students to write responses to comprehension questions for Little Books in complete sentences.</p>
<p>20. Oral and Written Conventions/Conventions Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p>	
<p>a. understand and use the following parts of speech in the context of reading, writing, and speaking:</p>	
<p>i. verbs (past, present, and future);</p>	<p>Skills in this standard are taught in Lesson 39: Verbs and Lesson 38: Three Sounds of <i>-ED</i>. The <i>Spelling Supplement</i> reinforces this skill while spelling words.</p>
<p>ii. nouns (singular/plural, common/proper);</p>	<p>Skills in this standard are taught in Lesson 34: Nouns. The <i>Spelling Supplement</i> reinforces this skill while spelling words.</p>
<p>iii. adjectives (e.g., descriptive: green, tall);</p>	<p>Skills in this standard are taught in Lesson 44: Adjectives. The <i>Spelling Supplement</i> reinforces this skill while spelling words.</p>
<p>iv. adverbs (e.g., time: before, next);</p>	<p>Skills in this standard are taught in Lesson 49: Adverbs. The <i>Spelling Supplement</i> reinforces this skill while spelling words.</p>
<p>v. prepositions and prepositional phrases;</p>	<p>In each Most Common Word lesson, the correct part of speech is given as part of a working definition of each word. Many prepositions fall into Most Common Word lessons.</p>
<p>vi. pronouns (e.g., I, me); and</p>	<p>Skills in this standard are taught in Lesson 34: Nouns. The <i>Spelling Supplement</i> reinforces this skill while spelling words.</p>
<p>vii. time-order transition words;</p>	<p><i>Spelling Supplement</i> Writing Prompts provide opportunities to practice this skill.</p>
<p>b. speak in complete sentences with correct subject-verb agreement; and</p>	<p>Skills in this standard are taught in Lesson 39: Verbs. The <i>Spelling Supplement</i> reinforces this skill while spelling words.</p>
<p>c. ask questions with appropriate subject-verb inversion.</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>

<p>21. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p>	
<p>a. form upper- and lower-case letters legibly in text, using the basic conventions of print (left to-right and top-to-bottom progression), including spacing between words and sentences;</p>	<p>Lessons 1, 6, 8, 10, and 13 teach how to form upper and lowercase forms of all the letters of the alphabet; beginning in Lesson 8, students are taught about spacing between letters and words. Letter Formation Pages, the Letter Formation software tool, Dictation, Practice Pages, and <i>Spelling Supplement</i> resources provide ample opportunities for students to practice this skill.</p>
<p>b. recognize and use basic capitalization for:</p>	
<p>i. the beginning of sentences;</p>	<p>Lesson 5: Capitalization teaches students to capitalize the first word in a sentence, the pronoun I, dates, and names. Lesson 54: Sentence Structure reinforces this skill. Students can practice proper capitalization with each lesson’s accompanying Practice Pages. <i>Spelling Supplement</i> resources also provide opportunities to reinforce and practice this capitalization.</p>
<p>ii. the pronoun “I”; and</p>	<p>Lesson 5: Capitalization teaches students to capitalize the first word in a sentence, the pronoun I, dates, and names. Lesson 34: Nouns and Lesson 54: Sentence Structure reinforce this skill. Students can practice proper capitalization with each lesson’s accompanying Practice Pages. <i>Spelling Supplement</i> resources also provide opportunities to reinforce and practice this capitalization.</p>
<p>iii. names of people; and</p>	<p>Lesson 5: Capitalization teaches students to capitalize the first word in a sentence, the pronoun I, dates, and names. Lesson 54: Sentence Structure reinforces this skill. Students can practice proper capitalization with each lesson’s accompanying Practice Pages. <i>Spelling Supplement</i> resources also provide opportunities to reinforce and practice this capitalization.</p>
<p>c. recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.</p>	<p>Lesson 11: Punctuation and Lesson 54: Sentence Structure teaches students to use punctuation at the end of a sentence. Students can practice this skill with the lesson’s accompanying Practice Pages.</p>

22. Oral and Written Conventions/Spelling

Students spell correctly. Students are expected to:

<p>a. use phonological knowledge to match sounds to letters to construct known words;</p>	<p>All lessons in <i>Reading Horizons Discovery</i>[®] and the <i>Reading Horizons Discovery</i>[®] <i>Spelling Supplement</i> focus on building this skill from both the decoding and encoding perspectives.</p> <p>As students build reading and spelling skills that follow predictable patterns, they are empowered to read and spell any word that follows a particular skill. Students have ample opportunity to practice these skills during Dictation and <i>Spelling Supplement</i>-related activities.</p> <p>The software also includes a Spelling and Word Recognition test.</p>
<p>b. use letter-sound patterns to spell:</p>	<p>The <i>Spelling Supplement</i> reverses the decoding skills students are using to read and applies them to encoding words. As students build reading and spelling skills that follow predictable patterns, they are empowered to spell any word that follows a particular skill. Students have ample opportunity to practice these skills during Dictation and <i>Spelling Supplement</i>-related activities.</p> <p>The software also includes a Spelling and Word Recognition test.</p>
<p>i. consonant-vowel-consonant (CVC) words;</p>	<p>Lesson 3: Building Words teaches the basic sequence of building CVC words. Students can practice this skill through Dictation, Practice Pages, Transfer Cards, and a variety of games. Teachers can assess this skill using Skill Checks.</p> <p>Lesson 32: Phonetic Skill 1 further reinforces this skill and helps students explain why the vowel sound is short in CVC words.</p>
<p>ii. consonant-vowel-consonant-silent e (CVCe) words (e.g., “hope”); and</p>	<p>Lesson 43: Phonetic Skill 4 teaches students to decode words that end in the VCe combination. <i>Spelling Supplement</i> lesson Week 18 explicitly teaches the corresponding spelling skill with these words.</p> <p>Practice Pages and <i>Spelling Supplement</i> resources provide ample opportunities to practice these skills.</p>
<p>iii. one-syllable words with consonant Blends (e.g., “drop”);</p>	<p>Spelling with consonant Blends is a skill taught in the following <i>Spelling Supplement</i> lessons:</p> <p>Week 4: L-Blends and R-Blends Week 5: S-Blends Week 6: dw and tw</p> <p>Students also get opportunities to write and spell words with consonant Blends while studying the decoding skills necessary to read these words.</p>

<p>c. spell high-frequency words from a commonly used list;</p>	<p>Lessons 2, 7, 9, 12, 15, 17, 24, 29, 36, 41, 46, 51, 56, 58, 60, 65, 70, 75, 81, 85, 92, and 98 teach the 300 highest frequency words on the Fry Instant Word List (with a couple of substitutions for cultural sensitivity).</p> <p>These lessons focus on a student’s ability to both read and spell these words. Words that are particularly difficult to spell are given special attention in the <i>Spelling Supplement</i>. <i>Reading Horizons Discovery</i>® and the <i>Spelling Supplement</i> also call out Most Common Words as they become decodable according to the skills taught in sequence.</p> <p>The skills taught in the above lessons can be practiced, reinforced, and assessed using Most Common Words Cards, Most Common Word Assessments, Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, and Little Books.</p>
<p>d. spell base words with inflectional endings (e.g., adding “s” to make words plurals); and</p>	<p>Students are taught to spell words with inflectional endings in the following <i>Spelling Supplement</i> lessons:</p> <p>Week 7: Plurals Week 11: Digraphs Week 15: Adding Suffixes to Phonetic Skills 1 and 2 Week 16: Three Sounds of -ED Week 21: Adding Suffixes to Phonetic Skills 3 and 4 Week 24: Adding Suffixes to Phonetic Skill 5</p> <p>Inflectional endings are also taught in tandem with other skills, such as consonant Digraphs, vowel Digraphs, r-controlled vowels, etc.</p> <p>Students also get opportunities to write and spell words with inflectional endings while studying the decoding skills necessary to read these words.</p>
<p>e. use resources to find correct spellings.</p>	<p>Lesson 16: Alphabetical Order will teach students the necessary alphabetizing skills to use reference materials. The <i>Spelling Supplement</i> teaches students to use the decoding skills they’ve learned to check their own spelling.</p>
<p>23. Research/Research Plan Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:</p>	
<p>a. generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>

<p>b. decide what sources of information might be relevant to answer these questions.</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>24. Research/Gathering Sources Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:</p>	
<p>a. gather evidence from available sources (natural and personal) as well as from interviews with local experts;</p>	<p>Students can gather textual evidence to answer comprehension questions found in the Little Books.</p>
<p>b. use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>c. record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>25. Research/Synthesizing Information</p>	
<p>Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>26. Research/Synthesizing Information</p>	
<p>Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>

27. Listening and Speaking/Listening	
Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	
a. listen attentively to speakers and ask relevant questions to clarify information; and	The process of Dictation allows opportunities for students to practice this skill.
b. follow, restate, and give oral instructions that involve a short related sequence of actions.	The process of Dictation allows opportunities for students to practice this skill.
28. Listening and Speaking/Speaking	
Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	The process of Dictation allows opportunities for students to practice this skill.
29. Listening and Speaking/Teamwork	
Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	Many games in the <i>Games Supplement</i> provide opportunities for students to work in teams.

Reading and Comprehension Skills-First Grade

Reading/Comprehension Skills

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

a. establish purposes for reading selected texts based upon desired outcome to enhance comprehension;	Little Books provide ample opportunities to practice this skill.
b. ask literal questions of text;	Little Books provide ample opportunities to practice this skill.
c. monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);	Little Books provide ample opportunities to practice this skill.
d. make inferences about text and use textual evidence to support understanding;	Little Books and Reading Records provide ample opportunities to practice this skill.
e. retell or act out important events in stories in logical order; and	Little Books and Reading Records provide ample opportunities to practice this skill.
f. make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	Little Books provide ample opportunities to practice this skill.

Reading Horizons Correlation for Second Grade

Texas Essential Knowledge and Skills

Reading Horizons Vocabulary Terms

The following terms will be used throughout the correlation to illustrate the diverse ways in which Reading Horizons product offerings meet the listed standards.

1. **Dictation** is an interactive, multisensory process that is vital to the proper implementation of the Reading Horizons method. It can be performed one-on-one, in small groups, or with an entire class; in all cases, it should be a part of every skill lesson's classroom instruction. First, the leader provides a sound, letter name, slide, or word by extending his or her hands outward from the mouth to the class twice in a row. The students "catch" the offering with their outstretched hands and bring it forward to their ears. The process then reverses with the class sending the word twice and the teacher receiving it. Then, the class writes and marks (or proves) the letter, slide, or word while the teacher provides (when possible) a context sentence. Next, the students display their answers while the teacher formatively assesses and provides corrective feedback where needed. Finally, the teacher and students place their fingers beneath what they have written and read it aloud twice in a row, making sure to keep their eyes on what they are reading.
2. **Eraser Game** can be played after every instance of dictation. This game is a simple way to reinforce concepts and to provide opportunities for students to follow directions and identify skills that are of particular concern to the teacher. Students should erase words based on the instructions given by the teacher. Students can erase words based on a sound or letter at the beginning, middle, or end of a word. Teachers can increase difficulty by having students erase words based on definition, synonym, antonym, alphabetical order, or even by the answer to a riddle. See examples below. The examples assume students have the words *jog*, *cat*, and *sun* on their boards.
 - a. Erase the word that rhymes with *fog*.
 - B. Erase the word that has the same vowel sound as the word *map*.
 - C. Erase the word that means *a bright star near our planet that gives light*.
3. **Letter Formation Pages** provide opportunities for students to practice proper letter formation.
4. **Letter Formation Transfer Cards** accompany the Kindergarten Teacher's Kit. These cards show proper letter formation in large print. These cards can be used to help students practice proper letter formation.
5. **Little Books** are controlled-vocabulary fiction and non-fiction stories and passages with original illustrations. Each skill lesson has an accompanying Little Book to provide students with the opportunity to reinforce and transfer concepts to connected text as students progress through the course.

6. **Most Common Words**, also referred to as high-frequency or sight words, are taught throughout the *Reading Horizons Discovery*[®] program. The Most Common Words (MCWs) taught in this program include high-frequency words derived from Fry’s Instant Words List and are introduced in order of frequency. They are presented early on so that students can begin reading words in context sentences. They are not just memorized but are approached from a linguistic standpoint.
 - a. There are 30 MCWs taught across eight lessons in the Kindergarten track.
 - B. There are 300 MCWs taught across 22 lessons in the grades 1-3 tracks. There are 10 to 20 words in each list.

MCWs appear in sentences on Transfer Cards (see Student Transfer Cards below). Printable Word Wall and Flash Cards are available on the teacher resource website *Reading Horizons Accelerate*[®] at www.rhaccelerate.com.

7. **Practice Pages** are a collection of blackline masters that correlate with the *Reading Horizons Discovery*[®] lessons. They have been developed to provide additional practice and skills reinforcement.
8. ***Reading Horizons Discovery*[®]** refers to the suite of products in the strategy-based K-3 reading program. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
9. ***Reading Horizons Discovery*[®] Spelling Supplement** refers to the suite of products that flip the decoding skills taught in the reading program to teach students how to spell words. There are individual kits for each grade level in grades 1-3. Each kit contains direct instruction materials, pretests, posttests, writing prompts, cloze passages, sort and spell activities, and more.
10. ***Reading Horizons Elevate*[®]** refers to the suite of products in the strategy-based reading program designed for grades 4 and up. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
11. **Reading Records** are used with Little Books (see above) to provide an additional way to assess mastery of skills taught in the *Reading Horizons Discovery*[®] program. Reading Records can be administered to individual students as often as at the conclusion of every skill lesson, or less often to periodically measure cumulative mastery of previously taught skills.

Reading Records can be used to

- assess student mastery of instruction.
- analyze student reading behavior as they orally read connected text.
- observe how students independently transfer strategies and skills to decode and comprehend text.
- guide instruction by identifying specific areas of need.
- identify skills students utilize when encountering words that they don't automatically recognize.
- determine whether or not students are relying solely on whole word memorization when reading.
- measure progress over time as RHD skills become more complex.
- determine areas of proficiency or instructional need regarding rate, accuracy, metacognition, and comprehension.

A Reading Record form accompanies each Little Book. Forms for shorter books contain the entire text from each book. As books get longer, only the first 100-150 words of text from each book are printed on the form. The Reading Record forms are generally similar to traditional running record forms with a few notable differences in the way reading behaviors are analyzed on the word level in relation to decodable text.

12. **Skill Checks** are designed as one-on-one assessments of skills taught. Skill Checks help the teacher determine areas of strength as well as areas in which extra help is necessary.
13. **Student Transfer Cards** contain words and sentences that are designed to provide students with opportunities to learn to recognize the print form of the same sounds they were taught during the lesson. All words and sentences on the Transfer Cards are vocabulary controlled to include, but not exceed, the skills taught to that point in the program. Students can read and mark (or prove) the words on the card. Once isolated words have been marked and read, the sentences at the bottom of the card can be read aloud for fluency and comprehension.
14. **Transfer Cards** is a generic term that refers to both Student and Whole Class Transfer Cards.
15. **Whole Class Transfer Cards** are designed to facilitate automaticity in the recognition of the spelling patterns of the English language and the sounds they represent. Whole Class Transfer Cards can be projected and are meant to be read chorally by the class after they have completed the Guided Practice and Dictation section of the instruction. Skills on the Whole Class Transfer Cards progress from sound to slide to word and, finally, to sentence and passage.

(a) Introduction

1. The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
2. The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
3. Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
4. English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

5. Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student’s English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
6. Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
7. Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.

(b) Knowledge and Skills

Standard	<i>Reading Horizons Discovery</i> [®]
1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
A. listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	Scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions to which students can respond using multi-word responses.
B. follow, restate, and give oral instructions that involve a short, related sequence of actions;	The process of Dictation allows opportunities for students to practice this skill.
C. share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.

<p>D. work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and</p>	<p>Many games in the <i>Games Supplement</i> provide opportunities for students to work collaboratively with others and follow rules.</p>
<p>E. develop social communication such as distinguishing between asking and telling.</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>2. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	
<p>A. demonstrate phonological awareness by:</p>	
<p>i. producing a series of rhyming words;</p>	<p>The explicit lesson Phonemic Awareness: Rhyming Words provides a scripted lesson for teaching rhyme. Other lessons, like those that cover Special Vowel Combinations that end in <i>-ll</i>, <i>-ng</i>, and <i>-nk</i>, reinforce rhyme and provide opportunities for practice.</p>
<p>ii. distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;</p>	<p>Vowels and vowel sounds are taught in the following lessons: Lesson 1: short <i>a</i> Lesson 6: short <i>e</i> Lesson 8: short <i>o</i> Lesson 10: short <i>u</i> Lesson 13: short <i>i</i> Lesson 31: introduction to long vowels Lesson 42: long vowels (CV pattern) Lesson 43: long <i>a</i> (<i>a-e</i>), long <i>i</i> (<i>i-e</i>), long <i>o</i> (<i>o-e</i>), long <i>u</i> (<i>u-e</i>) Lesson 50: long vowel sounds made by the following vowel teams: <i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i> Lesson 59: <i>y</i>=short and long <i>i</i> Lesson 64: <i>y</i>=long <i>e</i></p> <p>Students use the vowel sounds above to spell words throughout the <i>Spelling Supplement</i>. The skills taught in the above lessons can be practiced, reinforced, and assessed using Chapter Tests, Skill Checks, Check Ups, Transfer Cards, and Practice Pages.</p>

<p>iii. recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and</p>	<p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds.</p>
<p>iv. manipulating phonemes within base words;</p>	<p>This skill can be practiced in nearly every lesson throughout the program during the process of Dictation. It is also explicitly practiced in the following lessons and games:</p> <p>Lesson 18: L-Blends (<i>cap</i> vs <i>clap</i>) Lesson 19: R-Blends (<i>pop</i> vs <i>prop</i>) Lesson 20: S-Blends (<i>sip</i> vs <i>slip</i>) Lesson 25: Special Vowel Combinations (-LL, -NG, -NK) Lesson 40: Vowel Families O and I Lesson 43: Phonetic Skill 4 (This lesson shows how to add a grapheme to change the phoneme. Robust word banks help students practice the difference between CVC and CVCe words. i.e., <i>cap</i> vs <i>cape</i>.) Game: Change That Word</p>
<p>B. demonstrate and apply phonetic knowledge by:</p>	
<p>i. decoding words with short, long, or variant vowels, trigraphs, and blends;</p>	<p><i>Reading Horizons Discovery</i>[®] focuses on teaching all the necessary skills for decoding words. Chapter Tests, Skill Checks, Check Ups, Transfer Cards, and Practice Pages provide opportunities to practice, reinforce, and assess those skills.</p> <p>Vowel sounds are taught in the following lessons:</p> <p>Lesson 1: short <i>a</i> Lesson 6: short <i>e</i> Lesson 8: short <i>o</i> Lesson 10: short <i>u</i> Lesson 13: short <i>i</i> Lesson 31: introduction to long vowels Lesson 42: long vowels (CV pattern) Lesson 43: long <i>a</i> (<i>a-e</i>), long <i>i</i> (<i>i-e</i>), long <i>o</i> (<i>o-e</i>), long <i>u</i> (<i>u-e</i>) Lesson 50: long vowel sounds made by the following vowel teams: <i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i> Lesson 59: <i>y</i>=short and long <i>i</i> Lesson 64: <i>y</i>=long <i>e</i> Lesson 76: Murmur Diphthong <i>AR</i> Lesson 77: Murmur Diphthong <i>OR</i> Lesson 78: Murmur Diphthongs <i>ER, UR, and IR</i> Lesson 86: Special Vowel Sounds <i>AU/AW</i> Lesson 87: Special Vowel Sounds <i>OU/OW</i> Lesson 88: Special Vowel Sounds <i>OI/OY</i> Lesson 89: Special Vowel Sounds <i>OO</i> (<i>look</i>) and <i>OO</i> (<i>zoo</i>) Lesson 95: Other Sounds for <i>EA</i> and <i>IE/EI</i> Lesson 97: Sounds of <i>EU</i> and <i>EW</i></p>

<p>ii. decoding words with silent letters such as <i>knife</i> and <i>gnat</i>;</p>	<p>Lesson 83: More Digraphs teaches combinations such as <i>kn</i>, <i>gn</i>, and <i>wr</i>.</p>
<p>iii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p>	<p>Lesson 32: Phonetic Skill 1 teaches students to decode CVC words. Lesson 66: Decoding Skill 2 teaches students to break down multisyllabic words in which the first syllable follows a CVC pattern. Lesson 68: Double Consonants teaches students how to decode multisyllabic words with double consonants in the middle, like <i>rabbit</i>. Lesson 82: Decoding Multisyllabic Words empowers students to combine their previous skills to break down words of any length.</p> <p>Lesson 42: Phonetic Skill 3 teaches students to decode CV words. Lesson 61: Decoding Skill 1 teaches students to decode multisyllabic words in which the first syllable follows a CV pattern.</p> <p>Lesson 43: Phonetic Skill 4 teaches students to decode words that end in the VCe combination.</p> <p>Vowel Digraphs and Diphthongs are addressed in the following lessons: Lesson 26: Compound Words Lesson 50: Phonetic Skill 5 Lesson 86: Special Vowel Sounds AU/AW Lesson 87: Special Vowel Sounds OU/OW Lesson 88: Special Vowel Sounds OI/OY Lesson 89: Special Vowel Sounds OO (<i>look</i>) and OO (<i>zoo</i>) Lesson 97: Sounds of EU and EW</p> <p>R-controlled syllables are taught in the following lessons: Lesson 76: Murmur Diphthong AR Lesson 77: Murmur Diphthong OR Lesson 78: Murmur Diphthongs ER, UR, and IR</p> <p>Final stable syllables are taught in Lesson 69: -LE at the End of a Word.</p> <p>Practice Pages, Transfer Cards, and decodable Little Books provide ample opportunities to practice these skills.</p>
<p>iv. decoding compound words, contractions, and common abbreviations;</p>	<p>Lesson 26: Compound Words teaches students to break down compound words. Lesson 30: Contractions teaches students to identify and read contractions. The <i>Spelling Supplement</i> reinforces this skill while spelling words.</p>

<p>v. decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCv;</p>	<p>The skills addressed in this standard are taught in Lesson 61: Decoding Skill 1 and Lesson 66: Decoding Skill 2. These skills are practiced and reinforced throughout.</p>
<p>vi. decoding words with prefixes, including <i>un-</i>, <i>re-</i>, and <i>dis-</i>, and inflectional endings, including <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-er</i>, and <i>-est</i>; and</p>	<p>Prefixes, including <i>un-</i>, <i>re-</i>, and <i>dis-</i>, are taught in Lesson 79: Root Words, Prefixes, and Suffixes.</p> <p>Students are taught to read words with inflectional endings in the following lessons: Lesson 23: Plurals Lesson 28: Digraphs <i>CH</i>, <i>SH</i>, <i>WH</i>, and <i>PH</i> Lesson 34: Nouns Lesson 37: Adding Suffixes to Phonetic Skills 1 and 2 Lesson 38: Three Sounds of <i>-ED</i> Lesson 39: Verbs Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4 Lesson 55: Adding Suffixes to Phonetic Skill 5 Lesson 71: Adding Suffixes to Words Ending in Y</p> <p>Inflectional endings are also taught in tandem with other skills, such as Consonant Digraphs, Vowel Digraphs, R-controlled vowels, etc. The <i>Spelling Supplement</i> reinforces these skills while spelling words.</p>
<p>vii. identifying and reading high-frequency words from a research-based list;</p>	<p>Lessons 2, 7, 9, 12, 15, 17, 24, 29, 36, 41, 46, 51, 56, 58, 60, 65, 70, 75, 81, 85, 92, and 98 teach the 300 highest frequency words on the Fry Instant Word List (with a couple of substitutions for cultural sensitivity). The lesson sequence for grade 2 is designed to take students through at least the first 200 words.</p> <p>The skills taught in the above lessons can be practiced, reinforced, and assessed using Most Common Words Cards, Most Common Words Assessments, Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, and Little Books.</p> <p>The <i>Spelling Supplement</i> reinforces these words during spelling.</p>

C. demonstrate and apply spelling knowledge by:	
<p>i. spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p>	<p>The <i>Reading Horizons Discovery® Spelling Supplement</i> reverses the skills taught in decoding instruction to teach encoding using the same skills. Some of the lessons that cover these skills include the following <i>Spelling Supplement</i> lessons:</p> <p>Week 8: Phonetic Skills 1 and 2 (closed syllables) Week 11: Phonetic Skills 3 and 4 (open and VCe syllables) Week 13: Phonetic Skill 5 (<i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i>) Week 20: <i>-LE</i> at the End of a Word Week 23: Murmur Diphthongs <i>AR</i> and <i>OR</i> Week 24: Murmur Diphthongs <i>ER, UR, and IR</i> Week 29: Special Vowel Sounds <i>AU/AW</i> Week 30: Special Vowel Sounds <i>OU/OW</i> Week 31: Special Vowel Sounds <i>OI/OY</i> Week 32: Special Vowel Sounds <i>OO/OO</i></p> <p><i>Spelling Supplement</i> activities provide a variety of opportunities to practice these skills.</p>
<p>ii. spelling words with silent letters such as <i>knife</i> and <i>gnat</i>;</p>	<p><i>Spelling Supplement</i> lesson Week 28 teaches spelling with combinations like <i>kn, gn, and wr</i>.</p>
<p>iii. spelling compound words, contractions, and common abbreviations;</p>	<p>The skills in this standard are taught in <i>Spelling Supplement</i> lessons Week: 7 Contractions and Week 20: Compound Words.</p>
<p>iv. spelling multisyllabic words with multiple sound-spelling patterns;</p>	<p>The <i>Spelling Supplement</i> reverses the decoding skills students are using to read and applies them to encoding words. As students build reading and spelling skills that follow predictable patterns, they are empowered to spell any word that follows a particular skill. Employing the Phonetic Skills and Decoding Skills enables students to spell words with multiple sound-spelling patterns. Students have ample opportunity to practice these skills during Dictation and <i>Spelling Supplement</i>-related activities.</p> <p>The software also includes a Spelling and Word Recognition test.</p>

<p>v. spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and</p>	<p>The <i>Spelling Supplement</i> reverses the decoding skills students are using to read and applies them to encoding words. As students build reading and spelling skills that follow predictable patterns, they are empowered to spell any word that follows a particular skill. Employing the Phonetic Skills and Decoding Skills enables students to spell words with multiple sound-spelling patterns including those with double consonants in the middle of the word. Students have ample opportunity to practice these skills during Dictation and <i>Spelling Supplement</i>-related activities.</p> <p>The software also includes a Spelling and Word Recognition test.</p>
<p>vi. spelling words with prefixes, including <i>un-</i>, <i>re-</i>, and <i>dis-</i>, and inflectional endings, including <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-er</i>, and <i>-est</i>;</p>	<p><i>Spelling Supplement</i> lesson Week 25: Root Words, Prefixes, and Suffixes teaches spelling with prefixes like <i>un-</i>, <i>re-</i>, and <i>dis-</i>.</p> <p>Spelling with inflectional endings is a skill addressed in the following lessons:</p> <p>Week 9: Adding Suffixes to Phonetic Skills 1 and 2 Week 12: Adding Suffixes to Phonetic Skills 3 and 4 Week 14: Adding Suffixes to Phonetic Skill 5 Week 20: Adding Suffixes to Words Ending in Y Week 28: Digraph Words with Plural Endings</p>
<p>D. alphabetize a series of words and use a dictionary or glossary to find words; and</p>	<p>Lesson 16: Alphabetical Order teaches alphabetization.</p>
<p>E. develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p>	<p>Teachers can facilitate practice in this skill by using <i>Spelling Supplement</i> Writing Prompts and by encouraging students to write responses to comprehension questions for Little Books in cursive and in complete sentences.</p>
<p>3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>A. use print or digital resources to determine meaning and pronunciation of unknown words;</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>

<p>B. use context within and beyond a sentence to determine the meaning of unfamiliar words;</p>	<p>Little Books provide ample opportunities to practice this skill.</p>
<p>C. identify the meaning of and use words with affixes <i>un-</i>, <i>re-</i>, <i>-ly</i>, <i>-er</i>, and <i>-est</i> (comparative and superlative), and <i>-ion/tion/sion</i>; and</p>	<p>Skills in this standard are taught in decoding instruction in the following lessons:</p> <p>Lesson 44: Adjectives Lesson 49: Adverbs Lesson 79: Root Words, Prefixes, and Suffixes Lesson 93: Other Suffixes: <i>-TION</i>, <i>-SION</i>, and <i>-OUS</i></p> <p>They're also taught and reinforced in the following spelling lessons:</p> <p>Week 25: Root Words, Prefixes, and Suffixes Week 35: Other Suffixes: <i>-TION</i>, <i>-SION</i>, and <i>-OUS</i></p> <p>Practice Pages and <i>Spelling Supplement</i> Writing Prompts provide opportunities to practice these skills.</p>
<p>D. identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p>	<p>Skills in this standard are taught in Lesson 72: Antonyms, Synonyms, and More. The lesson's accompanying Practice Pages provide opportunities to practice these skills.</p>
<p>4. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.</p>	
<p>The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p>Little Books and their accompanying comprehension questions can be used to practice these skills. The software's library gives students digital access to Little Books and will time students as they read.</p>
<p>5. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently.</p>	
<p>The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>Little Books can be used to practice these skills. The software's library gives students digital access to Little Books and will time students as they read.</p>

6. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
A. establish purpose for reading assigned and self-selected texts;	Little Books can be used to practice this skill.
B. generate questions about text before, during, and after reading to deepen understanding and gain information;	Little Books provide ample opportunities to practice this skill.
C. make, correct, or confirm predictions using text features, characteristics of genre, and structures;	Little Books provide ample opportunities to practice this skill.
D. create mental images to deepen understanding;	Little Books provide ample opportunities to practice this skill.
E. make connections to personal experiences, ideas in other texts, and society;	Little Books provide ample opportunities to practice this skill.
F. make inferences and use evidence to support understanding;	Little Books provide ample opportunities to practice this skill.
G. evaluate details read to determine key ideas;	Little Books provide ample opportunities to practice this skill.
H. synthesize information to create new understanding; and	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
I. monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill. The software's library gives students digital access to Little Books and will time students as they read.

7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
A. describe personal connections to a variety of sources;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
B. write brief comments on literary or informational texts that demonstrate an understanding of the text;	Little Books can be used to practice this skill.
C. use text evidence to support an appropriate response;	Little Books and their corresponding comprehension questions can be used to practice this skill.
D. retell and paraphrase texts in ways that maintain meaning and logical order;	Little Books provide ample opportunities to practice this skill.
E. interact with sources in meaningful ways such as illustrating or writing; and	Little Books can be used to practice this skill.
F. respond using newly acquired vocabulary as appropriate.	Select <i>Spelling Supplement</i> Writing Prompts ask students to formulate responses using words that follow the skills they've learned in that week's instruction.
8. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
A. discuss topics and determine theme using text evidence with adult assistance;	Little Books, their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.
B. describe the main character's (characters') internal and external traits;	Little Books, their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.

C. describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and	Little Books, their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.
D. describe the importance of the setting.	<i>Reading Horizons Discovery</i> ® is a supplemental program, and this standard falls outside the scope of the program.
9. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
A. demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales;	<i>Reading Horizons Discovery</i> ® is a supplemental program, and this standard falls outside the scope of the program.
B. explain visual patterns and structures in a variety of poems;	<i>Reading Horizons Discovery</i> ® is a supplemental program, and this standard falls outside the scope of the program.
C. discuss elements of drama such as characters, dialogue, and setting;	Little Books have five comprehension questions for each story. Questions addressing main idea, details (e.g., elements of a story such as the setting, characters, problem, and solution), vocabulary, and inference.
D. recognize characteristics and structures of informational text, including:	
i. the central idea and supporting evidence with adult assistance;	<i>Reading Horizons Discovery</i> ® is a supplemental program, and this standard falls outside the scope of the program.
ii. features and graphics to locate and gain information; and	<i>Reading Horizons Discovery</i> ® is a supplemental program, and this standard falls outside the scope of the program.

iii. organizational patterns such as chronological order and cause and effect stated explicitly;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
E. recognize characteristics of persuasive text, including:	
i. stating what the author is trying to persuade the reader to think or do; and	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
ii. distinguishing facts from opinion; and	Select <i>Spelling Supplement</i> Writing Prompts ask students to formulate opinions and support them in their writing.
F. recognize characteristics of multimodal and digital texts.	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
10. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
A. discuss the author's purpose for writing text;	Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.
B. discuss how the use of text structure contributes to the author's purpose;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
C. discuss the author's use of print and graphic features to achieve specific purposes;	Little Books provide ample opportunities to practice this skill.
D. discuss the use of descriptive, literal, and figurative language;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
E. identify the use of first or third person in a text; and	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
F. identify and explain the use of repetition.	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.

11. Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
A. plan a first draft by generating ideas for writing such as drawing and brainstorming;	The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
B. develop drafts into a focused piece of writing by:	
i. organizing with structure; and	<i>Spelling Supplement</i> Writing Prompts can be used to practice this skill.
ii. developing an idea with specific and relevant details;	The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
C. revise drafts by adding, deleting, or rearranging words, phrases, or sentences;	The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
D. edit drafts using standard English conventions, including:	
i. complete sentences with subject-verb agreement;	Skills in this standard are taught in Lesson 39: Verbs. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
ii. past, present, and future verb tense;	Skills in this standard are taught in Lesson 39: Verbs and Lesson 38: Three Sounds of <i>-ED</i> . The <i>Spelling Supplement</i> reinforces this skill while spelling words.
iii. singular, plural, common, and proper nouns;	Skills in this standard are taught in Lesson 34: Nouns. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
iv. adjectives, including articles;	Skills in this standard are taught in Lesson 44: Adjectives and Lesson 63: Determiners. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
v. adverbs that convey time and adverbs that convey place;	Skills in this standard are taught in Lesson 49: Adverbs. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
vi. prepositions and prepositional phrases;	In each Most Common Words lesson, the correct part of speech is given as part of a working definition of each word. Many prepositions fall into Most Common Words lessons.

vii. pronouns, including subjective, objective, and possessive cases;	Skills in this standard are taught in Lesson 34: Nouns. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
viii. coordinating conjunctions to form compound subjects and predicates;	Lesson 67: Conjunctions teaches coordinating, correlative, and subordinating conjunctions.
ix. capitalization of months, days of the week, and the salutation and conclusion of a letter;	Lesson 5: Capitalization teaches students to capitalize the first word in a sentence, the pronoun I, dates, and names. Lesson 54: Sentence Structure reinforces this skill. Students can practice proper capitalization with each lesson’s accompanying Practice Pages. <i>Spelling Supplement</i> resources also provide opportunities to reinforce and practice capitalization.
x. end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and	Lesson 11: Punctuation and Lesson 54: Sentence Structure teaches students to use punctuation at the end of a sentence. Lesson 30: Contractions teaches the use of apostrophes in contractions. Lesson 21: Commas teaches commas in dates and within items in a series. Students can practice these skills with the lesson’s accompanying Practice Pages and in <i>Spelling Supplement</i> Writing Prompts.
xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	All lessons in <i>Reading Horizons Discovery</i> ® and the <i>Reading Horizons Discovery</i> ® <i>Spelling Supplement</i> focus on building this skill from both the decoding and encoding perspectives. As students build reading and spelling skills that follow predictable patterns, they are empowered to read and spell any word that follows a particular skill. Students have ample opportunity to practice these skills during Dictation and <i>Spelling Supplement</i> -related activities. The software also includes a Spelling and Word Recognition test.
E. publish and share writing.	The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to publish and share writing.

12. Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
A. compose literary texts, including personal narratives and poetry;	The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative and poetry.
B. compose informational texts, including procedural texts and reports; and	The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative and poetry.
C. compose correspondence such as thank you notes or letters.	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
13. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
A. generate questions for formal and informal inquiry with adult assistance;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
B. develop and follow a research plan with adult assistance;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
C. identify and gather relevant sources and information to answer the questions;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
D. identify primary and secondary sources;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
E. demonstrate understanding of information gathered;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
F. cite sources appropriately; and	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
G. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.

Reading Horizons Correlation for Third Grade

Texas Essential Knowledge and Skills

Reading Horizons Vocabulary Terms

The following terms will be used throughout the correlation to illustrate the diverse ways in which Reading Horizons product offerings meet the listed standards.

1. **Dictation** is an interactive, multisensory process that is vital to the proper implementation of the Reading Horizons method. It can be performed one-on-one, in small groups, or with an entire class; in all cases, it should be a part of every skill lesson's classroom instruction. First, the leader provides a sound, letter name, slide, or word by extending his or her hands outward from the mouth to the class twice in a row. The students "catch" the offering with their outstretched hands and bring it forward to their ears. The process then reverses with the class sending the word twice and the teacher receiving it. Then, the class writes and marks (or proves) the letter, slide, or word while the teacher provides (when possible) a context sentence. Next, the students display their answers while the teacher formatively assesses and provides corrective feedback where needed. Finally, the teacher and students place their fingers beneath what they have written and read it aloud twice in a row, making sure to keep their eyes on what they are reading.
2. **Eraser Game** can be played after every instance of dictation. This game is a simple way to reinforce concepts and to provide opportunities for students to follow directions and identify skills that are of particular concern to the teacher. Students should erase words based on the instructions given by the teacher. Students can erase words based on a sound or letter at the beginning, middle, or end of a word. Teachers can increase difficulty by having students erase words based on definition, synonym, antonym, alphabetical order, or even by the answer to a riddle. See examples below. The examples assume students have the words *jog*, *cat*, and *sun* on their boards.
 - a. Erase the word that rhymes with *fog*.
 - B. Erase the word that has the same vowel sound as the word *map*.
 - C. Erase the word that means *a bright star near our planet that gives light*.
3. **Letter Formation Pages** provide opportunities for students to practice proper letter formation.
4. **Letter Formation Transfer Cards** accompany the Kindergarten Teacher's Kit. These cards show proper letter formation in large print. These cards can be used to help students practice proper letter formation.
5. **Little Books** are controlled-vocabulary fiction and non-fiction stories and passages with original illustrations. Each skill lesson has an accompanying Little Book to provide students with the opportunity to reinforce and transfer concepts to connected text as students progress through the course.

6. **Most Common Words**, also referred to as high-frequency or sight words, are taught throughout the *Reading Horizons Discovery*[®] program. The Most Common Words (MCWs) taught in this program include high-frequency words derived from Fry’s Instant Words List and are introduced in order of frequency. They are presented early on so that students can begin reading words in context sentences. They are not just memorized but are approached from a linguistic standpoint.
 - a. There are 30 MCWs taught across eight lessons in the Kindergarten track.
 - B. There are 300 MCWs taught across 22 lessons in the grades 1-3 tracks. There are 10 to 20 words in each list.

MCWs appear in sentences on Transfer Cards (see Student Transfer Cards below). Printable Word Wall and Flash Cards are available on the teacher resource website *Reading Horizons Accelerate*[®] at www.rhaccelerate.com.

7. **Practice Pages** are a collection of blackline masters that correlate with the *Reading Horizons Discovery*[®] lessons. They have been developed to provide additional practice and skills reinforcement.
8. ***Reading Horizons Discovery*[®]** refers to the suite of products in the strategy-based K-3 reading program. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
9. ***Reading Horizons Discovery*[®] Spelling Supplement** refers to the suite of products that flip the decoding skills taught in the reading program to teach students how to spell words. There are individual kits for each grade level in grades 1-3. Each kit contains direct instruction materials, pretests, posttests, writing prompts, cloze passages, sort and spell activities, and more.
10. ***Reading Horizons Elevate*[®]** refers to the suite of products in the strategy-based reading program designed for grades 4 and up. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
11. **Reading Records** are used with Little Books (see above) to provide an additional way to assess mastery of skills taught in the *Reading Horizons Discovery*[®] program. Reading Records can be administered to individual students as often as at the conclusion of every skill lesson, or less often to periodically measure cumulative mastery of previously taught skills.

Reading Records can be used to

- assess student mastery of instruction.
- analyze student reading behavior as they orally read connected text.
- observe how students independently transfer strategies and skills to decode and comprehend text.
- guide instruction by identifying specific areas of need.
- identify skills students utilize when encountering words that they don't automatically recognize.
- determine whether or not students are relying solely on whole word memorization when reading.
- measure progress over time as RHD skills become more complex.
- determine areas of proficiency or instructional need regarding rate, accuracy, metacognition, and comprehension.

A Reading Record form accompanies each Little Book. Forms for shorter books contain the entire text from each book. As books get longer, only the first 100-150 words of text from each book are printed on the form. The Reading Record forms are generally similar to traditional running record forms with a few notable differences in the way reading behaviors are analyzed on the word level in relation to decodable text.

12. **Skill Checks** are designed as one-on-one assessments of skills taught. Skill Checks help the teacher determine areas of strength as well as areas in which extra help is necessary.
13. **Student Transfer Cards** contain words and sentences that are designed to provide students with opportunities to learn to recognize the print form of the same sounds they were taught during the lesson. All words and sentences on the Transfer Cards are vocabulary controlled to include, but not exceed, the skills taught to that point in the program. Students can read and mark (or prove) the words on the card. Once isolated words have been marked and read, the sentences at the bottom of the card can be read aloud for fluency and comprehension.
14. **Transfer Cards** is a generic term that refers to both Student and Whole Class Transfer Cards.
15. **Whole Class Transfer Cards** are designed to facilitate automaticity in the recognition of the spelling patterns of the English language and the sounds they represent. Whole Class Transfer Cards can be projected and are meant to be read chorally by the class after they have completed the Guided Practice and Dictation section of the instruction. Skills on the Whole Class Transfer Cards progress from sound to slide to word and, finally, to sentence and passage.

(a) Introduction

1. The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author’s purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
2. The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
3. Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
4. English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student’s first language is important to ensure linguistic, affective, cognitive, and academic development in English.

5. Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student’s English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
6. Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
7. Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.

(b) Knowledge and Skills

Standard	<i>Reading Horizons Discovery</i> [®]
1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
A. listen actively, ask relevant questions to clarify information, and make pertinent comments;	Scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions to which students can respond using multi-word responses.
B. follow, restate, and give oral instructions that involve a series of related sequences of action;	The process of Dictation allows opportunities for students to practice this skill.
C. speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.

D. work collaboratively with others by following agreed-upon rules, norms, and protocols; and	Many games in the <i>Games Supplement</i> provide opportunities for students to work collaboratively with others and follow rules.
E. develop social communication such as conversing politely in all situations.	<i>Reading Horizons Discovery</i> ® is a supplemental program, and this standard falls outside the scope of the program.
2. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
A. demonstrate and apply phonetic knowledge by:	
i. decoding multisyllabic words with multiple sound-spelling patterns such as <i>eigh</i> , <i>ough</i> , and <i>en</i> ;	<i>Reading Horizons Discovery</i> ® focuses on teaching all the necessary skills for decoding words. Chapter Tests, Skill Checks, Check Ups, Transfer Cards, and Practice Pages provide opportunities to practice, reinforce, and assess those skills. The specific skills referenced in this standard are taught in certain Most Common Words lessons, Lesson 57: Sounds of <i>GH</i> , <i>IGH</i> , and <i>IGHT</i> , Lesson 87: Special Vowel Sounds <i>OU/OW</i> , and Lesson 95: Other Sounds for <i>EA</i> and <i>IE/EI</i> .
ii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; <i>r</i> -controlled syllables; and final stable syllables;	Lesson 32: Phonetic Skill 1 teaches students to decode CVC words. Lesson 66: Decoding Skill 2 teaches students to break down multisyllabic words in which the first syllable follows a CVC pattern. Lesson 68: Double Consonants teaches students how to decode multisyllabic words with double consonants in the middle, like <i>rabbit</i> . Lesson 82: Decoding Multisyllabic Words empowers students to combine their previous skills to break down words of any length. Lesson 42: Phonetic Skill 3 teaches students to decode CV words. Lesson 61: Decoding Skill 1 teaches students to decode multisyllabic words in which the first syllable follows a CV pattern. Lesson 43: Phonetic Skill 4 teaches students to decode words that end in the VCe combination.

	<p>Vowel Digraphs and Diphthongs are addressed in the following lessons:</p> <p>Lesson 26: Compound Words Lesson 50: Phonetic Skill 5 (<i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i>) Lesson 86: Special Vowel Sounds <i>AU/AW</i> Lesson 87: Special Vowel Sounds <i>OU/OW</i> Lesson 88: Special Vowel Sounds <i>OI/OY</i> Lesson 89: Special Vowel Sounds <i>OO (look)</i> and <i>OO (zoo)</i> Lesson 97: Sounds of <i>EU</i> and <i>EW</i></p> <p><i>R</i>-controlled syllables are taught in the following lessons: Lesson 76: Murmur Diphthong <i>AR</i> Lesson 77: Murmur Diphthong <i>OR</i> Lesson 78: Murmur Diphthongs <i>ER, UR, and IR</i></p> <p>Final stable syllables are taught in Lesson 69: <i>-LE</i> at the End of a Word.</p> <p>Practice Pages, Transfer Cards, and decodable Little Books provide ample opportunities to practice these skills.</p>
iii. decoding compound words, contractions, and abbreviations;	Lesson 26: Compound Words teaches students to break down compound words. Lesson 30: Contractions teaches students to identify and read contractions. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
iv. decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;	The skills addressed in this standard are taught in Lesson 61: Decoding Skill 1 and Lesson 66: Decoding Skill 2. These skills are practiced and reinforced throughout.
v. decoding words using knowledge of prefixes;	Prefixes are taught in Lesson 79: Root Words, Prefixes, and Suffixes. The <i>Spelling Supplement</i> reinforces this skill while spelling words.

<p>vi. decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and</p>	<p>Students are taught to read words with suffixes in the following lessons:</p> <p>Lesson 23: Plurals Lesson 28: Digraphs <i>CH, SH, WH, and PH</i> Lesson 34: Nouns Lesson 37: Adding Suffixes to Phonetic Skills 1 and 2 Lesson 38: Three Sounds of <i>-ED</i> Lesson 39: Verbs Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4 Lesson 55: Adding Suffixes to Phonetic Skill 5 Lesson 71: Adding Suffixes to Words Ending in <i>Y</i> Lesson 79: Root Words, Prefixes, and Suffixes</p> <p>Suffixes are also taught in tandem with other skills, such as Consonant Digraphs, Vowel Digraphs, <i>R</i>-controlled vowels, etc. The <i>Spelling Supplement</i> reinforces these skills while spelling words.</p>
<p>vii. identifying and reading high-frequency words from a research-based list;</p>	<p>Lessons 2, 7, 9, 12, 15, 17, 24, 29, 36, 41, 46, 51, 56, 58, 60, 65, 70, 75, 81, 85, 92, and 98 teach the 300 highest frequency words on the Fry Instant Word List (with a couple of substitutions for cultural sensitivity). The lesson sequence for grade 3 is designed to take students through all 300 words.</p> <p>The skills taught in the above lessons can be practiced, reinforced, and assessed using Most Common Words Cards, Most Common Words Assessments, Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, and Little Books.</p> <p>The <i>Spelling Supplement</i> reinforces these words during spelling.</p>
<p>B. demonstrate and apply spelling knowledge by:</p>	
<p>i. spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; <i>r</i>-controlled syllables; and final stable syllables;</p>	<p>The <i>Reading Horizons Discovery® Spelling Supplement</i> reverses the skills taught in decoding instruction to teach encoding using the same skills. Some of the lessons that cover these skills include the following <i>Spelling Supplement</i> lessons:</p> <p>Week 6: Phonetic Skills 1 and 2 (closed syllables) Week 9: Phonetic Skills 3 and 4 (open and VCe syllables) Week 11: Phonetic Skill 5 (<i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i>) Week 21: Murmur Diphthongs <i>AR, OR, ER, UR, and IR</i></p> <p><i>Spelling Supplement</i> activities provide a variety of opportunities to practice these skills.</p>

ii. spelling homophones;	Some homophones are addressed in Lesson 72: Antonyms, Synonyms, and More. Homophones are also addressed frequently in <i>Spelling Supplement</i> weekly vocabulary lists.
iii. spelling compound words, contractions, and abbreviations;	The skills in this standard are taught in <i>Spelling Supplement</i> lessons Week: 5 Contractions and Week 18: Compound Words.
iv. spelling multisyllabic words with multiple sound-spelling patterns;	<p>The <i>Spelling Supplement</i> reverses the decoding skills students are using to read and applies them to encoding words. As students build reading and spelling skills that follow predictable patterns, they are empowered to spell any word that follows a particular skill. Employing the Phonetic Skills and Decoding Skills enables students to spell words with multiple sound-spelling patterns. Students have ample opportunity to practice these skills during Dictation and <i>Spelling Supplement</i>-related activities.</p> <p>The software also includes a Spelling and Word Recognition test.</p>
v. spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCv;	<p>The <i>Spelling Supplement</i> reverses the decoding skills students are using to read and applies them to encoding words. As students build reading and spelling skills that follow predictable patterns, they are empowered to spell any word that follows a particular skill. Employing the Phonetic Skills and Decoding Skills enables students to spell words with multiple sound-spelling patterns including those with double consonants in the middle of the word. Students have ample opportunity to practice these skills during Dictation and <i>Spelling Supplement</i>-related activities.</p> <p>The software also includes a Spelling and Word Recognition test.</p>
vi. spelling words using knowledge of prefixes; and	<i>Spelling Supplement</i> lesson Week 22: Root Words, Prefixes, and Suffixes teaches spelling with prefixes.
vii. spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;	<p>Spelling with suffixes is a skill addressed in the following <i>Spelling Supplement</i> lessons:</p> <p>Week 7: Adding Suffixes to Phonetic Skills 1 and 2 Week 10: Adding Suffixes to Phonetic Skills 3 and 4 Week 12: Adding Suffixes to Phonetic Skill 5 Week 19: Adding Suffixes to Words Ending in Y Week 25: Digraph Words with Plural Endings</p>

C. alphabetize a series of words to the third letter; and	Lesson 16: Alphabetical Order teaches alphabetization.
D. write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	Teachers can facilitate practice in this skill by using <i>Spelling Supplement Writing Prompts</i> and by encouraging students to write responses to comprehension questions for Little Books in cursive and in complete sentences.
3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
A. use print or digital resources to determine meaning, syllabication, and pronunciation;	<i>Reading Horizons Discovery</i> ® is a supplemental program, and this standard falls outside the scope of the program.
B. use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	Little Books provide ample opportunities to practice this skill.
C. identify the meaning of and use words with affixes such as <i>im-</i> (<i>into</i>), <i>non-</i> , <i>dis-</i> , <i>in-</i> (<i>not</i> , <i>non</i>), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> ; and	<p>Skills in this standard are taught in decoding instruction in the following lessons: Lesson 44: Adjectives Lesson 49: Adverbs Lesson 79: Root Words, Prefixes, and Suffixes Lesson 93: Other Suffixes: <i>-TION</i>, <i>-SION</i>, and <i>-OUS</i></p> <p>They're also taught and reinforced in the following spelling lessons: Week 22: Root Words, Prefixes, and Suffixes Week 30: Other Suffixes: <i>-TION</i>, <i>-SION</i>, and <i>-OUS</i></p> <p><i>Practice Pages</i> and <i>Spelling Supplement Writing Prompts</i> provide opportunities to practice these skills.</p>
D. identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	Skills in this standard are taught in Lesson 72: Antonyms, Synonyms, and More. The lesson's accompanying <i>Practice Pages</i> provide opportunities to practice these skills.

4. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.	
The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Little Books and their accompanying comprehension questions can be used to practice these skills. The software’s library gives students digital access to Little Books and will time students as they read.
5. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently.	
The student is expected to self-select text and read independently for a sustained period of time.	Little Books can be used to practice these skills. The software’s library gives students digital access to Little Books and will time students as they read.
6. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
A. establish purpose for reading assigned and self-selected texts;	Little Books can be used to practice this skill.
B. generate questions about text before, during, and after reading to deepen understanding and gain information;	Little Books provide ample opportunities to practice this skill.
C. make, correct, or confirm predictions using text features, characteristics of genre, and structures;	Little Books provide ample opportunities to practice this skill.
D. create mental images to deepen understanding;	Little Books provide ample opportunities to practice this skill.
E. make connections to personal experiences, ideas in other texts, and society;	Little Books provide ample opportunities to practice this skill.

F. make inferences and use evidence to support understanding;	Little Books provide ample opportunities to practice this skill.
G. evaluate details read to determine key ideas;	Little Books provide ample opportunities to practice this skill.
H. synthesize information to create new understanding; and	<i>Reading Horizons Discovery</i> ® is a supplemental program, and this standard falls outside the scope of the program.
I. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill. The software’s library gives students digital access to Little Books and will time students as they read.
7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
A. describe personal connections to a variety of sources, including self-selected texts;	<i>Reading Horizons Discovery</i> ® is a supplemental program, and this standard falls outside the scope of the program.
B. write a response to a literary or informational text that demonstrates an understanding of a text;	Little Books can be used to practice this skill.
C. use text evidence to support an appropriate response;	Little Books and their comprehension questions can be used to practice this skill.

D. retell and paraphrase texts in ways that maintain meaning and logical order;	Little Books provide ample opportunities to practice this skill.
E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	Little Books can be used to practice this skill.
F. respond using newly acquired vocabulary as appropriate; and	Select <i>Spelling Supplement</i> Writing Prompts ask students to formulate responses using words that follow the skills they've learned in that week's instruction.
G. discuss specific ideas in the text that are important to the meaning.	Little Books can be used to practice this skill.
8. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
A. infer the theme of a work, distinguishing theme from topic;	Many Little Books, such as <i>Be Nice to Dogs</i> and <i>Prince Gene</i> , follow a fable format that highlights a lesson and makes them particularly helpful for practicing this skill.
B. explain the relationships among the major and minor characters;	Many Little Books, such as <i>The Youngest Pirate</i> , can be used to practice this skill.
C. analyze plot elements, including the sequence of events, the conflict, and the resolution; and	Little Books, their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.
D. explain the influence of the setting on the plot.	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.

<p>9. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	
<p>A. demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths;</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>B. explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>C. discuss elements of drama such as characters, dialogue, setting, and acts;</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>D. recognize characteristics and structures of informational text, including:</p>	
<p>i. the central idea with supporting evidence;</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>ii. features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>iii. organizational patterns such as cause and effect and problem and solution;</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>E. recognize characteristics and structures of argumentative text by:</p>	
<p>i. identifying the claim;</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>

ii. distinguishing facts from opinion; and	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
iii. identifying the intended audience or reader; and	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
F. recognize characteristics of multimodal and digital texts.	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
10. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
A. explain the author's purpose and message within a text;	Little Books and Reading Records provide ample opportunities to practice this skill.
B. explain how the use of text structure contributes to the author's purpose;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
C. explain the author's use of print and graphic features to achieve specific purposes;	Little Books provide ample opportunities to practice this skill.
D. describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
E. identify the use of literary devices, including first- or third-person point of view;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
F. discuss how the author's use of language contributes to voice; and	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.

G. identify and explain the use of hyperbole.	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
11. Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
A. plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	The <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
B. develop drafts into a focused, structured, and coherent piece of writing by:	
i. organizing with purposeful structure, including an introduction and a conclusion; and	The <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
ii. developing an engaging idea with relevant details;	The <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
C. revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	The <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
D. edit drafts using standard English conventions, including:	
i. complete simple and compound sentences with subject-verb agreement;	Skills in this standard are taught in Lesson 39: Verbs. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
ii. past, present, and future verb tense;	Skills in this standard are taught in Lesson 39: Verbs and Lesson 38: Three Sounds of -ED. The <i>Spelling Supplement</i> reinforces this skill while spelling words.

iii. singular, plural, common, and proper nouns;	Skills in this standard are taught in Lesson 34: Nouns. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
iv. adjectives, including their comparative and superlative forms;	Skills in this standard are taught in Lesson 44: Adjectives. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
v. adverbs that convey time and adverbs that convey manner;	Skills in this standard are taught in Lesson 49: Adverbs. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
vi. prepositions and prepositional phrases;	In each Most Common Words lesson, the correct part of speech is given as part of a working definition of each word. Many prepositions fall into Most Common Words lessons.
vii. pronouns, including subjective, objective, and possessive cases;	Skills in this standard are taught in Lesson 34: Nouns. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
viii. coordinating conjunctions to form compound subjects, predicates, and sentences;	Lesson 67: Conjunctions teaches coordinating, correlative, and subordinating conjunctions.
ix. capitalization of official titles of people, holidays, and geographical names and places;	Lesson 5: Capitalization teaches students to capitalize the first word in a sentence, the pronoun I, dates, and names. Lesson 54: Sentence Structure reinforces this skill. Students can practice proper capitalization with each lesson's accompanying Practice Pages. <i>Spelling Supplement</i> resources also provide opportunities to reinforce and practice capitalization.
x. punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and	Lesson 11: Punctuation and Lesson 54: Sentence Structure teaches students to use punctuation at the end of a sentence. Lesson 30: Contractions teaches the use of apostrophes in contractions, while Lesson 34: Nouns teaches the use of apostrophes in possessives. Lesson 21: Commas teaches comma use. Students can practice these skills with the lesson's accompanying Practice Pages and in <i>Spelling Supplement</i> Writing Prompts.

<p>xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p>	<p>The <i>Spelling Supplement</i> reverses the decoding skills students are using to read and applies them to encoding words. As students build reading and spelling skills that follow predictable patterns, they are empowered to spell any word that follows a particular skill. Employing the Phonetic Skills and Decoding Skills enables students to spell words with multiple sound-spelling patterns. Students have ample opportunity to practice these skills during Dictation and <i>Spelling Supplement</i>-related activities.</p> <p>The software also includes a Spelling and Word Recognition test.</p>
<p>E. publish written work for appropriate audiences.</p>	<p>The <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to publish and share writing.</p>
<p>12. Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	
<p>A. compose literary texts, including personal narratives and poetry, using genre characteristics and craft;</p>	<p>The <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative and poetry.</p>
<p>B. compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p>	<p>The <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc.</p>
<p>C. compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p>	<p>The <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc.</p>
<p>D. compose correspondence such as thank you notes or letters.</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>

<p>13. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	
A. generate questions on a topic for formal and informal inquiry;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
B. develop and follow a research plan with adult assistance;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
C. identify and gather relevant information from a variety of sources;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
D. identify primary and secondary sources;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
E. demonstrate understanding of information gathered;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
F. recognize the difference between paraphrasing and plagiarism when using source materials;	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
G. create a works cited page; and	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
H. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.