

Reading Horizons Correlation for Grade 1

Common Core State Standards for English Language Arts

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 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.

Reading: Literature

| Standard | Reading Horizons Discovery® |
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| Key Ideas and Details | |
| RL.1.1. Ask and answer questions about key details in a text. | Little Books (e.g., <i>Fred</i>) and their corresponding comprehension questions provide ample opportunities to apply this skill. There is at least one comprehension question in each Little Book pertaining to details in the text. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill. |
| RL.1.2. <i>Retell</i> stories, including key details, and demonstrate understanding of their central message or lesson. | Little Books (e.g., <i>The Twins</i>) and their corresponding comprehension questions can be used to demonstrate this skill. There is at least one comprehension question in each Little Book pertaining to the main idea and details of the text. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill. |
| RL.1.3. Describe characters, settings, and major events in a story, using key details. | Little Books (e.g., <i>Class Pets</i>) and their corresponding comprehension questions can be used to demonstrate this skill. Little Books have a fifty-fifty ratio of fiction to nonfiction text. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill. |
| Craft and Structure | |
| RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | Little Books (e.g., <i>Bill and the Strong Smell</i>) and their corresponding comprehension questions can be used to apply this skill. |
| RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | Little Books (e.g., <i>A Blaze on a Ship</i> and <i>Hens</i>) can be used to discuss the differences between literature and informational text. Little Books have a fifty-fifty ratio of fiction to nonfiction text. |
| RL.1.6. Identify who is telling the story at various points in a text. | Little Books with dialogue (e.g., <i>Mack and the Pirate King</i>) can be used to help students distinguish between narrator and speaker. |
| Integration of Knowledge and Ideas | |
| RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. | Little Books (e.g., <i>The Lost Map</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to apply this skill. |
| RL.1.8. Not applicable to literature | RL.1.8 is not applicable to literature. |
| RL.1.9. Compare and contrast the adventures and experiences of characters in stories. | Little Books (e.g., <i>Beth and Josh</i>) and their corresponding comprehension questions can be used to apply this skill. |

| Range of Reading and Level of Text Complexity | |
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| RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for Grade 1. | Little Books (e.g., <i>The Chest of Gold</i>) provide opportunities for students to read poetry and prose. |
| Reading: Informational Text | |
| Standard | Reading Horizons Discovery® |
| Key Ideas and Details | |
| RI.1.1. Ask and answer questions about key details in a text. | Nonfiction Little Books (e.g., <i>A Fox</i>), corresponding comprehension questions, and Reading Records provide ample opportunities to demonstrate this skill. There is at least one comprehension question in each Little Book pertaining to details in the text. |
| RI.1.2. Identify the main topic and <i>retell</i> key details of a text. | Nonfiction Little Books (e.g., <i>Ants</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill. There is at least one comprehension question in each Little Book pertaining to the main topic and at least one comprehension question pertaining to key details in a text. |
| RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | Nonfiction Little Books (e.g., <i>Pirate Flags</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to demonstrate this skill. |
| Craft and Structure | |
| RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | Little Books (e.g., <i>The Skipping Fish</i>), corresponding comprehension questions, and Reading Records can be used to practice this skill. |
| RI.1.5. Know and use various text features (e.g., <i>headings, tables of contents, glossaries, electronic menus, icons</i>) to locate key facts or information in a text. | Nonfiction Little Books (e.g., <i>Parts of a Ship</i>) contain text features that will allow students to apply this skill. There are also multiple opportunities throughout the software to help students become familiar with text features. In addition, students have the opportunity to apply knowledge of text features in response to the writing activities included in the <i>Spelling Supplement</i> . |
| RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | Little Books (e.g., <i>Whales</i>) provide ample opportunities to practice this skill. |

| Integration of Knowledge and Ideas | |
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| RI.1.7. Use the illustrations and details in a text to describe its key ideas. | Little Books (e.g., <i>The Brine Shrimp</i>) provide ample opportunities to practice this skill. |
| RI.1.8. Identify the reasons an author gives to support points in a text. | Little Books (e.g., <i>All About Oil</i>) provide ample opportunities to practice this skill. |
| RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Nonfiction Little Books (e.g., <i>The Zebra</i>) can be used in conjunction with other texts to practice this skill. |

| Range of Reading and Level of Text Complexity | |
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| RI.1.10. With prompting and support, read informational texts appropriately complex for Grade 1. | <i>Reading Horizons Discovery</i> [®] is designed to provide students with the necessary decoding skills to read grade-level texts of all kinds. Little Books are designed to provide students with opportunities to develop reading fluency and comprehension. Each Little Book has a Lexile [®] measure that can be used to guide the amount of scaffolding each student requires to read the text proficiently. |

Reading: Foundational Skills

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

| Standard | Reading Horizons Discovery [®] |
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Print Concepts

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| RF.1.1. Demonstrate understanding of the organization and basic features of print. | |
| RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., <i>first word, capitalization, ending punctuation</i>). | <p>Little Books (e.g., <i>A Trip to Egypt</i>) provide ample opportunities for students to practice and demonstrate this skill. The following lessons explicitly teach these concepts.</p> <p>Lesson 5: Capitalization teaches students to capitalize the first word in a sentence, the pronoun <i>I</i>, dates, and names. Lesson 11: Punctuation and Lesson 54: Sentence Structure teach students to use punctuation at the end of a sentence. Students can practice proper capitalization and punctuation through sentence dictation as well as with each lesson’s accompanying Practice Pages and in <i>Spelling Supplement Writing Prompts</i>.</p> |

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| <p>RF.1.1.B. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.</p> | <p>Beginning in Lesson 3: Building Words, students use letters to spell words. 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 specified letter sequences and word meaning on both the word and sentence level. In addition, decodable Little Books (e.g., <i>A Close Call</i>) and Transfer Cards provide students with opportunities to read words and sentences comprised of orthographic patterns taught in corresponding lessons.</p> |
| <p>RF.1.1.C. Understand that words are separated by spaces in print.</p> | <p>Text contained in each Little Book (e.g., <i>Prince Gene</i>) as well as sentences on each Transfer Card provide teachers with the opportunity to reinforce this concept daily. In addition, Sentence Dictation allows students to practice and master this skill in their own writing.</p> |
| <p>Phonological Awareness</p> | |
| <p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> | |
| <p>RF.1.2.A. Distinguish long from short vowels in spoken single-syllable words.</p> | <p>In addition to the phonemic awareness lessons introduced at the beginning of instruction, long and short vowel sounds are taught in the following lessons:</p> <p>Lesson 1: short <i>a</i></p> <p>Lesson 6: short <i>e</i></p> <p>Lesson 8: short <i>o</i></p> <p>Lesson 10: short <i>u</i></p> <p>Lesson 13: short <i>i</i></p> <p>Lesson 31: introduction to long vowels</p> <p>Lesson 42: long <i>e</i> (<i>e</i>)</p> <p>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>)</p> <p>Lesson 50: long vowel sounds made by <i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i></p> <p>Lesson 59: <i>y</i>=long <i>i</i></p> <p>Lesson 64: <i>y</i>=long <i>e</i></p> <p>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> |
| <p>RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> | <p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Blending and Segmentation as well as Lesson 3: Building Words. Blending can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i>.</p> |

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| <p>RF.1.2.C. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> | <p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds. It is also covered in Lesson 3: Building Words. Teachers can help reinforce this skill daily during the process of Dictation. This skill can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i>.</p> |
| <p>RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> | <p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Blending and Segmentation as well as Phoneme Isolation of Initial, Final, and Medial Sounds. It is also covered in Lesson 3: Building Words. Teachers can reinforce this skill daily during the process of Dictation. Segmenting can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i>.</p> |
| <p>Phonics and Word Recognition</p> | |
| <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> | |
| <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs. (e.g., <i>th, sh, ch, ck</i>).</p> | <p>Consonant Digraphs and Trigraphs are taught in the following lessons:</p> <ul style="list-style-type: none"> Lesson 25: Special Vowel Combinations (-ll, -ng, -nk) Lesson 27: Voiced and Voiceless TH Lesson 28: Digraphs CH, SH, WH, and PH Lesson 33: Phonetic Skill 2 Lesson 35: Spelling with -CK Lesson 47: Another Sound for C and G Lesson 53: Digraph Blends Lesson 57: Sounds of GH, IGH, and IGHT Lesson 83: More Digraphs <p>Lessons taught in the <i>Spelling Supplement</i> also give students the opportunity to master the use of consonant Digraphs and Trigraphs in their writing.</p> |

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| <p>RF.1.3.B. Decode regularly spelled single-syllable words.</p> | <p><i>Reading Horizons Discovery</i>[®] focuses on teaching all the necessary skills for decoding words.</p> <p>Lesson 32: Phonetic Skill 1 teaches students to decode CVC and CCVC words (closed syllable).</p> <p>Lesson 33: Phonetic Skill 2 teaches students to decode CVCC and CCVCC words (closed syllable).</p> <p>Lesson 42: Phonetic Skill 3 teaches students to decode CV words (open syllable).</p> <p>Lesson 43: Phonetic Skill 4 teaches students to decode words that end in the VCe combination.</p> <p>Lesson 50: Phonetic Skill 5 teaches students to decode CVVC words with common vowel teams.</p> <p>Lesson 69: <i>-LE</i> at the End of a Word teaches students to decode words that end in the consonant-le syllable type.</p> <p>Lesson 76: Murmur Diphthong <i>AR</i>, Lesson 77: Murmur Diphthong <i>OR</i>, and Lesson 78: Murmur Diphthongs <i>ER</i>, <i>UR</i>, and <i>IR</i> all teach students to decode words that follow the <i>r</i>-controlled vowel syllable type.</p> <p>Lessons 86-89: Special Vowel Sounds <i>AU/AW</i>, <i>OU/OW</i>, <i>OI/OY</i>, and <i>OO/OO</i> teaches students to decode words that contain these vowel teams.</p> <p>In addition to daily dictation, these skills can be practiced, reinforced, and assessed using Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, Little Books (e.g., <i>Be Nice to Dogs</i>), and Reading Records.</p> <p>Students also have the opportunity to demonstrate mastery of the orthographic patterns listed above throughout instruction in the <i>Spelling Supplement</i>.</p> |
| <p>RF.1.3.C. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.</p> | <p>Silent <i>-e</i> and common vowel team conventions are taught in the following lessons:</p> <p>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>)</p> <p>Lesson 50: long vowel sounds made by <i>ai</i>, <i>ay</i>, <i>ea</i>, <i>ee</i>, <i>oa</i>, <i>oe</i>, <i>ui</i>, <i>ue</i>, <i>ie</i></p> <p>Lesson 86: <i>au</i>, <i>aw</i></p> <p>Lesson 87: <i>ou</i>, <i>ow</i></p> <p>Lesson 88: <i>oi</i>, <i>oy</i></p> <p>Lesson 89: <i>oo</i> as in <i>look</i> and <i>oo</i> as in <i>zoo</i></p> <p>Students use the orthographic patterns listed above to spell words throughout the <i>Spelling Supplement</i>. In addition to daily dictation, the skills taught in the above lessons can be practiced, reinforced, and assessed using Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, Little Books (e.g., <i>An Awesome Meal</i>), and Reading Records.</p> |

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| <p>RF.1.3.D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> | <p>This skill is explicitly taught in the lesson Phonemic Awareness: Syllable Identification.</p> <p>Lesson 61: Decoding Skill 1 teaches students to decode multisyllabic words in which the first syllable follows a CVC pattern.</p> <p>Lesson 66: Decoding Skill 2 teaches students to break down multisyllabic words in which the first syllable follows a CVC pattern.</p> <p>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>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> | <p>Lesson 26: Compound Words teaches students to break down compound words.</p> <p>Lesson 61: Decoding Skill 1 teaches students to decode multisyllabic words in which the first syllable follows a CV pattern.</p> <p>Lesson 66: Decoding Skill 2 teaches students to break down multisyllabic words in which the first syllable follows a VC pattern.</p> <p>Lesson 69: <i>-LE</i> at the End of a Word teaches students to break down multisyllabic words that end in consonant-le.</p> <p>Lesson 82: Decoding Multisyllabic Words empowers students to combine their previous skills to break down words of any length.</p> <p>In addition to daily dictation, these skills can be practiced, reinforced, and assessed using Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, Little Books (e.g., <i>The Hyrax</i>), and Reading Records.</p> |
| <p>RF.1.3.F. Read words with inflectional endings.</p> | <p>Students are taught to read words with inflectional endings (<i>-ed</i>, <i>-s</i>, and <i>-es</i>) in the following lessons:</p> <p>Lesson 23: Plurals</p> <p>Lesson 28: Digraphs</p> <p>Lesson 34: Nouns</p> <p>Lesson 37: Adding Suffixes to Phonetic Skills 1 and 2</p> <p>Lesson 38: Three Sounds of <i>-ED</i></p> <p>Lesson 39: Verbs</p> <p>Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4</p> <p>Lesson 55: Adding Suffixes to Phonetic Skill 5</p> <p>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> |

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| | <p>In addition to daily dictation, these skills can be practiced, reinforced, and assessed using Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, Little Books (e.g., <i>The Youngest Pirate</i>), and Reading Records.</p> <p>Students also have the opportunity to demonstrate mastery of the morphological patterns listed above as they are taught the lessons in the <i>Spelling Supplement</i>.</p> |
| RF.1.3.G. Recognize and read <i>grade-appropriate</i> irregularly spelled words. | <p>Many common irregularly spelled words are high-frequency words. 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. The lesson sequence for grade 1 is designed to take students through at least the first 100 words though words beyond the first 100 are also introduced.</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 (e.g., <i>Penny's Lesson</i>).</p> <p>The <i>Spelling Supplement</i> explicitly teaches the spelling of irregular words.</p> |
| Fluency | |
| RF.1.4. Read with sufficient accuracy and fluency to support comprehension. | |
| RF.1.4.A. Read grade-level text with purpose and understanding. | Decodable Little Books (e.g., <i>The Safari</i>), corresponding comprehension questions, and Reading Records provide ample opportunities to demonstrate reading fluency and comprehension. Each Little Book is also leveled according to the Lexile® Framework for Reading. |
| RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | Decodable Little Books (e.g., <i>The Pirate Ghost</i>) and corresponding Reading Records provide ample opportunities for students to demonstrate rate, accuracy, and prosody through oral reading. Each Little Book is also leveled according to the Lexile® Framework for Reading. |
| RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Decodable Little Books (e.g., <i>Kenya</i>) and corresponding Reading Records provide ample opportunities for students to demonstrate rate, accuracy, and prosody through oral reading. Each Little Book is also leveled according to the Lexile® Framework for Reading. |

Writing

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

| Standard | <i>Reading Horizons Discovery</i>[®] |
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| Text Types and Purposes | |
| W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | 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. (e.g., <i>Write about why you would or would not like to be a twin</i>). Students can use these prompts as a springboard to practicing every step in the writing process. |
| W.1.2. Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | 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. (e.g., <i>Write about an animal that likes sleeping in the day and staying awake at night.</i>) Students can use these prompts as a springboard to practicing every step in the writing process. |
| W.1.3. Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | 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. (e.g., <i>Write about a time that you lost something.</i>) Students can use these prompts as a springboard to practicing every step in the writing process. |
| Production and Distribution of Writing | |
| W.1.4. Begins in Grade 3. | This standard begins in Grade 3. |
| W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | Teachers can guide and support students as they practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> . |

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| W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers. | Teachers can guide and support students in the use of various digital tools as they employ each aspect of the writing process in response to the writing activities included in the <i>Spelling Supplement</i> . |
| Research to Build and Present Knowledge | |
| W.1.7. Participate in shared research and writing projects (e.g., <i>explore a number of "how-to" books on a given topic and use them to write a sequence of instructions</i>). | Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> . |
| W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> . Little Books can be used as a source of information depending on the topic. |
| W.1.9. Begins in Grade 4. | This standard begins in Grade 4. |
| Range of Writing | |
| W.1.10. Begins in Grade 3. | This standard begins in Grade 3. |
| Speaking and Listening | |
| The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. | |
| Standard | Reading Horizons Discovery® |
| Comprehension and Collaboration | |
| SL.1.1. Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> with peers and adults in small and larger groups. | |
| SL.1.1. A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). | Many games in the <i>Games Supplement</i> (e.g., Teacher/Teacher on p. 43) provide opportunities for students to work collaboratively with others, listen, and follow rules. Students have the opportunity to work with peers as they read Little Books, complete Practice Pages, and use Transfer Cards together. |

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| <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> | <p>Many games in the <i>Games Supplement</i> (e.g., Tag Team on p. 42) provide opportunities for students to work collaboratively with others, listen, and follow rules. Students have the opportunity to work with peers as they read Little Books, complete Practice Pages, and use Transfer Cards together.</p> <p>In addition, scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions that lead to multiple exchange conversations.</p> |
| <p>SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> | <p>Students have the opportunity to ask clarifying questions as they read and discuss text included in the Little Books. (e.g., <i>The Printing Press</i>)</p> |
| <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally, or through other media.</p> | <p>Little Books (e.g., <i>Old Will Kidd</i>), their corresponding comprehension questions, and Reading Records can provide ample opportunities to practice and assess this skill. There is at least one comprehension question relating to key details for each Little Book.</p> |
| <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> | <p>There are many opportunities for students to ask and answer clarifying questions throughout the course of instruction, practice and application activities, and the discussion of Little Book texts. (e.g., <i>Sage</i>)</p> |
| <p>Presentation of Knowledge and Ideas</p> | |
| <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> | <p>Some of the necessary skills for this standard are addressed in Lesson 34: Nouns and Lesson 44: Adjectives.</p> <p>Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p> |
| <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> | <p>Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p> |
| <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p> | <p>Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p> |

Language

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

| Standard | <i>Reading Horizons Discovery</i> [®] |
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| Conventions of Standard English | |
| L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| L.1.1.A. Print all upper- and lowercase letters. | Lessons 1, 6, 8, 10, and 13 teach how to form upper/lowercase of all letters of the alphabet. Letter Formation Pages and Practice Pages provide ample opportunities for students to practice this skill. |
| L.1.1.B. Use common, proper, and possessive nouns. | Skills in this standard are taught in Lesson 34: Nouns. In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> . |
| L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). | Skills in this standard are taught in Lesson 39: Verbs. In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> . |
| L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me; they, them, my, their, anyone, everything</i>). | Skills in this standard are taught in Lesson 34: Nouns. In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> . |
| L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; today I walk home; tomorrow I will walk home</i>). | Skills in this standard are taught in Lesson 39: Verbs. In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> . |
| L.1.1.F. Use frequently occurring adjectives. | Skills in this standard are taught in Lesson 44: Adjectives. In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> . |

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| <p>L.1.1.G. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).</p> | <p>Skills in this standard are taught in Lesson 54: Sentence Structure and Lesson 67: Conjunctions.</p> <p>In addition to the Practice Pages and activities associated with these lessons, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p> |
| <p>L.1.1.H. Use determiners (e.g., <i>articles</i>, <i>demonstratives</i>).</p> | <p>Skills in this standard are taught in Lesson 63: Determiners.</p> <p>In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p> |
| <p>L.1.1.I. Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>).</p> | <p>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.</p> <p>Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p> |
| <p>L.1.1.J. Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> | <p>Skills in this standard are taught in Lesson 54: Sentence Structure.</p> <p>In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p> |
| <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | |
| <p>L.1.2.A. Capitalize dates and names of people.</p> | <p>Lesson 5: Capitalization teaches students to capitalize the first word in a sentence, the pronoun <i>I</i>, dates, and names. Lesson 54: Sentence Structure reinforces this skill.</p> <p>In addition to daily sentence Dictation, Practice Pages and activities associated with these lessons, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p> |
| <p>L.1.2.B. Use end punctuation for sentences.</p> | <p>Lesson 11: Punctuation and Lesson 54: Sentence Structure teach students how to use punctuation at the end of a sentence.</p> <p>In addition to daily sentence Dictation, Practice Pages and activities associated with these lessons, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p> |

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| <p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> | <p>Lesson 21: Commas teaches students to use commas in dates and to separate words in a series.</p> <p>In addition to daily sentence Dictation, Practice Pages and activities associated with these lessons, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p> |
| <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> | <p>The instruction included in the <i>Spelling Supplement</i> is intended to be used in addition to decoding instruction. The combination of encoding and decoding instruction provides a powerful foundation for students and enables them to accurately spell numerous words.</p> <p>Students have ample opportunity to practice and master these skills during daily Dictation and <i>Spelling Supplement</i>-related activities. The software also includes a Spelling and Word Recognition test to measure progress and guide instruction.</p> <p>Frequently occurring irregular words are often high-frequency words and are taught as part of Most Common Words lessons.</p> <p>Many common irregularly spelled words are high-frequency words. 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. The lesson sequence for grade 1 is designed to take students through at least the first 100 words though words beyond the first 100 are also introduced.</p> <p>The <i>Spelling Supplement</i> explicitly teaches the spelling of irregular words including the point at which words become ‘regular’ according to the orthographic skills taught in the sequence of instruction.</p> <p>Opportunities for students to demonstrate spelling skills include daily Dictation, Most Common Words Assessments, Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, Little Books, and in response to the writing activities included in the <i>Spelling Supplement</i>.</p> |
| <p>L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.</p> | <p>The instruction included in the <i>Spelling Supplement</i> is intended to be used in addition to decoding instruction. The combination of encoding and decoding instruction provides a powerful foundation for students and enables them to accurately spell numerous words.</p> <p>Students have ample opportunity to practice and master these skills during daily Dictation and <i>Spelling Supplement</i>-related activities. The software also includes a Spelling and Word Recognition test to measure progress and guide instruction.</p> <p>Opportunities for students to demonstrate spelling skills include daily Dictation, Most Common Words Assessments, Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, Little Books, and in response to the writing activities included in the <i>Spelling Supplement</i>.</p> |

| Knowledge of Language | |
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| L.1.3. Begins in Grade 2. | This standard begins in Grade 2. |
| Vocabulary Acquisition and Use | |
| L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 1 reading and content</i> , choosing flexibly from an array of strategies. | |
| L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. | Little Books (e.g., <i>Lagos</i>) and <i>Spelling Supplement</i> Cloze Passages provide ample opportunities to practice this skill. |
| L.1.4.B. Use frequently occurring affixes as a clue to the meaning of a word. | <p>In conjunction with teaching students to read and understand affixes, explicit morphological instruction of affixes is included in multiple lessons throughout the <i>Spelling Supplement</i>.</p> <p>The corresponding decoding lessons teaching affixes are listed below:</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 <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>Certain suffixes (including <i>-s</i>, <i>-ed</i>, and <i>-ing</i>) are also taught in tandem with other skills, such as Consonant Digraphs, Vowel Digraphs, <i>R</i>-controlled vowels, etc.</p> <p>Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p> |
| L.1.4.C. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>). | <p>In conjunction with teaching students to read frequently occurring root words and their inflectional forms, explicit instruction of root words is included in multiple lessons throughout the <i>Spelling Supplement</i>.</p> <p>The corresponding decoding lessons teaching affixes are listed below:</p> <p>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> |

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| L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. | |
| L.1.5.A. Sort words into categories (e.g., <i>colors, clothing</i>) to gain a sense of the concepts the categories represent. | Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i> . |
| L.1.5.B. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). | Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i> . |
| L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). | Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i> . |
| L.1.5.D. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. | Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i> . |
| L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). | <p>Lesson 67: Conjunctions teaches frequently occurring coordinating, correlative, and subordinating conjunctions.</p> <p>In addition to daily sentence Dictation, Practice Pages and activities associated with these lessons, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> (e.g., <i>Writing Prompt: Write about a time when you fell. Tell what happened first, next, and last</i>).</p> <p>Transfer Cards, Little Books, and Little Book comprehension questions also provide opportunities to practice this skill.</p> |