

Reading Horizons Correlation for Kindergarten

Arkansas Academic 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. See p. 22 for a complete list of Little Book titles and their corresponding target skills.
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®
Key Ideas and Details	
RL.K.1. With prompting and support, ask and answer questions about key details in a text.	<p>Little Books (e.g., <i>Glen</i>) and their corresponding comprehension questions provide ample opportunities to practice this skill.</p> <p>Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.</p>
RL.K.2. With prompting and support, <i>retell</i> familiar stories, including key details.	<p>Little Books (e.g., <i>Flip-Flop</i>) and their corresponding comprehension questions can be used to practice this skill.</p> <p>Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.</p>
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	<p>Little Books (e.g., <i>Brad's Pet</i>) and their corresponding comprehension questions can be used to practice this skill.</p> <p>Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.</p>
Craft and Structure	
RL.K.4. Ask and answer questions about unknown words in a text.	Little Books (e.g., <i>Fran and Bret</i>) and their corresponding comprehension questions can be used to practice this skill.
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	Little Books (e.g., <i>Spud</i>) can be used to discuss the differences between literature and informational text.
RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	In addition to other texts, Little Books (e.g., <i>Mud</i>) can be used to discuss the roles of authors and illustrators.
Integration of Knowledge and Ideas	
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., based on this picture, what is happening?).	<p>Little Books (e.g., <i>Twig and Twix</i>) and their corresponding comprehension questions provide ample opportunities to practice this skill.</p> <p>Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.</p>

RL.K.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RL.K.8 is not applicable to literature based on anchor standard R.CCR.8.
RL.K.9. With prompting and support, compare and contrast the characters (e.g., adventures and experiences) in familiar stories.	In addition to other texts, Little Books and their corresponding comprehension questions can be used to practice this skill.
Range of Reading and Level of Text Complexity	
RL.K.10. Actively engage in teacher-led reading activities with purpose and understanding.	Little Books (e.g., <i>Jan and Nan</i>) provide ample opportunities to practice this skill.
Reading: Informational Text	
Standard	<i>Reading Horizons Discovery®</i>
Key Ideas and Details	
RI.K.1. With prompting and support, ask and answer questions about key details in a text.	Nonfiction Little Books (e.g., <i>It is Spring</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.
RI.K.2. With prompting and support, identify the main topic and <i>retell</i> key details of a text.	Nonfiction Little Books (e.g., <i>In the Nest</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.
RI.K.3. With prompting and support, describe the connection between two topics (individuals, events, ideas, or scientific concepts).	Nonfiction Little Books (e.g., <i>In the Nest</i>) can be used with other texts to practice the skill described in this standard. Corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.
Craft and Structure	
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	Little Books (e.g., <i>Miss Fluff</i>), their corresponding comprehension questions, and Reading Records can be used to practice this skill.

RI.K.5. Identify the front cover, back cover, and title page of a book.	Little Books (e.g., <i>Boxes</i>) provide ample opportunities to practice this skill.
RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Little Books (e.g., <i>Jill is Ill</i>) can be used to discuss the roles of authors and illustrators.
Integration of Knowledge and Ideas	
RI.K.7. With prompting and support, describe the relationship between visual images and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual image depicts).	Little Books (e.g., <i>The Gull</i>) and corresponding comprehension questions provide ample opportunities to practice this skill.
RI.K.8. With prompting and support, identify the details an author gives to support points in a text.	Little Books (e.g., <i>It is Spring</i>) and corresponding comprehension questions provide ample opportunities to practice this skill.
RI.K.9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures).	Little Books (e.g., <i>In the Nest</i>) can be used with other texts to practice this skill.
Range of Reading and Level of Text Complexity	
RI.K.10. Actively engage in teacher-led reading activities with purpose and understanding.	Little Books (e.g., <i>I Can</i>) provide ample opportunities to practice this skill.

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.

Note: In Kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Standard	Reading Horizons Discovery®
Print Concepts	
RF.K.1. Demonstrate understanding of the organization and basic features of print.	
RF.K.1.A. Follow words from left to right, top to bottom, and page by page.	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. Students apply this knowledge daily during word and sentence Dictation.
RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.	Beginning in Lesson 8: 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 specific letters and letter sequences and word meaning on both the word and sentence level. In addition, decodable Little Books and Transfer Cards provide students with opportunities to read words and sentences comprised of orthographic patterns taught in corresponding lessons.
RF.K.1.C. Understand that words are separated by spaces in print.	Text contained in each Little Book (e.g., <i>Who Can Dunk Bill?</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.
RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.	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, interactive software activities, and Practice Pages provide ample opportunities for students to practice this skill.

Phonological Awareness	
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.K.2.A. Recognize and produce rhyming words orally.	<p>The 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, reinforce rhyme and provide opportunities for practice.</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>
RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.	<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 8: Building Words. Teachers can help students practice this skill during the process of Dictation.</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>
RF.K.2.C. Blend and segment onsets and rimes of one-syllable spoken words.	<p>Blending and segmenting are skills that are taught various lessons in the Phonemic Awareness section at the beginning of the manuals.</p> <p>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., -ell, -ing, -onk).</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>
RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	<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 8: Building Words. Teachers can reinforce this aspect of phonological awareness during the process of Dictation.</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.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>The explicit lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds provides the background to this process. In keeping with current research emphasized most recently by Dr. David Kilpatrick and others, scripted phonological awareness activities are being developed to teach this advanced skill. They will be available on rhaccelerate.com as they are completed.</p> <p>In addition, 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.K.2.F. Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.</p>	<p>The explicit lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds provides the background to this process. In keeping with current research emphasized most recently by Dr. David Kilpatrick and others, scripted phonological awareness activities are being developed to teach this advanced skill. They will be available on rhaccelerate.com as they are completed.</p> <p>In addition, 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>This standard begins in Grade 1.</p>
<p>RF.K.2.G. Delete individual initial and final sounds (phonemes) in simple, spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/).</p>	<p>The explicit lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds provides the background to this process. In keeping with current research emphasized most recently by Dr. David Kilpatrick and others, scripted phonological awareness activities are being developed to teach this advanced skill. They will be available on rhaccelerate.com as they are completed.</p> <p>In addition, 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>This standard begins in Grade 1.</p>

Phonics and Word Recognition	
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.	<p>Lessons 2, 3, 5–7, 12–16, 19–23, 26–31, and 33–37 teach all letters of the alphabet. Letter instruction includes name of the letter, sound of the letter, and uppercase and lowercase formation.</p> <p>Daily Dictation practice provides opportunities for students to demonstrate knowledge of each consonant and its most frequently occurring sound.</p>
RF.K.3.B. Associate the long and short sounds with the five major vowel graphemes (a, e, i, o, u) using open and closed syllable types (e.g., open-go, closed-got).	<p>Lessons 2, 16, 23, 31, and 35 introduce each vowel and its short sound. Lesson 57: Short and Long Vowels introduces the long sound of each vowel providing students with opportunities to develop the ability to identify long and short vowel sounds in words comprised of open, closed, silent e, and vowel team syllable patterns.</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>
RF.K.3.C. Read common <i>high-frequency words</i> by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<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>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, Transfer Cards, Practice Pages, daily Dictation and Little Books.</p>

RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap, cup, cop; him, hip, hit).	<p>Lessons 2, 3, 5–7, 12–16, 19–23, 26–31, and 33–37 teach all letters of the alphabet. Letter instruction includes name of the letter, sound of the letter, and uppercase and lowercase formation. The explicit lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds provides the background to this process. Other lessons, like those that cover Special Vowel Combinations that end in <i>-ll</i>, <i>-ng</i>, and <i>-nk</i>, reinforce and provide opportunities for practicing this skill.</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, daily Dictation, Transfer Cards, Practice Pages, and Little Books.</p>
Fluency	
RF.K.4. Read <i>grade-appropriate</i> texts with purpose and understanding.	Decodable Little Books (e.g., <i>Can You Do This?</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.K.4.A. Read grade-level text with purpose and understanding.	<p>Decodable Little Books, 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.</p> <p>This standard begins in Grade 1.</p>
RF.K.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p>Decodable Little Books, 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.</p> <p>This standard begins in Grade 1.</p>
RF.K.4.C. Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>Decodable Little Books, 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.</p> <p>This standard begins in Grade 2.</p>

Writing

The following standards offer a focus for writing instruction 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 in the standards.

Standard	<i>Reading Horizons Discovery</i> ®
Text Types and Purposes	
W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	Students have the opportunity to practice and demonstrate this skill through written response to the text in each Little Book (e.g., <i>The Stink</i>).
W.K.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	This standard begins in Grade 3.
W.K.1.B. Provide reasons that support an opinion.	This standard begins in Grade 3.
W.K.1.C. Use linking words (e.g., because, therefore, since, for example) and phrases to connect opinion and reasons.	This standard begins in Grade 3.
W.K.1.D. Establish and maintain a formal style.	This standard begins in Grade 6.
W.K.1.E. Provide a concluding statement or section.	This standard begins in Grade 3.

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name the topic and supply some information about it.	Nonfiction Little Books (e.g., <i>In the Nest</i>) can be used as an exemplar text for this standard.
W.K.2.A. Introduce a topic and group related information; include illustrations when useful to aid comprehension.	This standard begins in Grade 3.
W.K.2.B. Develop the topic with facts, definitions, and details.	This standard begins in Grade 3.
W.K.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	This standard begins in Grade 1.
W.K.2.D. Use precise language and domain-specific words to inform about or explain the topic.	This standard begins in Grade 4.
W.K.2.E. Establish and maintain a formal style.	This standard begins in Grade 6.
W.K.2.F. Provide a concluding statement or section.	This standard begins in Grade 3.
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened.	Little Books (e.g., <i>Chip and the Fish</i>) can be used as an exemplar text for this standard.
W.K.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	This standard begins in Grade 3.

W.K.3.B. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	This standard begins in Grade 3.
W.K.3.C. Use <i>temporal</i> words and phrases to signal event order.	This standard begins in Grade 3.
W.K.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.	This standard begins in Grade 4.
W.K.3.E. Provide a conclusion that follows from the narrated experiences or events.	This standard begins in Grade 3.
Production and Distribution of Writing	
W.K.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	This standard begins in Grade 3.
W.K.5. With guidance and support from adults, respond to questions and add details to strengthen writing as needed.	Comprehension questions in each Little Books (e.g., <i>Lunch</i>) provide ample opportunities for students to respond in writing to each question.
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce some writing, including in collaboration with peers.	Teachers can guide and support students in the use of various digital tools as they demonstrate learning of the skills taught in the <i>Reading Horizons Discovery</i> ® program.

Research to Build and Present Knowledge	
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books on a specific topic and produce simple findings).	Little Books (e.g., <i>It is Spring</i>) can be used as an exemplar text for this standard.
W.K.8. Recall information, with prompting and support, from experiences or gather information from provided sources to answer a question.	Little Books (e.g., <i>Glen</i>) and their corresponding comprehension questions provide ample opportunities to practice this skill.
W.K.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	This standard begins in Grade 4.
W.K.9.A. Apply Grade 4 Reading standards to literature.	This standard begins in Grade 4.
W.K.9.B. Apply Grade 4 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text).	This standard begins in Grade 4.
Range of Writing	
W.K.10. Write routinely, with prompting and support, over short time frames for a range of discipline-specific tasks, purposes, and audiences.	The process of Dictation provides daily opportunities for students to practice writing on the word and sentence level.

Speaking and Listening

The following standards 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.K.1. Participate in <i>collaborative conversations/discussions</i> with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.	
SL.K.1.A. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Many games in the <i>Games Supplement</i> (e.g., ABC is Easy for Me on p. 8) provide opportunities for students to work collaboratively with others and follow rules. The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.
SL.K.1.B. Continue a conversation through multiple exchanges.	Scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions that lead to multiple exchange conversations.
SL.K.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.	This standard begins in Grade 1.
SL.K.1.D. Explain their own ideas and understanding in light of the discussion.	This standard begins in Grade 3.
SL.K.2. With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media.	Little Books (e.g., <i>Brad's Pet</i>), their corresponding comprehension questions, and Reading Records can provide ample opportunities to practice this skill.
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.

Presentation of Knowledge and Ideas	
SL.K.4. Describe familiar people, places, things, and events; provide additional details with prompting and support.	With teacher support, students can apply the skills they learn throughout the <i>Reading Horizons Discovery</i> ® program to demonstrate the skills listed in this standard.
SL.K.5. Add drawings or other <i>visual displays</i> to descriptions of familiar people, places, things, and events as desired to provide additional detail.	With teacher support, students can apply the skills they learn throughout the <i>Reading Horizons Discovery</i> ® program to demonstrate the skills listed in this standard.
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	The procedures and activities in the <i>Reading Horizons Discovery</i> ® program provide students with daily opportunities to demonstrate the skills listed in this standard.
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> ®
Conventions of Standard English	
L.K.1. Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Kindergarten when writing or speaking.	
L.K.1.A. Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.	<p>Lesson 42: Nouns teaches the function of nouns. Lesson 49: Verbs teaches the function of verbs.</p> <p>Practice Pages and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response.</p> <p>This standard begins in Grade 3.</p>
L.K.1.B. Use frequently occurring nouns. <ul style="list-style-type: none"> Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). 	<p>Lesson 49: Verbs teaches students about verbs.</p> <p>Practice Pages and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response.</p>

L.K.1.C. Use frequently occurring verbs.	<p>This standard begins in Grade 1.</p> <p>Practice Pages and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response.</p>
L.K.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).	<p>Lesson 11: Capitalization teaches students to capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>Practice Pages and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response.</p> <p>This standard begins in Grade 1.</p>
L.K.1.E. Use adjectives. <ul style="list-style-type: none"> • Use determiners, noun markers, to add specificity (e.g., a book, the book). 	<p>This standard begins in Grade 1.</p>
L.K.1.F. Use conjunctions (e.g., and, but, or, so).	<p>This standard begins in Grade 1.</p>
L.K.1.G. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<p>Most of the words referenced in this standard are addressed as Most Common Words throughout the course. They are also taught from a decoding perspective as relevant skills are taught (e.g., <i>Off</i> would be taught in Lesson 47: Double S, F, and Z and Plurals.).</p>
L.K.1.H. Independently produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> • With prompting and support, use spaces to separate words in a sentence. 	<p>Lesson 18: Punctuation teaches complete sentences.</p> <p>Lesson 25: Sentence Structure teaches complete sentences.</p> <p>Practice Pages, daily sentence Dictation and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response.</p>
L.K.1.I. Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.	<p>This standard begins in Grade 4.</p>

L.K.1.J. Understand and use question words, interrogatives (e.g., who, what, where, when, why, how).	<p>Lesson 25: Sentence Structure teaches about interrogative sentences.</p> <p>Practice Pages, daily sentence Dictation and other activities associated with this lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response.</p>
L.K.1.K. Print all upper- and lowercase letters legibly.	<p>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, interactive software activities, and Practice Pages provide ample opportunities for students to learn and practice proper letter formation.</p>
L.K.2. Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Kindergarten when writing.	
L.K.2.A. Capitalize the first word in a sentence and the pronoun I.	<p>Lesson 11: Capitalization teaches students to capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>Practice Pages, daily sentence Dictation and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response.</p>
L.K.2.B. Recognize and name end punctuation.	<p>Lesson 18: Punctuation teaches end punctuation.</p> <p>Practice Pages, daily sentence Dictation and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response.</p>
L.K.2.C. Use commas in dates and to separate single words in a series.	This standard begins in Grade 1.
<p>L.K.2.D. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <ul style="list-style-type: none"> • Spell consonant-vowel-consonant (CVC) words correctly. • Spell words phonetically, drawing on knowledge of sound-letter relationships. 	<p>Lessons 2, 3, 5–7, 12–16, 19–23, 26–31, and 33–37 teach all letters of the alphabet. Letter instruction includes name of the letter, sound of the letter, and uppercase and lowercase formation. As students learn letter sounds, they are given frequent exposure to and practice with CVC words that use those letters. Students are given frequent exposure to spelling patterns as they engage in the process of Dictation.</p>

Knowledge of Language	
L.K.3. Use knowledge of language and its conventions.	<p>There are ample opportunities for students to demonstrate their knowledge of the language constructs and conventions that are taught throughout the sequence of instruction. Writing, speaking, reading, and listening activities are presented daily throughout the program. Some of these activities are included in the <i>Reading Horizons Discovery</i>® Software. There are too many to list here.</p> <p>This standard begins in Grade 2.</p>
L.K.3.A. Choose words and phrases for effect.	This standard begins in Grade 3.
L.K.3.B. Recognize and observe differences between the conventions of spoken and written <i>standard English</i> .	This standard begins in Grade 3.
Vocabulary Acquisition and Use	
L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.	
L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Throughout the course, teachers are encouraged to provide definitions and context sentences for all words used in Dictation. Occasionally, these words and sentences are scripted for the teacher.
L.K.4.B. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	The skills taught in the <i>Reading Horizons Discovery</i> ® sequence of instruction for kindergarten lay the foundation for the skills listed in this standard. They are explicitly taught in the sequence of instruction for Grades 1-3.
L.K.5. With guidance and support from adults, explore word relationships and <i>nuances</i> in word meanings.	
L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Vocabulary is emphasized in each lesson throughout the course of instruction. Teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.

L.K.5.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<p>Lesson 54: Antonyms teaches the concept of opposites.</p> <p>Practice Pages, daily sentence Dictation and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response</p>
L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Vocabulary is emphasized in each lesson throughout the course of instruction. Teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.
L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Vocabulary is emphasized in each lesson throughout the course of instruction. Teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.
L.K.6. Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	<p>Vocabulary is emphasized in each lesson throughout the course of instruction. Teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p> <p>Transfer Cards, Little Books, and Little Book comprehension questions provide opportunities to practice this skill.</p>

Reading Horizons Discovery®

Little Book Library Details

Kindergarten

Title	Chapter	Lesson Number	Skill	Lexile Code	Lexile
Glen	K-2	43	L-Blends		280L
Flip-Flop	K-2	43	L-Blends		70L
Brad's Pet	K-2	44	R-Blends		180L
Fran and Bret	K-2	44	R-Blends		90L
Spud	K-2	45	S-Blends		140L
Mud	K-2	45	S-Blends		250L
Jan and Nan	K-2	46	Two Extra Blends	BR	
Twig and Twix	K-2	46	Two Extra Blends		220L
Miss Fluff	K-2	47	Double S, F, and Z and Plurals		130L
Boxes	K-2	47	Double S, F, and Z and Plurals		110L
Jill is Ill	K-2	50	Special Vowel Combination -LL		50L
The Gull	K-2	50	Special Vowel Combination -LL		200L
I Can	K-2	51	Special Vowel Combination -NG		120L
It Is Spring	K-2	51	Special Vowel Combination -NG	BR	
The Stink	K-2	52	Special Vowel Combination -NK		70L
Who Can Dunk Bill?	K-2	52	Special Vowel Combination -NK		200L
In the Nest	K-2	55	Voiced and Voiceless and the TH Digraphs		220L
Can You Do This?	K-2	55	Voiced and Voiceless and the TH Digraphs	BR	
Chip and the Fish	K-2	56	Digraphs CH, SH, WH, and PH		140L
Lunch	K-2	56	Digraphs CH, SH, WH, and PH		230L