

# Reading Horizons Discovery® English for Speakers of Other Languages-Elementary

(#5010010) 2015 - And Beyond (current)

*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.
  - a. Sample Little Book: [The Chest of Gold](#)
  - b. Sample Nonfiction Little Book: [Whales](#)
- 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](http://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.
  - a. [Reading Horizons Method Overview](#)

- b. [Sample Lesson: Lesson 28: Digraphs](#)
  - c. [Sample Lesson: Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4](#)
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
- a. assess student mastery of instruction.
  - b. analyze student reading behavior as they orally read connected text.
  - c. observe how students independently transfer strategies and skills to decode and comprehend text.
  - d. guide instruction by identifying specific areas of need.
  - e. identify skills students utilize when encountering words that they don't automatically recognize.
  - f. determine whether or not students are relying solely on whole word memorization when reading.
  - g. measure progress over time as RHD skills become more complex.
  - h. 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.

Grade One	
Standard	Reading Horizons Discovery®
LAFS.1.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Print all upper- and lowercase letters.	Lessons 1, 6, 8, 10, and 13 teach how to print upper/lowercase of all letters of the alphabet. Daily Dictation. Letter Formation Pages and Practice Pages provide ample opportunities for students to practice this skill.
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> .
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> .
d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, 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> .

<p>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>).</p>	<p>Skills in this standard are taught in Lesson 39: Verbs.</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>f. Use frequently occurring adjectives.</p>	<p>Skills in this standard are taught in Lesson 44: Adjectives.</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>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, 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 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>h. Use determiners (e.g., <i>articles, 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>i. Use frequently occurring prepositions (e.g., <i>during, beyond, 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>j. Produce and expand complete simple and compound 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>LAFS.1.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	

<p>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, dates, and proper nouns. 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>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>
<p>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>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>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</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, 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>LAFS.1.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>	
<p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Little Books and <i>Spelling Supplement</i> Cloze Passages provide ample opportunities to practice this skill.</p>
<p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p>	<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>. 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</p>

	<p>Lesson 55: Adding Suffixes to Phonetic Skill 5 Lesson 71: Adding Suffixes to Words Ending in Y 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, R-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> <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>
<p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<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 Y Lesson 79: Root Words, Prefixes, and Suffixes</p>
<p>LAFS.1.L.3.5: With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings</p>	
<p>a. Sort words into categories (e.g., <i>colors, clothing</i>) to gain a sense of the concepts the categories represent.</p>	<p>Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i>.</p>
<p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>	<p>Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i>.</p>



<p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p>Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i>.</p>
<p>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.</p>	<p>Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i>.</p>
<p>LAFS.1.L.3.6: 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 named my hamster Nibblet because she nibbles too much because she likes that).</p>	<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., Writing Prompt: Write about a time when you fell. Tell what happened first, next, and last.).</p> <p>Transfer Cards, Little Books, and Little Book comprehension questions also provide opportunities to practice this skill.</p>
<p>LAFS.1.RF.1.1: Demonstrate understanding of the organization and basic features of print.</p>	
<p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<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, dates, and names.</p> <p>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</i> Writing Prompts.</p>
<p>LAFS.1.RF.2.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	

<p>a. Distinguish long from short vowel sounds 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>  Lesson 6: short <i>e</i>  Lesson 8: short <i>o</i>  Lesson 10: short <i>u</i>  Lesson 13: short <i>i</i>  Lesson 31: introduction to long vowels  Lesson 42: long <i>e</i> (<i>e</i>)  Lesson 43: long <i>a</i> (<i>a-e</i>), long <i>i</i> (<i>i-e</i>), long <i>o</i> (<i>o-e</i>), long <i>u</i> (<i>u-e</i>)  Lesson 50: long vowel sounds made by <i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i>  Lesson 59: <i>y</i>=long <i>i</i>  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>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>
<p>c. Isolate and pronounce 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>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.</p> <p>Segmenting can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i>.</p>
<p>LAFS.1.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>	

<p>a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>Consonant Digraphs and Trigraphs are taught in the following lessons:</p> <p>Lesson 18: L-Blends  Lesson 19: R-Blends  Lesson 20: S-Blends  Lesson 22: Two Extra Blends  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> <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>
<p>b. Decode regularly spelled one-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).  Lesson 33: Phonetic Skill 2 teaches students to decode CVCC and CCVCC words (closed syllable).  Lesson 42: Phonetic Skill 3 teaches students to decode CV words (open syllable).  Lesson 43: Phonetic Skill 4 teaches students to decode words that end in the VCe combination.  Lesson 50: Phonetic Skill 5 teaches students to decode CVVC words with common vowel teams.  Lesson 69: -LE at the End of a Word teaches students to decode words that end in the consonant -le syllable type.  Lesson 76: Murmur Diphthong AR, Lesson 77: Murmur Diphthong OR, and Lesson 78: Murmur Diphthongs ER, UR, and IR all teach students to decode words that follow the r-controlled vowel syllable type.  Lessons 86-89: Special Vowel Sounds AU/AW, OU/OW, OI/OY, and OO/OO 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>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>Silent -e 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>)  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>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>
<p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</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 <i>-le</i>.</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>Drake and the Earthquake</i>), and Reading Records.</p>
<p>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 <i>-le</i>.</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>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  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 Y</p> <p>Inflectional endings are also taught in tandem with other skills, such as Consonant Digraphs, Vowel Digraphs, <i>R</i>-controlled vowels, etc.</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 Youngest Pirate</i>), and Reading Records. 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>
<p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Lessons 2, 7, 9, 12, 15, 17, 24, 29, 36, 41, 46, 51, 56, 58, 60, 65, 70, 75, 81, 85, 92, and 98 teach up to the 300 highest frequency words on the Fry Instant Word List.</p> <p>The skills taught in the above lessons can be practiced, reinforced, and assessed using Most Common Words Cards, Most Common Words Assessments, Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, and Little Books.</p> <p>The <i>Spelling Supplement</i> explicitly teaches the spelling of irregular words.</p>
<p>LAFS.1.RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p>	

<p>a. Read on-level text with purpose and understanding.</p>	<p><i>Reading Horizons Discovery</i><sup>®</sup> 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.</p> <p>Each Little Book has a Lexile<sup>®</sup> measure that can be used to guide the amount of scaffolding each student requires to read the text proficiently.</p>
<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><i>Reading Horizons Discovery</i><sup>®</sup> 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.</p> <p>Each Little Book has a Lexile<sup>®</sup> measure that can be used to guide the amount of scaffolding each student requires to read the text proficiently.</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Little Books and <i>Spelling Supplement Cloze Passages</i> provide ample opportunities to practice using context to confirm or self-correct word recognition and understanding.</p>
<p>LAFS.1.RI.1.1: Ask and answer questions about key details in a text.</p>	<p>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.</p>
<p>LAFS.1.RI.1.2: Identify the main topic and retell key details of a text.</p>	<p>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.</p>
<p>LAFS.1.RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Nonfiction Little Books (e.g., <i>Pirate Flags</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to demonstrate this skill.</p>
<p>LAFS.1.RI.2.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>Little Books (e.g., <i>The Skipping Fish</i>), corresponding comprehension questions, and Reading Records can be used to practice this skill.</p>

<p>LAFS.1.RI.2.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>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.</p> <p>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>.</p>
<p>LAFS.1.RI.2.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Little Books (e.g., <i>Whales</i>) provide ample opportunities to practice this skill.</p>
<p>LAFS.1.RI.3.7: Use the illustrations and details in a text to describe its key ideas.</p>	<p>Little Books (e.g., <i>The Brine Shrimp</i>) provide ample opportunities to practice this skill.</p>
<p>LAFS.1.RI.3.8: Identify the reasons an author gives to support points in a text.</p>	<p>Little Books (e.g., <i>All About Oil</i>) provide ample opportunities to practice this skill.</p>
<p>LAFS.1.RI.3.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Nonfiction Little Books (e.g., <i>The Zebra</i>) can be used in conjunction with other texts to practice this skill.</p>
<p>LAFS.1.RI.4.10: With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p><i>Reading Horizons Discovery</i><sup>®</sup> 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<sup>®</sup> measure that can be used to guide the amount of scaffolding each student requires to read the text proficiently.</p>
<p>LAFS.1.RL.1.1: Ask and answer questions about key details in a text.</p>	<p>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.</p>

LAFS.1.RL.1.2: Retell 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.
LAFS.1.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.
LAFS.1.RL.2.4: 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.
LAFS.1.RL.2.5: 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 and 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.
LAFS.1.RL.2.6: 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.
LAFS.1.RL.3.7: 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.
LAFS.1.RL.3.9: 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.
LAFS.1.RL.4.10: 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.
LAFS.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	



<p>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).</p>	<p>Many games in the <i>Games Supplement</i> (e.g., <i>Teacher/Teacher</i> 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.</p>
<p>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., <i>Tag Team</i> 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>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>LAFS.1.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>LAFS.1.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>LAFS.1.SL.2.4: 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>LAFS.1.SL.2.5: 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>

LAFS.1.SL.2.6: Produce complete sentences when appropriate to task and situation.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
LAFS.1.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., Write about why you would or would not like to be a twin.) Students can use these prompts as a springboard to practicing every step in the writing process.
LAFS.1.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., Write about an animal that likes sleeping in the day and staying awake at night.) Students can use these prompts as a springboard to practicing every step in the writing process.
LAFS.1.W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include 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., Write about a time that you lost something.) Students can use these prompts as a springboard to practicing every step in the writing process.
LAFS.1.W.2.5: 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> .
LAFS.1.W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish 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> .

LAFS.1.W.3.7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
LAFS.1.W.3.8: 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.
<b>Grade Two</b>	
<b>Standard</b>	<b><i>Reading Horizons Discovery</i><sup>®</sup></b>
LAFS.2.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Demonstrate legible printing skills.	Lessons 1, 6, 8, 10, and 13 teach how to print upper/lowercase of all letters of the alphabet. Daily Dictation. Letter Formation Pages and Practice Pages provide ample opportunities for students to practice this skill.
b. Use collective nouns (e.g., <i>group</i> ).	Skills in this standard are taught in Lesson 34: Nouns. These words would also be taught as they become decodable according to the sequence of instruction (e.g., Class would be taught in Lesson 23: Double S, F, and Z.).  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> .
c. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).	Skills in this standard are taught in Lesson 34: Nouns. These words would also be taught as they become decodable according to the sequence of instruction (e.g., <i>Feet</i> and <i>teeth</i> would be taught in Lesson 50: Phonetic Skill 5 when students learn the ee combination.).  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>d. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p>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>.</p>
<p>e. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	<p>Skills in this standard are taught in Lesson 39: Verbs.</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>f. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Skills in this standard are taught in Lesson 44: Adjectives, Lesson 49: Adverbs, and Lesson 63: Determiners. 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>g. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<p>Skills in this standard are taught in Lesson 54: Sentence Structure. 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>LAFS.2.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>a. Capitalize holidays, product names, and geographic names.</p>	<p>Lesson 5: Capitalization teaches students to capitalize the first word in a sentence, the pronoun I, dates, and names (including names of holidays, products, and geographic places). Lesson 54: Sentence Structure reinforces this skill. Students can practice proper capitalization with each lesson’s accompanying Practice Pages. <i>Spelling Supplement</i> resources also provide opportunities to reinforce and practice capitalization in writing.</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>b. Use commas in greetings and closings of letters.</p>	<p>Lesson 21: Commas teaches commas in greetings and closings of letters. 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>c. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>Lesson 30: Contractions teaches the use of apostrophes in contractions, while Lesson 34: Nouns teaches the use of apostrophes in possessives. 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>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>	<p>All lessons in <i>Reading Horizons Discovery</i><sup>®</sup> and the <i>Reading Horizons Discovery</i><sup>®</sup> <i>Spelling Supplement</i> focus on building this skill from both decoding and encoding processes.</p> <p>As students build reading and spelling skills that follow predictable patterns, they are empowered to read and spell any word that follows a particular skill.</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>The software also includes a Spelling and Word Recognition test. Specific examples listed in the standard are covered in the following lessons:</p> <p>cage → badge</p> <p>Reading Lesson 47 and Spelling Lesson Week 12: Another Sound for C and G.</p> <p>boy → boil</p> <p>Reading Lesson 88 and Spelling Lesson Week 31: Special Vowel Sounds OI/OY</p> <p><i>Reading Horizons Discovery</i><sup>®</sup> includes a number of posters that students can reference, including a poster about spelling with specific vowel teams.</p>

<p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Lesson 16: Alphabetical Order will teach students the necessary alphabetizing skills to use reference materials.</p>
<p>LAFS.2.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>a. Compare formal and informal uses of English.</p>	<p>Lesson 30: Contractions teaches when the use of contractions is appropriate in text (i.e., to represent dialogue) and when conventions should be more formal (e.g., when writing informational text).</p> <p>Students have the opportunity to observe and demonstrate this skill through use of the Little Books and in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>LAFS.2.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>	
<p>a. Capitalize holidays, product names, and geographic names.</p>	<p>Little Books and <i>Spelling Supplement</i> Cloze Passages provide ample opportunities to practice this skill.</p>
<p>b. Use commas in greetings and closings of letters.</p>	<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 Y  Lesson 79: Root Words, Prefixes, and Suffixes</p> <p>Specific 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, R-controlled vowels, etc.</p>

	Throughout the course, teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.
c. Use an apostrophe to form contractions and frequently occurring possessives.	<p>In conjunction with teaching students to read frequently occurring root words and their inflectional forms, explicit instruction of root words and their meanings 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> <p>Throughout the course, teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p>
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	<p>Lesson 26: Compound Words teaches students the nature of compound words.</p> <p>Explicit instruction of compound words is also addressed in the <i>Spelling Supplement</i>.</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>
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Lesson 16: Alphabetical Order will teach students the necessary alphabetizing skills to use reference materials.
LAFS.2.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Compare formal and informal uses of English.	Lesson 30: Contractions teaches when the use of contractions is appropriate in text (i.e., to represent dialogue) and when conventions should be more formal (e.g., when writing informational text).

	Students have the opportunity to observe and demonstrate this skill through use of the Little Books and in response to the writing activities included in the <i>Spelling Supplement</i> .
LAFS.2.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	
a. Use sentence-level context as a clue to the meaning of a word or phrase.	Little Books and <i>Spelling Supplement</i> Cloze Passages provide ample opportunities to practice this skill.
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).	<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 Y  Lesson 79: Root Words, Prefixes, and Suffixes</p> <p>Specific suffixes (including <i>-s, -ed, and -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 trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p>
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).	<p>In conjunction with teaching students to read frequently occurring root words and their inflectional forms, explicit instruction of root words and their meanings 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</p>



	<p>Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4  Lesson 55: Adding Suffixes to Phonetic Skill 5  Lesson 71: Adding Suffixes to Words Ending in Y  Lesson 79: Root Words, Prefixes, and Suffixes</p> <p>Throughout the course, teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p>
<p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p>	<p>Lesson 26: Compound Words teaches students the nature of compound words.</p> <p>Explicit instruction of compound words is also addressed in the <i>Spelling Supplement</i>.</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>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Lesson 16: Alphabetical Order will teach students the necessary alphabetizing skills to use reference materials.</p>
<p>LAFS.2.L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p>Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i>.</p>
<p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>	<p>Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i>.</p>

<p>LAFS.2.L.3.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>Skills in this standard are explicitly taught in Lesson 44: Adjectives and Lesson 49: Adverbs.</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., Writing Prompt: Blake likes to try new foods. Some of the things he eats are spicy. Write about the spiciest food you have ever tasted.).</p> <p>Transfer Cards, Little Books, and Little Book comprehension questions also provide students with opportunities to demonstrate this skill.</p>
<p>LAFS.2.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>a. Distinguish long and short vowels when reading regularly spelled one-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>  Lesson 6: short <i>e</i>  Lesson 8: short <i>o</i>  Lesson 10: short <i>u</i>  Lesson 13: short <i>i</i>  Lesson 31: introduction to long vowels  Lesson 42: long <i>e</i> (<i>e</i>)  Lesson 43: long <i>a</i> (<i>a-e</i>), long <i>i</i> (<i>i-e</i>), long <i>o</i> (<i>o-e</i>), long <i>u</i> (<i>u-e</i>)  Lesson 50: long vowel sounds made by <i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i>  Lesson 59: <i>y</i>=long <i>i</i>  Lesson 64: <i>y</i>=long <i>e</i></p> <p>Variant vowel sounds are emphasized as the spelling patterns for each are taught in the following lessons:</p> <p>Lessons 76-78: Murmur Diphthongs  Lessons 86-89: Special Vowel Sounds <i>AU/AW, OU/OW, OI/OY, OO/OO</i></p> <p>Lesson 32: Phonetic Skill 1 teaches students to decode CVC and CCVC words (closed syllable).  Lesson 33: Phonetic Skill 2 teaches students to decode CVCC and CCVCC words (closed syllable).  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>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>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<p>Vowel teams and diphthongs are addressed in the following lessons:</p> <p>Lesson 50: Phonetic Skill 5 (<i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i>)  Lesson 86: Special Vowel Sounds <i>AU/AW</i>  Lesson 87: Special Vowel Sounds <i>OU/OW</i>  Lesson 88: Special Vowel Sounds <i>OI/OY</i>  Lesson 89: Special Vowel Sounds <i>OO/OO</i>  Lesson 95: Other Sounds for <i>EA</i> and <i>IE/EI</i>  Lesson 97: Sounds of <i>EU</i> and <i>EW</i></p> <p>The <i>Reading Horizons Discovery® Spelling Supplement</i> teaches the inverse of the skills taught in decoding instruction to teach encoding. Some of the lessons that cover these skills include the following <i>Spelling Supplement</i> lessons:</p> <p>Week 13: Phonetic Skill 5 (<i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i>)</p> <p>Week 29: Special Vowel Sounds <i>AU/AW</i>  Week 30: Special Vowel Sounds <i>OU/OW</i>  Week 31: Special Vowel Sounds <i>OI/OY</i>  Week 32: Special Vowel Sounds <i>OO/OO</i></p> <p><i>Spelling Supplement</i> activities provide a variety of opportunities to practice these skills.</p>

<p>c. Decode regularly spelled two-syllable words with long vowels.</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 <i>-le</i>.</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>Drake and the Earthquake</i>), and Reading Records.</p>
<p>d. Decode words with common prefixes and suffixes.</p>	<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>

<p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>Skills in this standard are taught in specific Most Common Words lessons, and the following skill lessons:</p> <p>Lesson 25: Special Vowel Combinations (one-syllable words ending in <i>-ll</i>, <i>-ng</i>, and <i>-nk</i>)</p> <p>Lesson 57: Sounds of <i>GH</i>, <i>IGH</i>, and <i>IGHT</i></p> <p>Lesson 80: Exceptions to Murmur Diphthongs</p> <p>Lesson 87: Special Vowel Sounds <i>OU/OW</i></p> <p>Lesson 95: Other Sounds for <i>EA</i> and <i>IE/EI</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>The Pirate Ghost</i>), and Reading Records.</p>
<p>f. Recognize and read grade-appropriate irregularly spelled words.</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 2 is designed to take students through at least the first 200 words though words beyond the first 200 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>
<p>LAFS.2.RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>a. Read on-level text with purpose and understanding.</p>	<p>Decodable Little Books (e.g., <i>What is a Legend?</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.</p>
<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Decodable Little Books (e.g., <i>The Safari</i>), corresponding comprehension questions, and Reading Records provide ample opportunities to demonstrate reading fluency and comprehension through repeated readings. Each Little Book is also leveled according to the Lexile® Framework.</p>

<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Decodable Little Books (e.g., <i>The Mummy's Crypt</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.</p>
<p>LAFS.2.RI.1.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Little Books (e.g., <i>Fred</i>) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.</p>
<p>LAFS.2.RI.1.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>Little Books (e.g., <i>The Brine Shrimp</i>) provide ample opportunities to demonstrate this skill.</p>
<p>LAFS.2.RI.1.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Nonfiction Little Books (e.g., <i>Games from the Middle Ages</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.</p>
<p>LAFS.2.RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>Little Books (e.g., <i>Whales</i>), their corresponding comprehension questions, and Reading Records can be used to practice this skill.</p>
<p>LAFS.2.RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>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>.</p>
<p>LAFS.2.RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Little Books (e.g., <i>The Brine Shrimp</i>) provide ample opportunities to demonstrate this skill.</p>
<p>LAFS.2.RI.3.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>In combination with other texts, Little Books (e.g., <i>Lagos</i>) can be used to provide students opportunities to apply this skill.</p>
<p>LAFS.2.RI.3.8: Describe how an author uses reasons to support specific points in a text.</p>	<p>In combination with other texts, Little Books (e.g., <i>The Zebra</i>) can be used to provide students opportunities to apply this skill.</p>

LAFS.2.RI.3.9: Compare and contrast the most important points presented by two texts on the same topic.	In combination with other texts, Little Books (e.g., <i>Hens</i> ) can be used to provide students opportunities to apply this skill.
LAFS.2.RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>Reading Horizons Discovery</i> <sup>®</sup> 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 <sup>®</sup> measure that can be used to guide the amount of scaffolding each student requires to read the text proficiently.
LAFS.2.RL.1.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Little Books (e.g., <i>Fred</i> ) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
LAFS.2.RL.1.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Little Books (e.g., <i>The Twins</i> ) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
LAFS.2.RL.1.3: Describe how characters in a story respond to major events and challenges.	Little Books (e.g., <i>Class Pets</i> ) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
LAFS.2.RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Little Books (e.g., <i>The Chest of Gold</i> ) can be used to demonstrate this skill.
LAFS.2.RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Little Books (e.g., <i>Bill and the Strong Smell</i> ), their corresponding comprehension questions, and Reading Records provide ample opportunities to apply and demonstrate this skill.

LAFS.2.RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Little Books (e.g., <i>Be Nice to Dogs</i> ), their corresponding comprehension questions, and Reading Records provide ample opportunities to apply this skill.
LAFS.2.RL.3.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Little Books (e.g., <i>Garth's Wish</i> ), their corresponding comprehension questions, and Reading Records provide ample opportunities to apply this skill.
LAFS.2.RL.3.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> <sup>®</sup> program.
LAFS.2.RL.4.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>Reading Horizons Discovery</i> <sup>®</sup> 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 <sup>®</sup> measure that can be used to guide the amount of scaffolding each student requires to read the text proficiently.
LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, 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 in pairs or groups of students.
b. Build on others' talk in conversations by linking their comments to the remarks of others.	There are many opportunities throughout the program for groups of students to discuss the content of connected text. In addition, scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions that lead to multiple exchange conversations.



<p>c. Ask for clarification and further explanation as needed 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 Skipping Fish</i>).</p>
<p>LAFS.2.SL.1.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>Little Books (e.g., <i>Beth and Josh</i>), their corresponding comprehension questions, and Reading Records can provide ample opportunities to practice this skill.</p>
<p>LAFS.2.SL.1.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</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>A Blaze on a Ship</i>).</p>
<p>LAFS.2.SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</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>LAFS.2.SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Students have the opportunity to write scripts for audio recordings in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>LAFS.2.SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</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>LAFS.2.W.1.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. (e.g., Write about the job you think is the best to have. Tell why you think so.) Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>LAFS.2.W.1.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. (e.g., There are many types of fish. Compare a goldfish and a shark. Remember details such as size, shape, and color.) Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>LAFS.2.W.1.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. (e.g., Opposite Day can be crazy! Write a story about how you would clean your room on Opposite Day. What would your room look like? What would you clean with?) Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>LAFS.2.W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.</p> <p>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>.</p>
<p>LAFS.2.W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>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>.</p>

LAFS.2.W.3.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
LAFS.2.W.3.8: 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.
<b>Grade Three</b>	
<b>Standard</b>	<b>Reading Horizons Discovery®</b>
LAFS.3.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Demonstrate beginning cursive writing skills.	Lessons 1, 6, 8, 10, and 13 teach how to print upper/lowercase of all letters of the alphabet. Daily Dictation, Letter Formation Pages and Practice Pages provide ample opportunities for students to practice this skill. Cursive writing is not taught explicitly but could be integrated into letter instruction including during use of the Practice Pages and Writing Prompts.
b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Students are taught these skills in the following lessons: Lesson 34: Nouns Lesson 39: Verbs Lesson 44: Adjectives Lesson 49: Adverbs Lesson 54: Sentence Structure  In addition to the Practice Pages and activities associated with each lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
c. Form and use regular and irregular plural nouns.	Skills in this standard are taught in Lesson 23: Double S, F, and Z and Plurals and Lesson 34: Nouns. These words would also be taught as they become decodable according to the sequence of instruction.  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>d. Use abstract nouns (e.g., <i>childhood, friendship, courage</i>).</p>	<p>Skills in this standard are taught in Lesson 34: Nouns. These words would also be taught as they become decodable according to the sequence of instruction.</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>e. Form and use regular and irregular verbs.</p>	<p>Skills in this standard are taught in Lesson 39: Verbs.</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>f. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p>	<p>Skills in this standard are taught in Lesson 39: Verbs.</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>g. Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>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>.</p>
<p>h. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Skills in this standard are taught in Lesson 44: Adjectives and Lesson 49: Adverbs.</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>i. Use coordinating and subordinating conjunctions.</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>j. Produce simple, compound, and complex sentences.</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 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>LAFS.3.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>a. Capitalize appropriate words in titles.</p>	<p>Lesson 5: Capitalization teaches students to capitalize appropriate words in titles.</p> <p>In addition to daily sentence Dictation, 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>b. Use commas in addresses.</p>	<p>Lesson 21: Commas teaches comma use in addresses.</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>c. Use commas and quotation marks in dialogue.</p>	<p>Lesson 21: Commas teaches comma use within quotation marks in dialogue. Lesson 54: Sentence Structure teaches the use of commas with a coordinating conjunction in a compound 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>
<p>d. Form and use possessives.</p>	<p>Lesson 34: Nouns teaches possessives.</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>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p>	<p>All lessons in <i>Reading Horizons Discovery</i><sup>®</sup> and the <i>Reading Horizons Discovery</i><sup>®</sup> <i>Spelling Supplement</i> focus on building this skill from both decoding and encoding processes.</p> <p>As students build reading and spelling skills that follow predictable patterns, they are empowered to read and spell any word that follows a particular skill.</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>The software also includes a Spelling and Word Recognition test.</p> <p><i>Reading Horizons Discovery</i><sup>®</sup> includes a number of posters that students can reference, including a poster about spelling with specific vowel teams.</p>
<p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>All lessons in <i>Reading Horizons Discovery</i><sup>®</sup> and the <i>Reading Horizons Discovery</i><sup>®</sup> <i>Spelling Supplement</i> focus on building this skill from both decoding and encoding processes.</p> <p>As students build reading and spelling skills that follow predictable patterns, they are empowered to read and spell any word that follows a particular skill.</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>The software also includes a Spelling and Word Recognition test.</p> <p><i>Reading Horizons Discovery</i><sup>®</sup> includes a number of posters that students can reference, including a poster about spelling with specific vowel teams.</p>
<p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Students can use alphabetization skills gained in Lesson 16: Alphabetical Order to use reference materials.</p> <p><i>Reading Horizons Discovery</i><sup>®</sup> includes a number of posters that students can reference, including a poster about spelling with specific vowel teams.</p>
<p>LAFS.3.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	

a. Choose words and phrases for effect.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
b. Recognize and observe differences between the conventions of spoken and written standard English.	<p>Lesson 30: Contractions teaches when the use of contractions is appropriate in text (i.e., to represent dialogue) and when conventions should be more formal (e.g., when writing informational text).</p> <p>Students have the opportunity to observe and demonstrate this skill through use of the Little Books and in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
LAFS.3.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
a. Use sentence-level context as a clue to the meaning of a word or phrase.	Little Books and <i>Spelling Supplement</i> Cloze Passages provide ample opportunities to practice this skill.
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ).	<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>Specific suffixes (including <i>-s, -ed, and -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 trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p>

<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p>	<p>In conjunction with teaching students to read frequently occurring root words and their inflectional forms, explicit instruction of root words and their meanings 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> <p>Throughout the course, teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p>
<p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Lesson 16: Alphabetical Order will teach students the necessary alphabetizing skills to use reference materials.</p>
<p>LAFS.3.L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	<p>Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i>.</p>
<p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	<p>Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i>.</p>
<p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>)</p>	<p>Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i>.</p>



<p>LAFS.3.L.3.6: Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>Skills in this standard are explicitly taught in Lesson 44: Adjectives and Lesson 49: Adverbs.</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>Transfer Cards, Little Books, and Little Book comprehension questions also provide students with opportunities to demonstrate this skill.</p>
<p>LAFS.3.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<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>Prefixes and derivational suffixes are also taught in the following decoding lessons:</p> <p>Lesson 79: Root Words, Prefixes, and Suffixes Lesson 93: Other Suffixes: <i>-TION</i>, <i>-SION</i>, and <i>-OUS</i></p> <p>Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p>
<p>b. Decode words with common Latin suffixes.</p>	<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>Certain Latin suffixes are also taught in the following decoding lessons:</p> <p>Lesson 79: Root Words, Prefixes, and Suffixes Lesson 93: Other Suffixes: <i>-TION</i>, <i>-SION</i>, and <i>-OUS</i></p> <p>Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p>

<p>c. Decode multisyllable words.</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 <i>-le</i>.</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, and Reading Records.</p>
<p>d. Read grade-appropriate irregularly spelled words.</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.</p> <p>The skills taught in the above lessons can be practiced, reinforced, and assessed using Most Common Words Cards, Most Common Words Assessments, Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, and Little Books.</p> <p>The <i>Spelling Supplement</i> explicitly teaches the spelling of irregular words.</p>
<p>LAFS.3.RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>a. Read on-level text with purpose and understanding.</p>	<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>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Decodable Little Books, corresponding comprehension questions, and Reading Records provide ample opportunities to demonstrate reading fluency and comprehension through repeated readings. Each Little Book is also leveled according to The Lexile® Framework for Reading.</p>

<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<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>LAFS.3.RI.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Little Books (e.g., <i>Fred</i>) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.</p>
<p>LAFS.3.RI.1.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Nonfiction Little Books (e.g., <i>The Printing Press</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.</p>
<p>LAFS.3.RI.1.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/ effect.</p>	<p>Nonfiction Little Books (e.g., <i>Games from the Middle Ages</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.</p>
<p>LAFS.3.RI.2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>Little Books (e.g., <i>Whales</i>), their corresponding comprehension questions, and Reading Records can be used to practice this skill.</p>
<p>LAFS.3.RI.2.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>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>.</p>
<p>LAFS.3.RI.2.6: Distinguish their own point of view from that of the author of a text.</p>	<p>Little Books (e.g., <i>The Brine Shrimp</i>) provide ample opportunities to demonstrate this skill.</p>

<p>LAFS.3.RI.3.7: Use information gained from illustrations (e.g., <i>maps, photographs</i>) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>In combination with other texts, Little Books (e.g., <i>Lagos</i>) can be used to provide students opportunities to apply this skill.</p>
<p>LAFS.3.RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>In combination with other texts, Little Books (e.g., <i>The Zebra</i>) can be used to provide students opportunities to apply this skill.</p>
<p>LAFS.3.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>In combination with other texts, Little Books (e.g., <i>Hens</i>) can be used to provide students opportunities to apply this skill.</p>
<p>LAFS.3.RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p><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.</p>
<p>LAFS.3.RL.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Little Books (e.g., <i>Fred</i>) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.</p>
<p>LAFS.3.RL.1.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>Little Books (e.g., <i>Be Nice to Dogs</i>) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.</p>

LAFS.3.RL.1.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Little Books (e.g., <i>Class Pets</i> ) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
LAFS.3.RL.2.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Little Books (e.g., <i>Bill and the Strong Smell</i> ), their corresponding comprehension questions, and Reading Records provide ample opportunities to apply and demonstrate this skill.
LAFS.3.RL.2.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Little Books (e.g., <i>The Chest of Gold</i> ) can be used to demonstrate this skill.
LAFS.3.RL.2.6: Distinguish their own point of view from that of the narrator or those of the characters.	Little Books (e.g., <i>Mack and the Pirate King</i> ), their corresponding comprehension questions, and Reading Records provide ample opportunities to apply and demonstrate this skill.
LAFS.3.RL.3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Little Books (e.g., <i>Garth’s Wish</i> ), their corresponding comprehension questions, and Reading Records provide ample opportunities to apply and demonstrate this skill.
LAFS.3.RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> ® program.
LAFS.3.RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<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.

LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	There are many opportunities throughout the program for groups of students to discuss the content of connected text. In addition, scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions that lead to multiple exchange conversations.
b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	There are many opportunities throughout the program for groups of students to discuss the content of connected text. In addition, scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions that lead to multiple exchange conversations.
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Students have the opportunity to ask clarifying questions as they read and discuss text included in the Little Books.
d. Explain their own ideas and understanding in light of the discussion.	Discussion of the topics addressed in the Little Books provide students with the opportunity to explain their own ideas and understanding of each topic.
LAFS.3.SL.1.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Little Books (e.g., <i>Beth and Josh</i> ), their corresponding comprehension questions, and Reading Records can provide ample opportunities to practice this skill.
LAFS.3.SL.1.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	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>A Blaze on a Ship</i> ).

<p>LAFS.3.SL.2.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</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>LAFS.3.SL.2.5: Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.</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>LAFS.3.SL.2.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</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>LAFS.3.W.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	
<p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. (e.g., If you could take a trip on a plane to anywhere in the world, where do you think would be the best place to go and why?) Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>b. Provide reasons that support the opinion.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Opinion-based Writing Prompts always ask students to support their opinion in some way. (e.g., What are three things that make you happy? Why do they make you happy? Give a reason for each one.)</p>

<p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p>	<p>Lesson 54: Sentence Structure introduces different types of sentences including compound and complex sentences.</p> <p>Lesson 67: Conjunctions introduces students to coordinating, correlative, and subordinating conjunctions.</p> <p>These skills can be practiced, reinforced, and assessed using the correlating Chapter Tests and Practice Pages. In addition, students have the opportunity to practice and demonstrate these skills in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>d. Provide a concluding statement or section.</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>LAFS.3.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	
<p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. (e.g., Imagine you are going on a trip. What are some things that you would plan to bring on your trip and why?) Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>b. Develop the topic with facts, definitions, and details.</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>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p>	<p>Lesson 54: Sentence Structure introduces different types of sentences including compound and complex sentences.</p> <p>Lesson 67: Conjunctions introduces students to coordinating, correlative, and subordinating conjunctions.</p> <p>These skills can be practiced, reinforced, and assessed using the correlating Chapter Tests and Practice Pages. In addition, students have the opportunity to practice and demonstrate these skills in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>d. Provide a concluding statement or section.</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>LAFS.3.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	



<p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. (e.g., Imagine that you found a trunk in the attic. Write a story about the things that fill the trunk.) Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</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>c. Use temporal words and phrases to signal event order.</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>d. Provide a sense of closure.</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>LAFS.3.W.2.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.</p> <p>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>.</p>
<p>LAFS.3.W.2.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.</p> <p>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>.</p>

LAFS.3.W.2.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	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> .
LAFS.3.W.3.7: Conduct short research projects that build knowledge about a topic.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
LAFS.3.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	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.
LAFS.3.W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	The process of Dictation and Practice Pages provide opportunities to practice writing for shorter time frames.  The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
<b>Grade Four</b>	
<b>Standard</b>	<b><i>Reading Horizons Discovery</i><sup>®</sup></b>
LAFS.4.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Demonstrate legible cursive writing skills.	Lessons 1, 6, 8, 10, and 13 teach how to print upper/ lowercase of all letters of the alphabet. Daily Dictation, Letter Formation Pages and Practice Pages provide ample opportunities for students to practice this skill. Cursive writing is not taught explicitly but could be integrated into letter instruction including during use of the Practice Pages and Writing Prompts.

<p>b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p>	<p>Some of the skills addressed in this standard are taught in Lesson 49: Adverbs.</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>c. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i><sup>®</sup> program.</p>
<p>d. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</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>e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</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>f. Form and use prepositional phrases.</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. 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>g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</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 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>h. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>	<p>Many frequently confused words fall into Most Common Words 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>LAFS.4.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	

<p>a. Use correct capitalization.</p>	<p>Lesson 5: Capitalization teaches students to capitalize the first word in a sentence, the pronoun I, days of the week, months of the year, holidays, names of people, names of products, names of geographic places, and appropriate words in titles.</p> <p>In addition to daily sentence Dictation, 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>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p>Lesson 21: Commas teaches comma use in addresses and within quotation marks in dialogue. Lesson 54: Sentence Structure teaches the use of commas with a coordinating conjunction in a compound 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>
<p>c. Use a comma before a coordinating conjunction in a compound sentence.</p>	<p>Lesson 21: Commas and Lesson 54: Sentence Structure teach the use of commas with a coordinating conjunction in a compound 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>
<p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>All lessons in <i>Reading Horizons Discovery</i><sup>®</sup> and the <i>Reading Horizons Discovery</i><sup>®</sup> <i>Spelling Supplement</i> focus on building this skill from both decoding and encoding processes.</p> <p>As students build reading and spelling skills that follow predictable patterns, they are empowered to read and spell any word that follows a particular skill.</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>The software also includes a Spelling and Word Recognition test.</p> <p><i>Reading Horizons Discovery</i><sup>®</sup> includes a number of posters that students can reference, including a poster about spelling with specific vowel teams.</p>

LAFS.4.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose words and phrases to convey ideas precisely.	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., If you could take a trip on a plane to anywhere in the world, where do you think would be the best place to go and why?) Students can use these prompts as a springboard to practicing every step in the writing process.
b. Choose punctuation for effect.	Lesson 54: Sentence Structure teaches sentence types and the specific purposes of terminal punctuation such as when to use an exclamation point versus a period.
c. Differentiate between contexts that call for formal English (e.g., <i>presenting ideas</i> ) and situations where informal discourse is appropriate (e.g., <i>small-group discussion</i> ).	Lesson 30: Contractions teaches when the use of contractions is appropriate in text (i.e., to represent dialogue) and when conventions should be more formal (e.g., when writing informational text).  Students have the opportunity to observe and demonstrate this skill through use of the Little Books and in response to the writing activities included in the <i>Spelling Supplement</i> .
LAFS.4.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Little Books and <i>Spelling Supplement</i> Cloze Passages provide ample opportunities to practice this skill.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i> ).	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> .  The corresponding decoding lessons teaching affixes are listed below:  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

	<p>Lesson 71: Adding Suffixes to Words Ending in Y Lesson 79: Root Words, Prefixes, and Suffixes</p> <p>Specific 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 trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p>
<p>c. Consult reference materials (e.g., <i>dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Lesson 16: Alphabetical Order will teach students the necessary alphabetizing skills to use reference materials.</p>
<p>LAFS.4.L.3.5: Demonstrate understanding of word relationships, and nuances in word meanings.</p>	
<p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>	<p>Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i>.</p>
<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i>.</p>
<p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Skills in this standard are taught in Lesson 72: Antonyms, Synonyms, and More. 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>LAFS.4.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>Skills in this standard are explicitly taught in Lesson 44: Adjectives and Lesson 49: Adverbs.</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>Transfer Cards, Little Books, and Little Book comprehension questions also provide students with opportunities to demonstrate this skill.</p>
<p>LAFS.4.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p>	<p><i>Reading Horizons Discovery</i><sup>®</sup> focuses on teaching all the necessary skills for decoding words of any length.</p> <p>Single-syllable words:</p> <ul style="list-style-type: none"> <li>• Lesson 32: Phonetic Skill 1 teaches students to decode CVC and CCVC words (closed syllable).</li> <li>• Lesson 33: Phonetic Skill 2 teaches students to decode CVCC and CCVCC words (closed syllable).</li> <li>• Lesson 42: Phonetic Skill 3 teaches students to decode CV words (open syllable).</li> <li>• Lesson 43: Phonetic Skill 4 teaches students to decode words that end in the VCe combination.</li> <li>• Lesson 50: Phonetic Skill 5 teaches students to decode CVC words with common vowel teams.</li> <li>• Lesson 76: Murmur Diphthong AR, Lesson 77: Murmur Diphthong OR, and Lesson 78: Murmur Diphthongs ER, UR, and IR all teach students to decode words that follow the r-controlled vowel syllable type.</li> <li>• Lesson 86: Special Vowel Sounds AU/AW, Lesson 87: Special Vowel Sounds OU/OW, Lesson 88: Special Vowel Sounds OI/OY, and Lesson 89: Special Vowel Sounds OO/OO teaches students to decode words that contain these vowel teams.</li> </ul> <p>Multisyllabic words:</p> <ul style="list-style-type: none"> <li>• Lesson 61: Decoding Skill 1 teaches students to decode multisyllabic words in which the first syllable follows a CV pattern.</li> </ul>

	<ul style="list-style-type: none"> <li>• Lesson 66: Decoding Skill 2 teaches students to break down multisyllabic words in which the first syllable follows a VC pattern.</li> <li>• Lesson 69: <i>-LE</i> at the End of a Word teaches students to break down multisyllabic words that end in consonant <i>-le</i>.</li> <li>• Lesson 82: Decoding Multisyllabic Words empowers students to combine their previous skills to break down words of any length.</li> <li>• Lesson 26: Compound Words teaches students to break down compound words.</li> <li>• Lesson 79: Root Words, Prefixes, and Suffixes teaches students about root words and affixes.</li> <li>• Lesson 93: Other Suffixes teaches students how to break down words with suffixes <i>-tion</i>, <i>-sion</i>, and <i>-ous</i>.</li> </ul> <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, 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>
LAFS.4.RF.4.4: Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	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.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	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.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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.



LAFS.4.RI.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Nonfiction Little Books (e.g., <i>The Youngest Pirate</i> ), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.
LAFS.4.RI.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Nonfiction Little Books (e.g., <i>The Printing Press</i> ), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.
LAFS.4.RI.1.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Nonfiction Little Books (e.g., <i>Games from the Middle Ages</i> ), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.
LAFS.4.RI.2.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Nonfiction Little Books (e.g., <i>Whales</i> ), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.
LAFS.4.RI.2.5: Describe the overall structure (e.g., <i>chronology, comparison, cause/effect, problem/solution</i> ) of events, ideas, concepts, or information in a text or part of a text.	Nonfiction Little Books (e.g., <i>Hens</i> ), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.
LAFS.4.RI.2.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Little Books can be used in tandem with other texts to practice this skill.
LAFS.4.RI.3.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Nonfiction Little Books (e.g., <i>The Zebra</i> ), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.

LAFS.4.RI.3.8: Explain how an author uses reasons and evidence to support particular points in a text.	Nonfiction Little Books (e.g., <i>All About Oil</i> ), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.
LAFS.4.RI.3.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Nonfiction Little Books (e.g., <i>Pirate Flags</i> ), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.
LAFS.4.RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>Reading Horizons Discovery</i> <sup>®</sup> 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 <sup>®</sup> measure that can be used to guide the amount of scaffolding each student requires to read the text proficiently.
LAFS.4.RL.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Little Books (e.g., <i>Fred</i> ) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
LAFS.4.RL.1.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Little Books (e.g., <i>Be Nice to Dogs</i> ) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
LAFS.4.RL.1.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	Little Books (e.g., <i>Class Pets</i> ) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
LAFS.4.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i> ).	Little Books and <i>Spelling Supplement Cloze Passages</i> provide opportunities to practice this skill.

<p>LAFS.4.RL.2.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., <i>verse, rhythm, meter</i>) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>Little Books can be used in tandem with other texts to practice this skill.</p>
<p>LAFS.4.RL.2.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Little Books can be used in tandem with other texts to practice this skill.</p>
<p>LAFS.4.RL.3.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>Little Books (e.g., <i>Mack and the Pirate King</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to apply and demonstrate this skill.</p>
<p>LAFS.4.RL.3.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>Little Books can be used in tandem with other texts to practice this skill.</p>
<p>LAFS.4.RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Reading Horizons Discovery</i><sup>®</sup> 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.</p> <p>Each Little Book has a Lexile<sup>®</sup> measure that can be used to guide the amount of scaffolding each student requires to read the text proficiently.</p>
<p>LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p>	

<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>There are many opportunities throughout the program for groups of students to discuss the content of connected text. 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>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>There are many opportunities throughout the program for groups of students to discuss the content of connected text. 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>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p>There are many opportunities throughout the program for groups of students to discuss the content of connected text. 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>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>There are many opportunities throughout the program for groups of students to discuss the content of connected text. 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>LAFS.4.SL.1.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Little Books read aloud by the software can provide ample opportunities to practice this skill.</p>
<p>LAFS.4.SL.1.3: Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i><sup>®</sup> program.</p>

<p>LAFS.4.SL.2.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</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>LAFS.4.SL.2.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Students have the opportunity to write scripts for audio recordings in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>LAFS.4.SL.2.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>Lesson 30: Contractions teaches when the use of contractions is appropriate in text (i.e., to represent dialogue) and when conventions should be more formal (e.g., when writing informational text). Students have the opportunity to observe and demonstrate this skill through use of the Little Books and in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>LAFS.4.W.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	
<p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. (e.g., There are many things that humans protect. What is something you think is important to protect? Explain why you think it is important to protect it.) Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>b. Provide reasons that are supported by facts and details.</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>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p>	<p>Lesson 54: Sentence Structure introduces different types of sentences including compound and complex sentences. Lesson 67: Conjunctions introduces students to coordinating, correlative, and subordinating conjunctions.</p> <p>These skills can be practiced, reinforced, and assessed using the correlating Chapter Tests and Practice Pages. In addition, students have the opportunity to practice and demonstrate these skills in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>d. Provide a concluding statement or section related to the opinion presented.</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>LAFS.4.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	
<p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. (e.g., Imagine you are going on a trip. What are some things that you would plan to bring on your trip and why?) Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</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>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p>	<p>Lesson 54: Sentence Structure introduces different types of sentences including compound and complex sentences. Lesson 67: Conjunctions introduces students to coordinating, correlative, and subordinating conjunctions.</p> <p>These skills can be practiced, reinforced, and assessed using the correlating Chapter Tests and Practice Pages. In addition, students have the opportunity to practice and demonstrate these skills in response to the writing activities included in the <i>Spelling Supplement</i>.</p>

<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Vocabulary words specific to science and math are taught in each lesson of the <i>Spelling Supplement</i>.</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>e. Provide a concluding statement or section related to the information or explanation presented.</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>LAFS.4.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	
<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</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>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</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>c. Use a variety of transitional words and phrases to manage the sequence of events.</p>	<p>Skills in this standard are explicitly taught in Lesson 48: Adjectives and Lesson 50: Adverbs.</p> <p>Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.</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>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</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>e. Provide a conclusion that follows from the narrated experiences or events.</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>LAFS.4.W.2.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.</p> <p>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>.</p>
<p>LAFS.4.W.2.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.</p> <p>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>.</p>
<p>LAFS.4.W.2.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>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>.</p>
<p>LAFS.4.W.3.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</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>. Little Books can be used as a source of information depending on the topic.</p>
<p>LAFS.4.W.3.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</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>. Little Books can be used as a source of information depending on the topic.</p>
<p>LAFS.4.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	



<p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</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>. Little Books can be used as a source of information depending on the topic.</p>
<p>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”).</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>. Little Books can be used as a source of information depending on the topic.</p>
<p>LAFS.4.W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>The process of Dictation and Practice Pages provide opportunities to practice writing for shorter time frames.</p> <p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<h2>Grade Five</h2>	
<p><b>Standard</b></p>	<p><b><i>Reading Horizons Discovery</i><sup>®</sup></b></p>
<p>LAFS.5.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p>a. Demonstrate fluent and legible cursive writing skills.</p>	<p>Lessons 1, 6, 8, 10, and 13 teach how to print upper/ lowercase of all letters of the alphabet. Daily Dictation, Letter Formation Pages and Practice Pages provide ample opportunities for students to practice this skill. Cursive writing is not taught explicitly but could be integrated into letter instruction including during use of the Practice Pages and Writing Prompts.</p>
<p>b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</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>c. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i><sup>®</sup> program.</p>
<p>d. Use verb tense to convey various times, sequences, states, and conditions.</p>	<p>Skills in this standard are taught in Lesson 39: Verbs.</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>e. Recognize and correct inappropriate shifts in verb tense.</p>	<p>Skills in this standard are taught in Lesson 39: Verbs.</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>f. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>	<p>Skills in this standard are taught in 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>LAFS.5.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>a. Use punctuation to separate items in a series.</p>	<p>Skills in this standard are taught in Lesson 21: Commas.</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>b. Use a comma to separate an introductory element from the rest of the sentence.</p>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i><sup>®</sup> program.</p>
<p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i><sup>®</sup> program.</p>

<p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i><sup>®</sup> program.</p>
<p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>All lessons in <i>Reading Horizons Discovery</i><sup>®</sup> and the <i>Reading Horizons Discovery</i><sup>®</sup> <i>Spelling Supplement</i> focus on building this skill from both decoding and encoding processes.</p> <p>As students build reading and spelling skills that follow predictable patterns, they are empowered to read and spell any word that follows a particular skill.</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>The software also includes a Spelling and Word Recognition test.</p> <p><i>Reading Horizons Discovery</i><sup>®</sup> includes a number of posters that students can reference, including a poster about spelling with specific vowel teams.</p>
<p>LAFS.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. (e.g., If you could take a trip on a plane to anywhere in the world, where do you think would be the best place to go and why?) Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i><sup>®</sup> program.</p>
<p>LAFS.5.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>	
<p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p>Little Books and <i>Spelling Supplement</i> Cloze Passages provide ample opportunities to practice this skill.</p>

<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>	<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>Specific 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 trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p>
<p>c. Consult reference materials (e.g., <i>dictionaries</i>, <i>glossaries</i>, <i>thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Lesson 16: Alphabetical Order will teach students the necessary alphabetizing skills to use reference materials.</p>
<p>LAFS.5.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>a. Interpret figurative language, including similes and metaphors, in context.</p>	<p>Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i>.</p>
<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i>.</p>

<p>c. Use the relationship between particular words (e.g., <i>synonyms, antonyms, homographs</i>) to better understand each of the words.</p>	<p>Skills in this standard are taught in Lesson 72: Antonyms, Synonyms, and More. 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>LAFS.5.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>Skills in this standard are explicitly taught in Lesson 44: Adjectives and Lesson 49: Adverbs.</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>Transfer Cards, Little Books, and Little Book comprehension questions also provide students with opportunities to demonstrate this skill.</p>
<p>LAFS.5.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><i>Reading Horizons Discovery</i><sup>®</sup> focuses on teaching all the necessary skills for decoding words of any length.</p> <p>Single-syllable words:</p> <ul style="list-style-type: none"> <li>• Lesson 32: Phonetic Skill 1 teaches students to decode CVC and CCVC words (closed syllable).</li> <li>• Lesson 33: Phonetic Skill 2 teaches students to decode CVCC and CCVCC words (closed syllable).</li> <li>• Lesson 42: Phonetic Skill 3 teaches students to decode CV words (open syllable).</li> <li>• Lesson 43: Phonetic Skill 4 teaches students to decode words that end in the VCe combination.</li> <li>• Lesson 50: Phonetic Skill 5 teaches students to decode CVC words with common vowel teams.</li> <li>• Lesson 76: Murmur Diphthong AR, Lesson 77: Murmur Diphthong OR, and Lesson 78: Murmur Diphthongs ER, UR, and IR all teach students to decode words that follow the r-controlled vowel syllable type.</li> <li>• Lesson 86: Special Vowel Sounds AU/AW, Lesson 87: Special Vowel Sounds OU/OW, Lesson 88: Special Vowel Sounds OI/OY, and Lesson 89: Special Vowel Sounds OO/OO teaches students to decode words that contain these vowel teams.</li> </ul>

	<p>Multisyllabic words:</p> <ul style="list-style-type: none"> <li>• Lesson 61: Decoding Skill 1 teaches students to decode multisyllabic words in which the first syllable follows a CV pattern.</li> <li>• Lesson 66: Decoding Skill 2 teaches students to break down multisyllabic words in which the first syllable follows a VC pattern.</li> <li>• Lesson 69: -LE at the End of a Word teaches students to break down multisyllabic words that end in consonant -le.</li> <li>• Lesson 82: Decoding Multisyllabic Words empowers students to combine their previous skills to break down words of any length.</li> <li>• Lesson 26: Compound Words teaches students to break down compound words.</li> <li>• Lesson 79: Root Words, Prefixes, and Suffixes teaches students about root words and affixes.</li> <li>• Lesson 93: Other Suffixes teaches students how to break down words with suffixes <i>-tion</i>, <i>-sion</i>, and <i>-ous</i>.</li> </ul> <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, 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>LAFS.5.RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>a. Read on-level text with purpose and understanding.</p>	<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>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<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>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<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>LAFS.5.RI.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Nonfiction Little Books (e.g., <i>The Youngest Pirate</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.</p>
<p>LAFS.5.RI.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>Nonfiction Little Books (e.g., <i>The Printing Press</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.</p>
<p>LAFS.5.RI.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>Nonfiction Little Books (e.g., <i>Games from the Middle Ages</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.</p>
<p>LAFS.5.RI.2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>Nonfiction Little Books (e.g., <i>Whales</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.</p>
<p>LAFS.5.RI.2.5: Compare and contrast the overall structure (e.g., <i>chronology, comparison, cause/effect, problem/solution</i>) of events, ideas, concepts, or information in two or more texts.</p>	<p>Nonfiction Little Books (e.g., <i>Hens</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.</p>
<p>LAFS.5.RI.2.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>Nonfiction Little Books (e.g., <i>The Zebra</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.</p>

<p>LAFS.5.RI.3.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>Nonfiction Little Books (e.g., <i>Lagos</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.</p>
<p>LAFS.5.RI.3.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>Nonfiction Little Books (e.g., <i>All About Oil</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.</p>
<p>LAFS.5.RI.3.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Nonfiction Little Books (e.g., <i>Pirate Flags</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.</p>
<p>LAFS.5.RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p><i>Reading Horizons Discovery</i><sup>®</sup> 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.</p> <p>Each Little Book has a Lexile<sup>®</sup> measure that can be used to guide the amount of scaffolding each student requires to read the text proficiently.</p>
<p>LAFS.5.RL.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Little Books (e.g., <i>Fred</i>) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.</p>
<p>LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>Little Books (e.g., <i>Be Nice to Dogs</i>) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.</p>



LAFS.5.RL.1.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Little Books (e.g., <i>Class Pets</i> ) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
LAFS.5.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Little Books and <i>Spelling Supplement Cloze Passages</i> provide opportunities to practice this skill.
LAFS.5.RL.2.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Little Books (e.g., <i>The Chest of Gold</i> ) can be used to demonstrate this skill.
LAFS.5.RL.2.6: Describe how a narrator’s or speaker’s point of view influences how events are described.	Little Books (e.g., <i>Mack and the Pirate King</i> ), their corresponding comprehension questions, and Reading Records provide ample opportunities to apply and demonstrate this skill.
LAFS.5.RL.3.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., <i>graphic novel, multimedia presentation of fiction, folktale, myth, poem</i> ).	Little Books (e.g., <i>Garth’s Wish</i> ), their corresponding comprehension questions, and Reading Records provide ample opportunities to apply this skill.
LAFS.5.RL.3.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Little Books can be used in tandem with other texts to practice this skill.
LAFS.5.RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	<i>Reading Horizons Discovery</i> <sup>®</sup> 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 <sup>®</sup> measure that can be used to guide the amount of scaffolding each student requires to read the text proficiently.

LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	There are many opportunities throughout the program for groups of students to discuss the content of connected text. In addition, scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions that lead to multiple exchange conversations.
b. Follow agreed-upon rules for discussions and carry out assigned roles.	There are many opportunities throughout the program for groups of students to discuss the content of connected text. In addition, scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions that lead to multiple exchange conversations.
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	There are many opportunities throughout the program for groups of students to discuss the content of connected text. In addition, scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions that lead to multiple exchange conversations.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	There are many opportunities throughout the program for groups of students to discuss the content of connected text. In addition, scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions that lead to multiple exchange conversations.
LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Little Books read aloud by the software can provide ample opportunities to practice this skill.
LAFS.5.SL.1.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> <sup>®</sup> program.

<p>LAFS.5.SL.2.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</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>LAFS.5.SL.2.5: Include multimedia components (e.g., <i>graphics, sound</i>) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</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>LAFS.5.SL.2.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>Lesson 30: Contractions teaches when the use of contractions is appropriate in text (i.e., to represent dialogue) and when conventions should be more formal (e.g., when writing informational text). Students have the opportunity to observe and demonstrate this skill through use of the Little Books and in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>LAFS.5.W.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	
<p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. (e.g., There are many things that humans protect. What is something you think is important to protect? Explain why you think it is important to protect it.) Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>b. Provide logically ordered reasons that are supported by facts and details.</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>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p>	<p>Lesson 54: Sentence Structure introduces different types of sentences including compound and complex sentences. Lesson 67: Conjunctions introduces students to coordinating, correlative, and subordinating conjunctions.</p> <p>These skills can be practiced, reinforced, and assessed using the correlating Chapter Tests and Practice Pages. In addition, students have the opportunity to practice and demonstrate these skills in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>d. Provide a concluding statement or section related to the opinion presented.</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>LAFS.5.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	
<p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., <i>headings</i>), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. (e.g., <i>Imagine you are going on a trip. What are some things that you would plan to bring on your trip and why?</i>) Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</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>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p>	<p>Lesson 54: Sentence Structure introduces different types of sentences including compound and complex sentences. Lesson 67: Conjunctions introduces students to coordinating, correlative, and subordinating conjunctions.</p> <p>These skills can be practiced, reinforced, and assessed using the correlating Chapter Tests and Practice Pages. In addition, students have the opportunity to practice and demonstrate these skills in response to the writing activities included in the <i>Spelling Supplement</i>.</p>

<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Vocabulary words specific to science and math are taught in each lesson of the <i>Spelling Supplement</i>.</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>e. Provide a concluding statement or section related to the information or explanation presented.</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>LAFS.5.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	
<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</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>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</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>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<p>Skills in this standard are explicitly taught in Lesson 48: Adjectives and Lesson 50: Adverbs.</p> <p>Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.</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>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</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>e. Provide a conclusion that follows from the narrated experiences or events.</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>LAFS.5.W.2.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.</p> <p>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>.</p>
<p>LAFS.5.W.2.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.</p> <p>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>.</p>
<p>LAFS.5.W.2.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>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>.</p>
<p>LAFS.5.W.3.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</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>. Little Books can be used as a source of information depending on the topic.</p>

<p>LAFS.5.W.3.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</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>. Little Books can be used as a source of information depending on the topic.</p>
<p>LAFS.5.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</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>. Little Books can be used as a source of information depending on the topic.</p>
<p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</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>. Little Books can be used as a source of information depending on the topic.</p>
<p>LAFS.5.W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>The process of Dictation and Practice Pages provide opportunities to practice writing for shorter time frames.</p> <p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.</p>

## Kindergarten

Standard	<i>Reading Horizons Discovery® Kindergarten</i>
LAFS.K.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Print many upper- and lowercase letters.	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.
b. Use frequently occurring nouns and verbs.	Lesson 42: Nouns teaches the function of nouns. Lesson 49: Verbs teaches the function of verbs.  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.
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).	Lesson 47: Double S, F, and Z and Plurals teaches how to form plural nouns.  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.
d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).	Lesson 25: Sentence Structure teaches about interrogative sentences.  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.
e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).	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., Off would be taught in Lesson 47: Double S, F, and Z and Plurals.).
f. Produce and expand complete sentences in shared language activities.	Lesson 18: Punctuation teaches complete sentences. Lesson 25: Sentence Structure teaches complete sentences.  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.



LAFS.K.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize the first word in a sentence and the pronoun I.	Lesson 11: Capitalization teaches students to capitalize the first word in a sentence and the pronoun <i>I</i> .  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.
b. Recognize and name end punctuation.	Lesson 18: Punctuation teaches end punctuation.  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.
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	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.
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	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.
LAFS.K.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
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.
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.	The skills taught in the <i>Reading Horizons Discovery</i> <sup>®</sup> 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.

LAFS.K.L.3.5: With guidance and support from adults, explore word relationships and nuances in word meanings.	
a. Sort common objects into categories (e.g., <i>shapes, foods</i> ) 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.
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Lesson 54: Antonyms teaches the concept of opposites. 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
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.
d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) 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.
LAFS.K.L.3.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	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.  Transfer Cards, Little Books, and Little Book comprehension questions provide opportunities to practice this skill.
LAFS.K.RF.1.1: Demonstrate understanding of the organization and basic features of print.	
a. Follow words from left to right, top to bottom, and page by page.	These skills are taught and practiced in the direct instruction lessons <a href="#">How to Read a Book and The Parts of a Book: What Can They Tell Me?</a> .

<p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>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.</p>
<p>c. Understand that words are separated by spaces in print.</p>	<p>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.</p>
<p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<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 practice this skill.</p>
<p>LAFS.K.RF.2.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	
<p>a. Recognize and produce rhyming words.</p>	<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 <i>-ll</i>, <i>-ng</i>, and <i>-nk</i>, 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>
<p>b. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds as well as Phoneme Blending and Segmentation. It is also covered in Lesson 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>

<p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>Blending and segmenting are skills that are taught various lessons in the Phonemic Awareness section at the beginning of the manuals. Blending and segmenting onsets and rimes can also be taught and reinforced in lessons 50-52 as students learn the Special Vowel Combinations that constitute specific rimes (e.g., <i>-ell, -ing, -onk</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>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>	<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>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 rhacelerate.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>LAFS.K.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>	<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>

<p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<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. 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>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p>Most Common Words Lessons 10, 17, 24, 32, 40, 41, 48, and 53 teach 32 high-frequency words based on the most frequently used words from Fry’s Instant Words list. These words are used, and the skills are reinforced, in Transfer Cards and Most Common Words Cards. Teachers can use Skill Checks to assess student knowledge of these words. 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>
<p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<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, -ng, and -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>
<p>LAFS.K.RF.4.4: Read emergent-reader texts with purpose and understanding.</p>	<p>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.</p>
<p>LAFS.K.RI.1.1: With prompting and support, ask and answer questions about key details in a text.</p>	<p>Nonfiction Little Books (e.g., <i>It is Spring</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.</p>

LAFS.K.RI.1.2: With prompting and support, identify the main topic and retell 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.
LAFS.K.RI.1.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	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.
LAFS.K.RI.2.4: 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.
LAFS.K.RI.2.5: Identify the front cover, back cover, and title page of a book.	These skills are taught and practiced in the direct instruction lessons <a href="#">How to Read a Book and The Parts of a Book: What Can They Tell Me?</a> .
LAFS.K.RI.2.6: With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	These skills are taught and practiced in the direct instruction lessons <a href="#">How to Read a Book and The Parts of a Book: What Can They Tell Me?</a> .
LAFS.K.RI.3.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Little Books (e.g., <i>The Gull</i> ) and corresponding comprehension questions provide ample opportunities to practice this skill.
LAFS.K.RI.3.8: With prompting and support, identify the reasons 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.
LAFS.K.RI.3.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Little Books (e.g., <i>In the Nest</i> ) can be used with other texts to practice this skill.

LAFS.K.RI.4.10: Actively engage in group reading activities with purpose and understanding.	Little Books (e.g., <i>I Can</i> ) provide ample opportunities to practice this skill.
LAFS.K.RL.1.1: With prompting and support, ask and answer questions about key details in a text.	Little Books (e.g., <i>Glen</i> ) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
LAFS.K.RL.1.2: With prompting and support, retell familiar stories, including key details.	Little Books (e.g., <i>Flip-Flop</i> ) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
LAFS.K.RL.1.3: With prompting and support, identify characters, settings, and major events in a story.	Little Books (e.g., <i>Brad's Pet</i> ) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
LAFS.K.RL.2.4: With prompting and support, ask and answer questions about unknown words in a text.	Little Books (e.g., <i>Fran and Bret</i> ) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
LAFS.K.RL.2.5: Recognize common types of texts (e.g., <i>storybooks, poems</i> ).	Little Books (e.g., <i>Spud</i> ) can be used to discuss the differences between literature and informational text.
LAFS.K.RL.2.6: With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.	These skills are taught and practiced in the direct instruction lessons <a href="#">How to Read a Book and The Parts of a Book: What Can They Tell Me?</a> . In addition to other texts, Little Books (e.g., <i>Mud</i> ) can be used to discuss the roles of authors and illustrators.
LAFS.K.RL.3.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Little Books (e.g., <i>Twig and Twix</i> ) and their corresponding comprehension questions provide ample opportunities to practice this skill.  Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.

LAFS.K.RL.3.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	In addition to other texts, Little Books and their corresponding comprehension questions can be used to practice this skill.
LAFS.K.RL.4.10: Actively engage in group reading activities with purpose and understanding.	Little Books (e.g., <i>Jan and Nan</i> ) provide ample opportunities to practice this skill.
LAFS.K.SL.1.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
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., <i>ABC is Easy for Me</i> 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.
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.
LAFS.K.SL.1.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Little Books (e.g., <i>Brad's Pet</i> ), their corresponding comprehension questions, and Reading Records can provide ample opportunities to practice this skill.
LAFS.K.SL.1.3: 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.
LAFS.K.SL.2.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	With teacher support, students can apply the skills they learn throughout the <i>Reading Horizons Discovery</i> <sup>®</sup> program to demonstrate the skills listed in this standard.



LAFS.K.SL.2.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.	With teacher support, students can apply the skills they learn throughout the <i>Reading Horizons Discovery</i> <sup>®</sup> program to demonstrate the skills listed in this standard.
LAFS.K.SL.2.6: Speak audibly and express thoughts, feelings, and ideas clearly.	The procedures and activities in the <i>Reading Horizons Discovery</i> <sup>®</sup> program provide students with daily opportunities to demonstrate the skills listed in this standard.
LAFS.K.W.1.1: 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>Chip and the Fish</i> ). Writing prompts, available in Student Packets, feature a variety of writing types including opinion.
LAFS.K.W.1.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Students have the opportunity to practice and demonstrate this skill through written response to the text in each Little Book (e.g., <i>In the Nest</i> ). Writing prompts, available in Student Packets, feature a variety of writing types including informative.
LAFS.K.W.1.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	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> ). Writing prompts, available in Student Packets, feature a variety of writing types including narrative.
LAFS.K.W.2.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	With teacher support, students can use the writing prompts in the Student Packets to write and revise their writing.

LAFS.K.W.2.6: With guidance and support from adults, explore a variety of digital tools to produce and publish 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 Student Packets.
LAFS.K.W.3.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Little Books (e.g., <i>It is Spring</i> ) can be used as an exemplar text for this standard.
LAFS.K.W.3.8: With guidance and support from adults, recall information 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.
<b>K-12</b>	
<b>Standard</b>	<b><i>Reading Horizons Discovery</i><sup>®</sup></b>
ELD.K12.ELL.LA.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	With teacher support, students can apply the skills they learn throughout the <i>Reading Horizons Discovery</i> <sup>®</sup> program to demonstrate the skills listed in this standard.
ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.	With teacher support, students can apply the skills they learn throughout the <i>Reading Horizons Discovery</i> <sup>®</sup> program to demonstrate the skills listed in this standard.