

Reading Horizons Discovery®

Florida State Standard Correlations for Functional Reading Skills K-2

(#5010022) 2021 - 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.
- 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	<i>Reading Horizons Discovery</i> ®
ELA.1.F.1.1: Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.	These skills are taught and practiced in the direct instruction lessons How to Read a Book and The Parts of a Book: What Can They Tell Me? .
ELA.1.F.1.2: Demonstrate phonological awareness.	
a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.	This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Blending and Segmentation as well as Phoneme Isolation of Initial, Final, and Medial Sounds. It is also covered in Lesson 3: Building Words. Teachers can reinforce this skill daily during the process of Dictation. Segmenting can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i>. Consonant Blends are taught in the following lessons: Lesson 18: L-Blends Lesson 19: R-Blends Lesson 20: S-Blends Lesson 22: Two Extra Blends Consonant Digraphs and Trigraphs are taught in the following lessons: 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 <i>GH</i>, <i>IGH</i>, and <i>IGHT</i> Lesson 83: More Digraphs
b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.	This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Blending and Segmentation as well as Phoneme Isolation of Initial, Final, and Medial Sounds. It is also covered in Lesson 3: Building Words. Teachers can reinforce this skill daily during the process of Dictation. Segmenting can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i>.
c. Blend single-syllable spoken words with at least five phonemes.	This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Blending and Segmentation as well as Phoneme Isolation of Initial, Final, and Medial Sounds. It is also covered in Lesson 3: Building Words. Teachers can reinforce this skill daily during the process of Dictation. Segmenting can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i>.
d. Segment single-syllable spoken words with at least five phonemes.	This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Blending and Segmentation as well as Phoneme Isolation of Initial, Final, and Medial Sounds. It is also covered in Lesson 3: Building Words. Teachers can reinforce this skill daily during the process of Dictation. Segmenting can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i>.
e. Segment and blend phonemes in multi-syllable spoken words.	This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Blending and Segmentation as well as Phoneme Isolation of Initial, Final, and Medial Sounds. It is also covered in Lesson 3: Building Words. Teachers can reinforce this skill daily during the process of Dictation. Segmenting can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i>. This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Blending and Segmentation as well as Phoneme Isolation of Initial, Final, and Medial Sounds. It is also covered in Lesson 3: Building Words. Teachers can reinforce this skill daily during the process of Dictation. Segmenting can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i>.
ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.	

a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.	Consonant Digraphs and Trigraphs are taught in the following lessons: Lesson 18: <i>L</i>-Blends Lesson 19: <i>R</i>-Blends Lesson 20: <i>S</i>-Blends Lesson 22: Two Extra Blends Lesson 25: Special Vowel Combinations (<i>-ll</i>, <i>-ng</i>, <i>-nk</i>) Lesson 27: Voiced and Voiceless <i>TH</i> Lesson 28: Digraphs <i>CH</i>, <i>SH</i>, <i>WH</i>, and <i>PH</i> Lesson 33: Phonetic Skill 2 Lesson 35: Spelling with <i>-CK</i> Lesson 47: Another Sound for C and G Lesson 53: Digraph Blends Lesson 57: Sounds of <i>GH</i>, <i>IGH</i>, and <i>IGHT</i> Lesson 83: More Digraphs 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.
b. Decode simple words with r-controlled vowels.	Lesson 76: Murmur Diphthong <i>AR</i>, Lesson 77: Murmur Diphthong <i>OR</i>, and Lesson 78: Murmur Diphthongs <i>ER</i>, <i>UR</i>, and <i>IR</i> all teach students to decode words that follow the r-controlled vowel syllable type.
c. Decode and encode regularly spelled one-syllable words.	<i>Reading Horizons Discovery</i>® focuses on teaching all the necessary skills for decoding words. 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: <i>-LE</i> at the End of a Word teaches students to decode words that end in the consonant <i>-le</i> syllable type. Lesson 76: Murmur Diphthong <i>AR</i>, Lesson 77: Murmur Diphthong <i>OR</i>, and Lesson 78: Murmur Diphthongs <i>ER</i>, <i>UR</i>, and <i>IR</i> all teach students to decode words that follow the r-controlled vowel syllable type.

	Lessons 86-89: Special Vowel Sounds <i>AU/AW, OU/OW, OI/OY, and OO/OO</i> teaches students to decode words that contain these vowel teams. 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. Students also have the opportunity to demonstrate mastery of the orthographic patterns listed above throughout instruction in the <i>Spelling Supplement</i>.
d. Decode words with inflectional endings.	Students are taught to read words with inflectional endings (-ed, -s, and -es) in the following lessons: Lesson 23: Plurals Lesson 28: Digraphs Lesson 34: Nouns Lesson 37: Adding Suffixes to Phonetic Skills 1 and 2 Lesson 38: Three Sounds of -ED Lesson 39: Verbs Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4 Lesson 55: Adding Suffixes to Phonetic Skill 5 Lesson 71: Adding Suffixes to Words Ending in Y Inflectional endings are also taught in tandem with other skills, such as Consonant Digraphs, Vowel Digraphs, R-controlled vowels, etc. 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>.

e. Decode two-syllable words with regular patterns by breaking the words into syllables.	Lesson 26: Compound Words teaches students to break down compound words. Lesson 61: Decoding Skill 1 teaches students to decode multisyllabic words in which the first syllable follows a CV pattern. Lesson 66: Decoding Skill 2 teaches students to break down multisyllabic words in which the first syllable follows a VC pattern. Lesson 69: <i>-LE at the End of a Word</i> teaches students to break down multisyllabic words that end in consonant <i>-le</i>. Lesson 82: Decoding Multisyllabic Words empowers students to combine their previous skills to break down words of any length. 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.
f. Decode words that use final –e and vowel teams to make long-vowel sounds.	Silent -e and common vowel team conventions are taught in the following lessons: 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> 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.
ELA.1.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	
a. Recognize and read with automaticity the grade-level sight words.	<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.

ELA.1.R.1.1: Identify and describe the main story elements in a story.	Little Books 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.
ELA.1.R.2.2: Identify the topic of and relevant details in a text.	Nonfiction Little Books 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.
ELA.1.R.3.2: Retell a text in oral or written form to enhance comprehension.	
a. Use main story elements at the beginning, middle, and end for a literary text.	Little Books (e.g., <i>The Chest of Gold</i>) and their corresponding comprehension questions can be used to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
b. Use topic and important details for an informational text.	Nonfiction Little Books (e.g., <i>The Printing Press</i>) and their corresponding comprehension questions can be used to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.	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>. Transfer Cards, Little Books, and Little Book comprehension questions also provide students with opportunities to demonstrate this skill.
ELA.1.V.1.2: Identify and use frequently occurring base words and their common inflections in grade-level content.	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 -ED Lesson 39: Verbs Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4

	Lesson 55: Adding Suffixes to Phonetic Skill 5 Lesson 71: Adding Suffixes to Words Ending in Y Lesson 79: Root Words, Prefixes, and Suffixes 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. Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.
ELA.1.V.1.3: Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.	Little Books and <i>Spelling Supplement</i> Cloze Passages provide ample opportunities to practice this skill.
Grade Two	
Standard	<i>Reading Horizons Discovery</i>®
ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.	
a. Decode words with variable vowel teams (e.g., <i>oo</i> , <i>ea</i> , <i>ou</i>) and vowel diphthongs (e.g., <i>oi</i> , <i>oy</i> , <i>ow</i>).	Vowel teams and diphthongs are addressed in the following lessons: Lesson 50: Phonetic Skill 5 (<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>) Lesson 86: Special Vowel Sounds AU/AW Lesson 87: Special Vowel Sounds OU/OW Lesson 88: Special Vowel Sounds OI/OY Lesson 89: Special Vowel Sounds OO/OO Lesson 95: Other Sounds for EA and IE/EI Lesson 97: Sounds of EU and EW The <i>Reading Horizons Discovery</i>® <i>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: Week 13: Phonetic Skill 5 (<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>) Week 29: Special Vowel Sounds AU/AW Week 30: Special Vowel Sounds OU/OW Week 31: Special Vowel Sounds OI/OY Week 32: Special Vowel Sounds OO/OO

	<i>Spelling Supplement</i> activities provide a variety of opportunities to practice these skills.
b. Decode regularly spelled two-syllable words with long and short vowels.	Lesson 26: Compound Words teaches students to break down compound words. Lesson 61: Decoding Skill 1 teaches students to decode multisyllabic words in which the first syllable follows a CV pattern. Lesson 66: Decoding Skill 2 teaches students to break down multisyllabic words in which the first syllable follows a VC pattern. Lesson 69: <i>-LE at the End of a Word</i> teaches students to break down multisyllabic words that end in consonant <i>-le</i>. Lesson 82: Decoding Multisyllabic Words empowers students to combine their previous skills to break down words of any length. 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.
c. Decode words with open (e.g., <i>hi, baby, moment</i>) and closed (e.g., <i>bag, sunshine, chop</i>) syllables and consonant <i>-le</i> (e.g., <i>purple, circle, stumble</i>).	<i>Reading Horizons Discovery</i>® focuses on teaching all the necessary skills for decoding words. 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 61: Decoding Skill 1 teaches students to decode multisyllabic words in which the first syllable follows a CV pattern. Lesson 66: Decoding Skill 2 teaches students to break down multisyllabic words in which the first syllable follows a CVC pattern. Lesson 68: Double Consonants teaches students how to decode multisyllabic words with double consonants in the middle, like <i>rabbit</i>. Lesson 69: <i>-LE at the End of a Word</i> teaches students to decode words that end in the consonant <i>-le</i> syllable type.

	Lesson 76: Murmur Diphthong <i>AR</i>, Lesson 77: Murmur Diphthong <i>OR</i>, and Lesson 78: Murmur Diphthongs <i>ER</i>, <i>UR</i>, and <i>IR</i> all teach students to decode words that follow the r-controlled vowel syllable type. Lessons 86-89: Special Vowel Sounds <i>AU/AW</i>, <i>OU/OW</i>, <i>OI/OY</i>, and <i>OO/OO</i> teaches students to decode words that contain these vowel teams. Lesson 82: Decoding Multisyllabic Words empowers students to combine their previous skills to break down words of any length. 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. Students also have the opportunity to demonstrate mastery of the orthographic patterns listed above throughout instruction in the <i>Spelling Supplement</i>.
d. Decode words with common prefixes and suffixes.	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 Lesson 71: Adding Suffixes to Words Ending in <i>Y</i> Lesson 79: Root Words, Prefixes, and Suffixes 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. Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary. 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>.

e. Decode words with silent letter combinations (e.g., <i>knight, comb, island, ghost</i>).	Lesson 83: More Digraphs teaches combinations such as <i>kn, gn,</i> and <i>wr</i> .
ELA.2.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	<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.
ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.	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>. Transfer Cards, Little Books, and Little Book comprehension questions also provide students with opportunities to demonstrate this skill.
ELA.2.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.	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 Lesson 71: Adding Suffixes to Words Ending in <i>Y</i> Lesson 79: Root Words, Prefixes, and Suffixes Certain suffixes (including <i>-s, -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. Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.

ELA.2.V.1.3: Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.	Little Books and <i>Spelling Supplement</i> Cloze Passages provide ample opportunities to practice this skill.
Kindergarten	
Standard	<i>Reading Horizons Discovery® Kindergarten</i>
ELA.K.F.1.1: Demonstrate knowledge of the basic concepts of print.	
a. Locate a printed word on a page.	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.
b. Distinguish letters from words within sentences.	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.
c. Match print to speech to demonstrate that language is represented by print.	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.
d. Identify parts of a book (front cover, back cover, title page).	These skills are taught and practiced in the direct instruction lessons How to Read a Book and The Parts of a Book: What Can They Tell Me? .
e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.	These skills are taught and practiced in the direct instruction lessons How to Read a Book and The Parts of a Book: What Can They Tell Me? .

f. Identify all upper- and lowercase letters of the alphabet.	Lessons 2, 3, 5–7, 12–16, 19–23, 26–31, and 33–37 teach how to form upper/lowercase of all letters of the alphabet. Letter Formation Pages, Letter Formation Transfer Cards, interactive software activities, and Practice Pages provide ample opportunities for students to practice this skill.
g. Recognize that print conveys specific meaning and pictures may support meaning.	Beginning in Lesson 8: Building Words, students use letters to spell words. Scripted letter instruction lessons walk students through the process of mastering a letter before using it in a word. Daily Dictation practice provides opportunities for teachers to reinforce specific letters and letter sequences and word meaning on both the word and sentence level. In addition, decodable Little Books and Transfer Cards provide students with opportunities to read words and sentences comprised of orthographic patterns taught in corresponding lessons.
ELA.K.F.1.2: Demonstrate phonological awareness.	
a. Blend and segment syllables in spoken words.	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. 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>.
b. Identify and produce alliterative and rhyming words.	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. 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>.

c. Blend and segment onset and rimes of single-syllable words.	Blending and segmenting are skills that are taught various lessons in the Phonemic Awareness section at the beginning of the manuals. Blending and segmenting onsets and rimes can also be taught and reinforced in lessons 50-52 as students learn the Special Vowel Combinations that constitute specific rimes (e.g., <i>-ell</i>, <i>-ing</i>, <i>-onk</i>). The phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i>.
d. Identify the initial, medial, and final sound of spoken words.	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. 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>.
e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.	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 www.rhaccelerate.com as they are completed. 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>.
f. Segment and blend phonemes in single-syllable spoken words.	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. 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>.

ELA.K.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.	
a. Demonstrate knowledge of the most frequent sound for each consonant.	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. Daily Dictation practice provides opportunities for students to demonstrate knowledge of each consonant and its most frequently occurring sound.
b. Demonstrate knowledge of the short and long sounds for the five major vowels.	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>.
c. Decode consonant-vowel-consonant (CVC) words.	Beginning in Lesson 8: Building Words, students use letters to read and spell CVC words. These skills are practiced and reinforced in all the lessons and activities that follow. Daily Dictation practice provides opportunities for students to demonstrate these skills.
d. Encode consonant-vowel-consonant (CVC) words.	Beginning in Lesson 8: Building Words, students use letters to read and spell CVC words. These skills are practiced and reinforced in all the lessons and activities that follow. Daily Dictation practice provides opportunities for students to demonstrate these skills.
ELA.K.F.1.4: Recognize and read with automaticity grade-level high frequency words.	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. 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.

ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.	Little Books (e.g., <i>Brad's Pet</i>) and their corresponding comprehension questions can be used to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
ELA.K.R.3.2: Retell a text orally to enhance comprehension:	
a. Use main character(s), setting, and important events for a story.	Little Books (e.g., <i>Flip-Flop</i>) and their corresponding comprehension questions can be used to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
b. Use topic and details for an informational text.	Nonfiction Little Books (e.g., <i>In the Nest</i>) and their corresponding comprehension questions can be used to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.	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. Writing prompts, available in Student Packets , provide students opportunities to use acquired vocabulary in their writing.
ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content.	Little Books (e.g., <i>Miss Fluff</i>), their corresponding comprehension questions, and Reading Records can be used to practice this skill.
ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge.	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.
K-12	
Standard	<i>Reading Horizons Discovery</i>[®]
ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.	Little Books provide ample opportunities to practice this skill.
ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.	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.

ELA.K12.EE.3.1: Make inferences to support comprehension.	Little Books provide ample opportunities to practice this skill. Little Books have three comprehension questions for each story addressing the following areas of comprehension: story sequence (including key events), elements of a story (e.g., setting, characters, problem, and solution), vocabulary, and inference.
ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	Many games in the <i>Games Supplement</i> (e.g., ABC is Easy for Me on p. 8) provide opportunities for students to work collaboratively with others and follow rules. The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.
ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.	<i>Reading Horizons Discovery</i> ® provides many practice opportunities for students to consistently evaluate their own progress within a specific format to create quality work.
ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.	<i>Reading Horizons Discovery</i> ® utilizes an instructional framework that promotes communication skills through student explanation, elaboration, and collaborative gameplay.
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> ® 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> ® program to demonstrate the skills listed in this standard.