

# Reading Horizons Correlation for Language Arts - Grade One

(#5010042) 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*<sup>®</sup> 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*<sup>®</sup> at [www.rhaccelerate.com](http://www.rhaccelerate.com).

7. **Practice Pages** are a collection of blackline masters that correlate with the *Reading Horizons Discovery*<sup>®</sup> lessons. They have been developed to provide additional practice and skills reinforcement.
8. **Reading Horizons Discovery**<sup>®</sup> 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> <sup>®</sup>
ELA.1.C.1.1: 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.
ELA.1.C.1.2: Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.	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.
ELA.1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a 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 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.
ELA.1.C.1.4: Write expository texts about a topic, using a source, providing facts and a 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., 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>ELA.1.C.1.5: With guidance and support from adults, improve 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. 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>ELA.1.C.2.1: Present information orally using complete sentences and appropriate volume.</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>ELA.1.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p>Students are taught parts of speech and end punctuation in the following lessons:</p> <p>Lesson 34: Nouns (includes pronouns, plural nouns, and possessives)</p> <p>Lesson 39: Verbs</p> <p>Lesson 44: Adjectives</p> <p>Lesson 49: Adverbs</p> <p>Lesson 54: Sentence Structure</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>Lesson 11: Punctuation and Lesson 54: Sentence Structure teach students how to use punctuation at the end of a sentence.</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>ELA.1.C.4.1: Participate in research to gather information to answer a question about a single 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>ELA.1.C.5.1: Use a multimedia element to enhance oral or written tasks.</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>ELA.1.C.5.2: Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.</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>ELA.1.F.1.1: Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.</p>	<p>These skills are taught and practiced in the direct instruction lessons <i>How to Read a Book</i> and <i>The Parts of a Book: What Can They Tell Me?</i>.</p>
<p>ELA.1.F.1.2: Demonstrate phonological awareness.</p>	
<p>a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.</p>	<p>This skill is explicitly taught in the lesson <i>Phonemic Awareness: Phoneme Blending and Segmentation</i> as well as <i>Phoneme Isolation of Initial, Final, and Medial Sounds</i>. It is also covered in <i>Lesson 3: Building Words</i>. Teachers can reinforce this skill daily during the process of Dictation. Segmenting can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i>.</p> <p>Consonant Blends are taught in the following lessons:</p> <p>Lesson 18: <i>L-Blends</i>  Lesson 19: <i>R-Blends</i>  Lesson 20: <i>S-Blends</i>  Lesson 22: <i>Two Extra Blends</i></p> <p>Consonant Digraphs and Trigraphs are taught in the following lessons:</p> <p>Lesson 25: <i>Special Vowel Combinations (-ll, -ng, -nk)</i>  Lesson 27: <i>Voiced and Voiceless TH</i>  Lesson 28: <i>Digraphs CH, SH, WH, and PH</i>  Lesson 33: <i>Phonetic Skill 2</i>  Lesson 35: <i>Spelling with -CK</i>  Lesson 47: <i>Another Sound for C and G</i>  Lesson 53: <i>Digraph Blends</i>  Lesson 57: <i>Sounds of GH, IGH, and IGHT</i>  Lesson 83: <i>More Digraphs</i></p>

<p>b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.</p>	<p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Blending and Segmentation as well as Phoneme Isolation of Initial, Final, and Medial Sounds. It is also covered in Lesson 3: Building Words. Teachers can reinforce this skill daily during the process of Dictation. Segmenting can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i>.</p>
<p>c. Blend single-syllable spoken words with at least five phonemes.</p>	<p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Blending and Segmentation as well as Phoneme Isolation of Initial, Final, and Medial Sounds. It is also covered in Lesson 3: Building Words. Teachers can reinforce this skill daily during the process of Dictation. Segmenting can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i>.</p>
<p>d. Segment single-syllable spoken words with at least five phonemes.</p>	<p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Blending and Segmentation as well as Phoneme Isolation of Initial, Final, and Medial Sounds. It is also covered in Lesson 3: Building Words. Teachers can reinforce this skill daily during the process of Dictation. Segmenting can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i>.</p>
<p>e. Segment and blend phonemes in multi-syllable spoken words.</p>	<p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Blending and Segmentation as well as Phoneme Isolation of Initial, Final, and Medial Sounds. It is also covered in Lesson 3: Building Words. Teachers can reinforce this skill daily during the process of Dictation. Segmenting can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i>.</p>
<p>ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p>	

<p>a. Decode words with variable vowel teams (e.g., <i>oo, ea, ou</i>) and vowel diphthongs (e.g., <i>oi, oy, ow</i>).</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>)</p> <p>Lesson 86: Special Vowel Sounds <i>AU/AW</i></p> <p>Lesson 87: Special Vowel Sounds <i>OU/OW</i></p> <p>Lesson 88: Special Vowel Sounds <i>OI/OY</i></p> <p>Lesson 89: Special Vowel Sounds <i>OO/OO</i></p> <p>Lesson 95: Other Sounds for <i>EA</i> and <i>IE/EI</i></p> <p>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></p> <p>Week 30: Special Vowel Sounds <i>OU/OW</i></p> <p>Week 31: Special Vowel Sounds <i>OI/OY</i></p> <p>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>b. Decode regularly spelled two-syllable words with long and short 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: -LE at the End of a Word teaches students to break down multisyllabic words that end in consonant-le.</p> <p>Lesson 82: Decoding Multisyllabic Words empowers students to combine their previous skills to break down words of any length.</p> <p>In addition to daily dictation, these skills can be practiced, reinforced, and assessed using Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, Little Books (e.g., <i>Drake and the Earthquake</i>), and Reading Records.</p>

<p>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>).</p>	<p><i>Reading Horizons Discovery</i><sup>®</sup> focuses on teaching all the necessary skills for decoding words.</p> <p>Lesson 32: Phonetic Skill 1 teaches students to decode CVC and CCVC words (closed syllable).</p> <p>Lesson 33: Phonetic Skill 2 teaches students to decode CVCC and CCVCC words (closed syllable).</p> <p>Lesson 42: Phonetic Skill 3 teaches students to decode CV words (open syllable).</p> <p>Lesson 43: Phonetic Skill 4 teaches students to decode words that end in the VCe combination.</p> <p>Lesson 50: Phonetic Skill 5 teaches students to decode CVVC words with common vowel teams.</p> <p>Lesson 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 CVC pattern.</p> <p>Lesson 68: Double Consonants teaches students how to decode multisyllabic words with double consonants in the middle, like rabbit.</p> <p>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.</p> <p>Lesson 76: Murmur Diphthong <i>AR</i>, Lesson 77: Murmur Diphthong <i>OR</i>, and Lesson 78: Murmur Diphthongs <i>ER, UR, and IR</i> all teach students to decode words that follow the r-controlled vowel syllable type.</p> <p>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.</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>Students also have the opportunity to demonstrate mastery of the orthographic patterns listed above throughout instruction in the <i>Spelling Supplement</i>.</p>
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<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>. 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>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>e. Decode words with silent letter combinations (e.g., <i>knight</i>, <i>comb</i>, <i>island</i>, <i>ghost</i>).</p>	<p>Lesson 83: More Digraphs teaches combinations such as <i>kn</i>, <i>gn</i>, and <i>wr</i>.</p>
<p>ELA.1.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</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>ELA.1.R.1.1: Identify and describe the main story elements in a story.</p>	<p>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.</p>
<p>ELA.1.R.1.2: Identify and explain the moral of a story.</p>	<p>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.</p>
<p>ELA.1.R.1.3: Explain who is telling the story using context clues.</p>	<p>Little Books (e.g., <i>Be Nice to Dogs</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to apply this skill.</p>
<p>ELA.1.R.1.4: Identify stanzas and line breaks in poems.</p>	<p><i>Reading Horizons Discovery</i><sup>®</sup> doesn't include an explicit lesson on identifying stanzas and line breaks in poems, however the rhyming skills covered in the curriculum can serve as a starting point for these discussions. 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>ELA.1.R.2.1: Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.</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>ELA.1.R.2.2: Identify the topic of and relevant details in a text.</p>	<p>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.</p>
<p>ELA.1.R.2.3: Explain similarities and differences between information provided in visuals and words in an informational text.</p>	<p>Nonfiction Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>

ELA.1.R.2.4: Identify an author's opinion(s) about the topic.	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.
ELA.1.R.3.1: Identify and explain descriptive words and phrases in text(s).	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
ELA.1.R.3.2: Retell a text in oral or written form to enhance comprehension.	
a. Use main story elements in a logical sequence 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 the central idea and relevant 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.R.3.3: Compare and contrast 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.
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

	<p>Lesson 55: Adding Suffixes to Phonetic Skill 5</p> <p>Lesson 71: Adding Suffixes to Words Ending in Y</p> <p>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>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.</p>	<p>Little Books and <i>Spelling Supplement</i> Cloze Passages provide ample opportunities to practice this skill.</p>
<p>ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.</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>ELA.K12.EE.2.1: Read and comprehend grade-level complex texts 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. 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>ELA.K12.EE.3.1: Make inferences to support comprehension.</p>	<p>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 inference. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.</p>
<p>ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>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.</p>

<p>ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.</p>	<p><i>Reading Horizons Discovery</i><sup>®</sup> provides many practice opportunities for students to consistently evaluate their own progress within a specific format to create quality work.</p>
<p>ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.</p>	<p><i>Reading Horizons Discovery</i><sup>®</sup> utilizes an instructional framework that promotes communication skills through student explanation, elaboration, and collaborative gameplay.</p>
<p>ELD.K12.ELL.LA.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>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.</p>
<p>ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.</p>	<p>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.</p>