

Reading Horizons Correlation for Language Arts - Kindergarten

(#5010041) 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: [In the Nest](#)
 - b. Sample Little Book: [Chip and the Fish](#)
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: [Phonemic Awareness: Rhyming Words](#)
 - c. Sample Lesson: [Vowel E](#)
 - d. Sample Lesson: [Special Vowel Combination -NG](#)

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.

Kindergarten	
Standard	<i>Reading Horizons Discovery® Kindergarten</i>
ELA.K.C.1.1: 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.
ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.	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.
ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.	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.
ELA.K.C.1.4: Using a combination of drawing, dictating, and/or writing, provide factual information about a 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.
ELA.K.C.1.5: With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.	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.

<p>ELA.K.C.2.1: Present information orally using complete sentences.</p>	<p>The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.</p>
<p>ELA.K.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p>Lesson 11: Capitalization teaches students to capitalize the first word in a sentence and the pronoun I.</p> <p>Lesson 18: Punctuation teaches end punctuation.</p> <p>Lesson 25: Sentence Structure teaches complete and interrogative sentences.</p> <p>Lesson 42: Nouns teaches the function of nouns.</p> <p>Lesson 49: Verbs teaches the function of verbs.</p> <p>There are ample opportunities for students to demonstrate their knowledge of the language constructs and conventions that are taught throughout the sequence of instruction. Writing, speaking, reading, and listening activities are presented daily throughout the program.</p> <p>Practice Pages, daily sentence Dictation and other activities associated with each lesson provide students with the opportunity to practice and demonstrate these skills through verbal and written response.</p>
<p>ELA.K.C.4.1: Recall information to answer a question about a single topic.</p>	<p>Scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions to which students can respond.</p>
<p>ELA.K.C.5.1: Use a multimedia element to enhance oral or written tasks.</p>	<p>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.</p>
<p>ELA.K.F.1.1: Demonstrate knowledge of the basic concepts of print.</p>	
<p>a. Locate a printed word on a page.</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>b. Distinguish letters from words within sentences.</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>c. Match print to speech to demonstrate that language is represented by print.</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>d. Identify parts of a book (front cover, back cover, title page).</p>	<p>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?.</p>
<p>e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.</p>	<p>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?.</p>
<p>f. Identify 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>g. Recognize that print conveys specific meaning and pictures may support meaning.</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>

ELA.K.F.1.2: Demonstrate phonological awareness.	
<p>a. 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>b. Identify and produce alliterative and 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>c. Blend and segment onset and rimes of single-syllable words.</p>	<p>Blending and segmenting are skills that are taught various lessons in the Phonemic Awareness section at the beginning of the manuals.</p> <p>Blending and segmenting onsets and rimes can also be taught and reinforced in lessons 50-52 as students learn the Special Vowel Combinations that constitute specific rimes (e.g., <i>-ell</i>, <i>-ing</i>, <i>-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. Identify the initial, medial, and final sound of 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 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. Segment and blend phonemes in single-syllable spoken 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 www.rhaccelerate.com as they are completed.</p> <p>In addition, the phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i>.</p>
<p>f. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.</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>ELA.K.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p>	
<p>Demonstrate knowledge 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. Daily Dictation practice provides opportunities for students to demonstrate knowledge of each consonant and its most frequently occurring sound.</p>
<p>Demonstrate knowledge of the short and long sounds 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.</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>

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.
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.	<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.</p> <p>The skills taught in the above lessons can be practiced, reinforced, and assessed using Most Common Words Cards, Most Common Words Assessments, Chapter Tests, Skill Checks, Transfer Cards, Practice Pages, daily Dictation and Little Books.</p>
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.1.3: Explain the roles of author and illustrator of a story.	In addition to the direct instruction lessons How to Read a Book and The Parts of a Book: What Can They Tell Me? , Little Books (e.g., <i>Mud</i>) can be used to discuss the roles of authors and illustrators.
ELA.K.R.1.4: Identify rhyme in a poem.	<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>
ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts.	Little Books (e.g., <i>Fran and Bret</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.2.2: Identify the topic of and multiple details in a text.	Little Books (e.g., <i>Glen</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.2.4: Explain the difference between opinions and facts about a topic.	Writing prompts, available in Student Packets, feature a variety of writing types including opinion.
ELA.K.R.3.1: Identify and explain descriptive words in text(s).	Adjectives and many articles are addressed from a decoding perspective as relevant skills are taught (e.g., <i>Best</i> would be taught in Lesson 45: <i>S-Blends</i> .)
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.R.3.3: Compare and contrast characters' experiences in stories.	In addition to other texts, Little Books and their corresponding comprehension questions can be used to practice 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.
ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.	Little Books provide ample opportunities to practice this skill.

<p>ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.</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>ELA.K12.EE.3.1: Make inferences to support comprehension.</p>	<p>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.</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>® 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>® 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>® 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>® program to demonstrate the skills listed in this standard.</p>