

Reading Horizons Correlation for Grade 2

Common Core State Standards for English Language Arts

Reading Horizons Discovery[®] employs a structured approach to provide systematic, explicit instruction while integrating listening, speaking, reading, and writing. The emphasis of instruction is on phoneme awareness, sound-symbol correspondences, patterns and conventions of print, and the morphological, syntactical, and semantical aspects of language. This proven method provides students with the solid foundation that is necessary for proficient reading and writing.

Reading Horizons Vocabulary Terms

The following terms will be used throughout the correlation to illustrate the diverse ways in which Reading Horizons product offerings meet the listed standards.

1. **Dictation** is an interactive, multisensory process that is vital to the proper implementation of the Reading Horizons method. It can be performed one-on-one, in small groups, or with an entire class; in all cases, it should be a part of every skill lesson's classroom instruction. First, the leader provides a sound, letter name, slide, or word by extending his or her hands outward from the mouth to the class twice in a row. The students "catch" the offering with their outstretched hands and bring it forward to their ears. The process then reverses with the class sending the word twice and the teacher receiving it. Then, the class writes and marks (or proves) the letter, slide, or word while the teacher provides (when possible) a context sentence. Next, the students display their answers while the teacher formatively assesses and provides corrective feedback where needed. Finally, the teacher and students place their fingers beneath what they have written and read it aloud twice in a row, making sure to keep their eyes on what they are reading.
2. **Eraser Game** can be played after every instance of dictation. This game is a simple way to reinforce concepts and to provide opportunities for students to follow directions and identify skills that are of particular concern to the teacher. Students should erase words based on the instructions given by the teacher. Students can erase words based on a sound or letter at the beginning, middle, or end of a word. Teachers can increase difficulty by having students erase words based on definition, synonym, antonym, alphabetical order, or even by the answer to a riddle. See examples below. The examples assume students have the words *jog*, *cat*, and *sun* on their boards.
 - A. Erase the word that rhymes with *fog*.
 - B. Erase the word that has the same vowel sound as the word *map*.
 - C. Erase the word that means *a bright star near our planet that gives light*.
3. **Letter Formation Pages** provide opportunities for students to practice proper letter formation.

4. **Letter Formation Transfer Cards** accompany the Kindergarten Teacher’s Kit. These cards show proper letter formation in large print. These cards can be used to help students practice proper letter formation.
5. **Little Books** are controlled-vocabulary fiction and non-fiction stories and passages with original illustrations. Each skill lesson has an accompanying Little Book to provide students with the opportunity to reinforce and transfer concepts to connected text as students progress through the course.
6. **Most Common Words**, also referred to as high-frequency or sight words, are taught throughout the *Reading Horizons Discovery*[®] program. The Most Common Words (MCWs) taught in this program include high-frequency words derived from Fry’s Instant Words List and are introduced in order of frequency. They are presented early on so that students can begin reading words in context sentences. They are not just memorized but are approached from a linguistic standpoint.
 - A. There are 30 MCWs taught across eight lessons in the Kindergarten track.
 - B. There are 300 MCWs taught across 22 lessons in the grades 1-3 tracks. There are 10 to 20 words in each list.

MCWs appear in sentences on Transfer Cards (see Student Transfer Cards below). Printable Word Wall and Flash Cards are available on the teacher resource website *Reading Horizons Accelerate*[®] at www.rhaccelerate.com.

7. **Practice Pages** are a collection of blackline masters that correlate with the *Reading Horizons Discovery*[®] lessons. They have been developed to provide additional practice and skills reinforcement.
8. **Reading Horizons Discovery**[®] refers to the suite of products in the strategy-based K-3 reading program. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
9. **Reading Horizons Discovery**[®] **Spelling Supplement** refers to the suite of products that flip the decoding skills taught in the reading program to teach students how to spell words. There are individual kits for each grade level in grades 1-3. Each kit contains direct instruction materials, pretests, posttests, writing prompts, cloze passages, sort and spell activities, and more.
10. **Reading Horizons Elevate**[®] refers to the suite of products in the strategy-based reading program designed for grades 4 and up. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
11. **Reading Records** are used with Little Books (see above) to provide an additional way to assess mastery of skills taught in the *Reading Horizons Discovery*[®] program. Reading Records can be administered to individual students as often as at the conclusion of every skill lesson, or less often to periodically measure cumulative mastery of previously taught skills.

Reading Records can be used to

- assess student mastery of instruction.
- analyze student reading behavior as they orally read connected text.
- observe how students independently transfer strategies and skills to decode and comprehend text.
- guide instruction by identifying specific areas of need.
- identify skills students utilize when encountering words that they don't automatically recognize.
- determine whether or not students are relying solely on whole word memorization when reading.
- measure progress over time as RHD skills become more complex.
- determine areas of proficiency or instructional need regarding rate, accuracy, metacognition, and comprehension.

A Reading Record form accompanies each Little Book. Forms for shorter books contain the entire text from each book. As books get longer, only the first 100-150 words of text from each book are printed on the form. The Reading Record forms are generally similar to traditional running record forms with a few notable differences in the way reading behaviors are analyzed on the word level in relation to decodable text.

12. **Skill Checks** are designed as one-on-one assessments of skills taught. Skill Checks help the teacher determine areas of strength as well as areas in which extra help is necessary.
13. **Student Transfer Cards** contain words and sentences that are designed to provide students with opportunities to learn to recognize the print form of the same sounds they were taught during the lesson. All words and sentences on the Transfer Cards are vocabulary controlled to include, but not exceed, the skills taught to that point in the program. Students can read and mark (or prove) the words on the card. Once isolated words have been marked and read, the sentences at the bottom of the card can be read aloud for fluency and comprehension.
14. **Transfer Cards** is a generic term that refers to both Student and Whole Class Transfer Cards.
15. **Whole Class Transfer Cards** are designed to facilitate automaticity in the recognition of the spelling patterns of the English language and the sounds they represent. Whole Class Transfer Cards can be projected and are meant to be read chorally by the class after they have completed the Guided Practice and Dictation section of the instruction. Skills on the Whole Class Transfer Cards progress from sound to slide to word and, finally, to sentence and passage.

Reading: Literature

Standard	<i>Reading Horizons Discovery</i> [®]
Key Ideas and Details	
RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	Little Books (e.g., <i>Fred</i>) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
RL.2.2. <i>Recount</i> stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Little Books (e.g., <i>The Twins</i>) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
RL.2.3. Describe how characters in a story respond to major events and challenges.	Little Books (e.g., <i>Class Pets</i>) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
Craft and Structure	
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Little Books (e.g., <i>The Chest of Gold</i>) can be used to demonstrate this skill.
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Little Books (e.g., <i>Bill and the Strong Smell</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to apply and demonstrate this skill.
RL.2.6. Acknowledge differences in the <i>perspectives</i> of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Little Books (e.g., <i>Be Nice to Dogs</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to apply this skill.
Integration of Knowledge and Ideas	
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Little Books (e.g., <i>Garth's Wish</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to apply this skill.

RL.2.8. Not applicable to literature.	RL.2.8 is not applicable to literature.
RL.2.9. Compare and contrast two or more versions of the same story (e.g., <i>Cinderella stories</i>) by different authors or from different cultures.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> [®] program.
Range of Reading and Level of Text Complexity	
RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>Reading Horizons Discovery</i> [®] 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.
Reading: Informational Text	
Standard	<i>Reading Horizons Discovery</i>[®]
Key Ideas and Details	
RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	Nonfiction Little Books (e.g., <i>The Youngest Pirate</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.
RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Nonfiction Little Books (e.g., <i>The Printing Press</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Nonfiction Little Books (e.g., <i>Games from the Middle Ages</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.
Craft and Structure	
RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>Grade 2 topic or subject area</i> .	Little Books (e.g., <i>Whales</i>), their corresponding comprehension questions, and Reading Records can be used to practice this skill.

<p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>Nonfiction Little Books (e.g., <i>Parts of a Ship</i>) contain text features that will allow students to apply this skill. There are also multiple opportunities throughout the software to help students become familiar with text features.</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>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Little Books (e.g., <i>The Brine Shrimp</i>) provide ample opportunities to demonstrate this skill.</p>
<p>Integration of Knowledge and Ideas</p>	
<p>RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>In combination with other texts, Little Books (e.g., <i>Lagos</i>) can be used to provide students opportunities to apply this skill.</p>
<p>RI.2.8. Describe how reasons support specific points the author makes in a text.</p>	<p>In combination with other texts, Little Books (e.g., <i>The Zebra</i>) can be used to provide students opportunities to apply this skill.</p>
<p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>In combination with other texts, Little Books (e.g., <i>Hens</i>) can be used to provide students opportunities to apply this skill.</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Reading Horizons Discovery</i>[®] is designed to provide students with the necessary decoding skills to read grade-level texts of all kinds. Little Books are designed to provide students with opportunities to develop reading fluency and comprehension. Each Little Book has a Lexile[®] measure that can be used to guide the amount of scaffolding each student requires to read the text proficiently.</p>

Reading: Foundational Skills

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Standard	<i>Reading Horizons Discovery</i>[®]
Phonics and Word Recognition	
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.2.3.A. Distinguish long and short vowels when reading regularly spelled one-syllable words.	<p><i>Reading Horizons Discovery</i>[®] focuses on teaching all the necessary skills for decoding words.</p> <p>Lesson 32: Phonetic Skill 1 teaches students to decode CVC and CCVC words (closed syllable).</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>
RF.2.3.B. Know the spelling-sound correspondences for additional common vowel teams.	<p>The skills in this standard 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><i>R</i>-controlled Vowels are addressed in the following lessons:</p> <p>Lesson 76: Murmur Diphthong <i>AR</i></p> <p>Lesson 77: Murmur Diphthong <i>OR</i></p> <p>Lesson 78: Murmur Diphthongs <i>ER, UR, and IR</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 8: Phonetic Skills 1 and 2 (closed syllables) Week 11: Phonetic Skills 3 and 4 (open and VCe syllables) Week 13: Phonetic Skill 5 (<i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i>) Week 23: Murmur Diphthongs <i>AR</i> and <i>OR</i> Week 24: Murmur Diphthongs <i>ER, UR, and IR</i> Week 29: Special Vowel Sounds <i>AU/AW</i> Week 30: Special Vowel Sounds <i>OU/OW</i> Week 31: Special Vowel Sounds <i>OI/OY</i> Week 32: Special Vowel Sounds <i>OO/OO</i></p> <p><i>Spelling Supplement</i> activities provide a variety of opportunities to practice these skills.</p>
<p>RF.2.3.C. Decode regularly spelled two-syllable words with long vowels.</p>	<p>Lesson 26: Compound Words teaches students to break down compound words.</p> <p>Lesson 61: Decoding Skill 1 teaches students to decode multisyllabic words in which the first syllable follows a CV pattern.</p> <p>Lesson 66: Decoding Skill 2 teaches students to break down multisyllabic words in which the first syllable follows a VC pattern.</p> <p>Lesson 69: -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>RF.2.3.D. Decode words with common prefixes and suffixes.</p>	<p>In conjunction with teaching students to read and understand affixes, explicit morphological instruction of affixes is included in multiple lessons throughout the <i>Spelling Supplement</i>.</p> <p>The corresponding decoding lessons teaching affixes are listed below:</p> <p>Lesson 23: Plurals Lesson 28: Digraphs Lesson 34: Nouns Lesson 37: Adding Suffixes to Phonetic Skills 1 and 2 Lesson 38: Three Sounds of <i>-ED</i> Lesson 39: Verbs Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4 Lesson 55: Adding Suffixes to Phonetic Skill 5 Lesson 71: Adding Suffixes to Words Ending in Y Lesson 79: Root Words, Prefixes, and Suffixes</p> <p>Certain suffixes (including <i>-s</i>, <i>-ed</i>, and <i>-ing</i>) are also taught in tandem with other skills, such as Consonant Digraphs, Vowel Digraphs, R-controlled vowels, etc.</p> <p>Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p>
<p>RF.2.3.E. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>Skills in this standard are taught in specific Most Common Words lessons, and the following skill lessons:</p> <p>Lesson 25: Special Vowel Combinations (one-syllable words ending in <i>-ll</i>, <i>-ng</i>, and <i>-nk</i>) Lesson 57: Sounds of <i>GH</i>, <i>IGH</i>, and <i>IGHT</i> Lesson 80: Exceptions to Murmur Diphthongs Lesson 87: Special Vowel Sounds <i>OU/OW</i> Lesson 95: Other Sounds for <i>EA</i> and <i>IE/EI</i></p> <p>Students use the orthographic patterns listed above to spell words throughout the <i>Spelling Supplement</i>. In addition to daily Dictation, the skills taught in the above lessons can be practiced, reinforced, and assessed using Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, Little Books (e.g., <i>The Pirate Ghost</i>), and Reading Records.</p> <p>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>Cora and the Unicorn</i>), and Reading Records.</p> <p>Students also have the opportunity to demonstrate mastery of the orthographic patterns listed above throughout instruction in the <i>Spelling Supplement</i>.</p>

<p>RF.2.3.F. Recognize and read <i>grade-appropriate</i> irregularly spelled words.</p>	<p>Many common irregularly spelled words are high-frequency words. Lessons 2, 7, 9, 12, 15, 17, 24, 29, 36, 41, 46, 51, 56, 58, 60, 65, 70, 75, 81, 85, 92, and 98 teach the 300 highest frequency words on the Fry Instant Word List. The lesson sequence for grade 2 is designed to take students through at least the first 200 words though words beyond the first 200 are also introduced.</p> <p>The skills taught in the above lessons can be practiced, reinforced, and assessed using Most Common Words Cards, Most Common Words Assessments, Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, and Little Books (e.g., <i>Penny's Lesson</i>).</p> <p>The <i>Spelling Supplement</i> explicitly teaches the spelling of irregular words.</p>
<p>Fluency</p>	
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>RF.2.4.A. Read grade-level text with purpose and understanding.</p>	<p>Decodable Little Books (e.g., <i>What is a Legend?</i>), corresponding comprehension questions, and Reading Records provide ample opportunities to demonstrate reading fluency and comprehension. Each Little Book is also leveled according to the Lexile® Framework.</p>
<p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Decodable Little Books (e.g., <i>The Safari</i>), corresponding comprehension questions, and Reading Records provide ample opportunities to demonstrate reading fluency and comprehension through repeated readings. Each Little Book is also leveled according to the Lexile® Framework.</p>
<p>RF.2.4.C. Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Decodable Little Books (e.g., <i>The Mummy's Crypt</i>), corresponding comprehension questions, and Reading Records provide ample opportunities to demonstrate reading fluency and comprehension. Each Little Book is also leveled according to the Lexile® Framework.</p>

Writing

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Standard	Reading Horizons Discovery®
Text Types and Purposes	
<p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. (e.g., <i>Write about the job you think is the best to have. Tell why you think so</i>). Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. (e.g., <i>There are many types of fish. Compare a goldfish and a shark. Remember details such as size, shape, and color</i>). Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. (e.g., <i>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?</i>) Students can use these prompts as a springboard to practicing every step in the writing process.</p>

Production and Distribution of Writing	
W.2.4. Begins in Grade 3.	This standard begins in Grade 3.
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.</p> <p>Teachers can guide and support students as they practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.	Teachers can guide and support students in the use of various digital tools as they employ each aspect of the writing process in response to the writing activities included in the <i>Spelling Supplement</i> .
Research to Build and Present Knowledge	
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> . Little Books can be used as a source of information depending on the topic.
W.2.9. Begins in Grade 4.	This standard begins in Grade 4.
Range of Writing	
W.2.10 Begins in Grade 3.	This standard begins in Grade 3.
Speaking and Listening	
The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.	
Standard	Reading Horizons Discovery®
Comprehension and Collaboration	
SL.2.1. Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups.	

SL.2.1.A. Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>).	Many games in the <i>Games Supplement</i> (e.g., Teacher/Teacher on p. 43) provide opportunities for students to work collaboratively with others, listen, and follow rules. Students have the opportunity to work with peers as they read Little Books, complete Practice Pages, and use Transfer Cards in pairs or groups of students.
SL.2.1.B. Build on others' talk in conversations by linking their comments to the remarks of others.	There are many opportunities throughout the program for groups of students to discuss the content of connected text. In addition, scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions that lead to multiple exchange conversations.
SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Students have the opportunity to ask clarifying questions as they read and discuss text included in the Little Books (e.g., <i>The Skipping Fish</i>).
SL.2.2. Recount or describe key ideas or details from a text read aloud, information presented orally, or through other media.	Little Books (e.g., <i>Beth and Josh</i>), their corresponding comprehension questions, and Reading Records can provide ample opportunities to practice this skill.
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	There are many opportunities for students to ask and answer clarifying questions throughout the course of instruction, practice and application activities, and the discussion of Little Book texts (e.g., <i>A Blaze on a Ship</i>).
Presentation of Knowledge and Ideas	
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or <i>recounts</i> of experiences when appropriate to clarify ideas, thoughts, and feelings.	Students have the opportunity to write scripts for audio recordings in response to the writing activities included in the <i>Spelling Supplement</i> .
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .

Language

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Standard	<i>Reading Horizons Discovery</i> [®]
Conventions of Standard English	
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.2.1.A. Use collective nouns (e.g., <i>group</i>).	<p>Skills in this standard are taught in Lesson 34: Nouns. These words would also be taught as they become decodable according to the sequence of instruction (e.g., <i>Class would be taught in Lesson 23: Double S, F, and Z when students learn to spell words ending in Double S</i>).</p> <p>In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	<p>Skills in this standard are taught in Lesson 34: Nouns. These words would also be taught as they become decodable according to the sequence of instruction (e.g., <i>Feet and teeth would be taught in Lesson 50: Phonetic Skill 5 when students learn the ee combination</i>).</p> <p>In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
L.2.1.C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	<p>Skills in this standard are taught in Lesson 34: Nouns.</p> <p>In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	<p>Skills in this standard are taught in Lesson 39: Verbs.</p> <p>In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is modified.	<p>Skills in this standard are taught in Lesson 44: Adjectives, Lesson 49: Adverbs, and Lesson 63: Determiners.</p> <p>In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>

<p>L.2.1.F. Produce, expand, and rearrange complete simple sentences (e.g., <i>The boy watched the movie; the little boy watched the movie in the afternoon; The action movie was watched by the little boy</i>).</p>	<p>Skills in this standard are taught in Lesson 54: Sentence Structure.</p> <p>In addition to the Practice Pages and activities associated with these lessons, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>L.2.2.A. Capitalize holidays, product names, and geographic names.</p>	<p>Lesson 5: Capitalization teaches students to capitalize the first word in a sentence, the pronoun <i>I</i>, dates, and names (including names of holidays, products, and geographic places). Lesson 54: Sentence Structure reinforces this skill. Students can practice proper capitalization with each lesson’s accompanying Practice Pages. <i>Spelling Supplement</i> resources also provide opportunities to reinforce and practice capitalization in writing.</p> <p>In addition to daily sentence Dictation, Practice Pages and activities associated with these lessons, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>L.2.2.B. Use commas in greetings and closings of letters.</p>	<p>Lesson 21: Commas teaches commas in greetings and closings of letters.</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>L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>Lesson 30: Contractions teaches the use of apostrophes in contractions, while Lesson 34: Nouns teaches the use of apostrophes in possessives.</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>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p>	<p>All lessons in <i>Reading Horizons Discovery</i>[®] and the <i>Reading Horizons Discovery</i>[®] <i>Spelling Supplement</i> focus on building this skill from both decoding and encoding processes.</p> <p>As students build reading and spelling skills that follow predictable patterns, they are empowered to read and spell any word that follows a particular skill.</p> <p>In addition to daily sentence Dictation, Practice Pages and activities associated with these lessons, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p> <p>The software also includes a Spelling and Word Recognition test.</p> <p>Specific examples listed in the standard are covered in the following lessons:</p> <p><i>cage</i> → <i>badge</i></p> <p>Reading Lesson 47 and Spelling Lesson Week 12: Another Sound for C and G.</p> <p><i>boy</i> → <i>boil</i></p> <p>Reading Lesson 88 and Spelling Lesson Week 31: Special Vowel Sounds OI/OY</p> <p><i>Reading Horizons Discovery</i>[®] includes a number of posters that students can reference, including a poster about spelling with specific vowel teams.</p>
<p>L.2.2.E. Consult reference materials, including beginning dictionaries as needed to check and correct spellings.</p>	<p>Students can use alphabetization skills gained in Lesson 16: Alphabetical Order to use reference materials.</p> <p><i>Reading Horizons Discovery</i>[®] also includes a number of posters that students can reference, including a poster about spelling with specific vowel teams.</p>
<p>Knowledge of Language</p>	
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>L.2.3.A. Compare formal and informal uses of English.</p>	<p>Spelling Lesson Week 7: Contractions teaches when the use of contractions is appropriate in text (i.e., <i>to represent dialogue</i>) and when conventions should be more formal (e.g., <i>when writing informational text</i>).</p> <p>Students have the opportunity to observe and demonstrate this skill through use of the Little Books and in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>Vocabulary Acquisition and Use</p>	
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.</p>	

<p>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Little Books and <i>Spelling Supplement</i> Cloze Passages provide ample opportunities to practice this skill.</p>
<p>L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p>	<p>In conjunction with teaching students to read and understand affixes, explicit morphological instruction of affixes is included in multiple lessons throughout the <i>Spelling Supplement</i>.</p> <p>The corresponding decoding lessons teaching affixes are listed below:</p> <p>Lesson 23: Plurals Lesson 28: Digraphs Lesson 34: Nouns Lesson 37: Adding Suffixes to Phonetic Skills 1 and 2 Lesson 38: Three Sounds of <i>-ED</i> Lesson 39: Verbs Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4 Lesson 55: Adding Suffixes to Phonetic Skill 5 Lesson 71: Adding Suffixes to Words Ending in Y Lesson 79: Root Words, Prefixes, and Suffixes</p> <p>Specific suffixes (including <i>-s, -ed, and -ing</i>) are also taught in tandem with other skills, such as Consonant Digraphs, Vowel Digraphs, R-controlled vowels, etc.</p> <p>Throughout the course, teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p>
<p>L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p>	<p>In conjunction with teaching students to read frequently occurring root words and their inflectional forms, explicit instruction of root words and their meanings is included in multiple lessons throughout the <i>Spelling Supplement</i>.</p> <p>The corresponding decoding lessons teaching affixes are listed below:</p> <p>Lesson 37: Adding Suffixes to Phonetic Skills 1 and 2 Lesson 38: Three Sounds of <i>-ED</i> Lesson 39: Verbs Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4 Lesson 55: Adding Suffixes to Phonetic Skill 5 Lesson 71: Adding Suffixes to Words Ending in Y Lesson 79: Root Words, Prefixes, and Suffixes</p> <p>Throughout the course, teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p>

<p>L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p>	<p>Lesson 26: Compound Words teaches students the nature of compound words.</p> <p>Explicit instruction of compound words is also addressed in the <i>Spelling Supplement</i>.</p> <p>In addition to daily sentence Dictation, Practice Pages and activities associated with these lessons, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Students can use alphabetization skills gained in Lesson 16: Alphabetical Order to use reference materials.</p>
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p>L.2.5.A. Identify real-life connections between words and their use (e.g. describe foods that are <i>spicy</i> or <i>juicy</i>).</p>	<p>Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i>.</p>
<p>L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<p>Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i>.</p>
<p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>Skills in this standard are explicitly taught in Lesson 44: Adjectives and Lesson 49: Adverbs.</p> <p>In addition to daily sentence Dictation, Practice Pages and activities associated with these lessons, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> (e.g., <i>Writing Prompt: Blake likes to try new foods. Some of the things he eats are spicy. Write about the spiciest food you have ever tasted</i>).</p> <p>Transfer Cards, Little Books, and Little Book comprehension questions also provide students with opportunities to demonstrate this skill.</p>