

# Reading Horizons Correlation for Grade 3

## Common Core State Standards for English Language Arts

*Reading Horizons Discovery*<sup>®</sup> 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*<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.
9. ***Reading Horizons Discovery*<sup>®</sup> 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*<sup>®</sup>** 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*<sup>®</sup> 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	Reading Horizons Discovery®
<b>Key Ideas and Details</b>	
RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	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.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Little Books (e.g., <i>Be Nice to Dogs</i> ) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
RL.3.3. Describe characters in a story (e.g., <i>their traits, motivations, or feelings</i> ) and explain how their actions contribute to the sequence of events.	Little Books (e.g., <i>Class Pets</i> ) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
<b>Craft and Structure</b>	
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Little Books (e.g., <i>Bill and the Strong Smell</i> ), their corresponding comprehension questions, and Reading Records provide ample opportunities to apply and demonstrate this skill.
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Little Books (e.g., <i>The Chest of Gold</i> ) can be used to demonstrate this skill.
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	Little Books (e.g., <i>Mack and the Pirate King</i> ), their corresponding comprehension questions, and Reading Records provide ample opportunities to apply and demonstrate this skill.
<b>Integration of Knowledge and Ideas</b>	
RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., <i>create mood, emphasize aspects of a character or setting</i> ).	Little Books (e.g., <i>Garth's Wish</i> ), their corresponding comprehension questions, and Reading Records provide ample opportunities to apply this skill.
RL.3.8. Not applicable to literature.	RL.3.8 is not applicable to literature.

RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., <i>in books from a series</i> ).	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> <sup>®</sup> program.
<b>Range of Reading and Level of Text Complexity</b>	
RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	<i>Reading Horizons Discovery</i> <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.
<b>Reading: Informational Text</b>	
<b>Standard</b>	<b><i>Reading Horizons Discovery</i><sup>®</sup></b>
<b>Key Ideas and Details</b>	
RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	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.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	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.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	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.
<b>Craft and Structure</b>	
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>Grade 3 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.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>Nonfiction Little Books (e.g., <i>Parts of a Ship</i>) contain text features that will allow students to apply this skill. There are also multiple opportunities throughout the software to help students become familiar with text features.</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.3.6. Distinguish their own point of view from that of the author of a text.</p>	<p>Little Books (e.g., <i>The Brine Shrimp</i>) provide ample opportunities to demonstrate this skill.</p>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p>RI.3.7. Use information gained from illustrations (e.g., <i>maps, photographs</i>) and the words in a text to demonstrate understanding of the text (e.g., <i>where, when, why, and how key events occur</i>).</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.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., <i>comparison, cause/effect, first/second/third in a sequence</i>).</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.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>In combination with other texts, Little Books (e.g., <i>Hens</i>) can be used to provide students opportunities to apply this skill.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p>RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.</p>	<p><i>Reading Horizons Discovery</i><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>

## 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> <sup>®</sup>
<b>Phonics and Word Recognition</b>	
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.	<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>. Prefixes and derivational suffixes are also taught in the following decoding lessons:</p> <p>Lesson 79: Root Words, Prefixes, and Suffixes Lesson 93: Other Suffixes: <i>-TION</i>, <i>-SION</i>, and <i>-OUS</i></p> <p>Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p>
RF.3.3.B. Decode words with common Latin suffixes.	<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>. Certain Latin suffixes are also taught in the following decoding lessons:</p> <p>Lesson 79: Root Words, Prefixes, and Suffixes Lesson 93: Other Suffixes: <i>-TION</i>, <i>-SION</i>, and <i>-OUS</i></p> <p>Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p>
RF.3.3.C. Decode multisyllable words.	<p>Lesson 26: Compound Words teaches students to break down compound words.</p> <p>Lesson 61: Decoding Skill 1 teaches students to decode multisyllabic words in which the first syllable follows a CV pattern.</p> <p>Lesson 66: Decoding Skill 2 teaches students to break down multisyllabic words in which the first syllable follows a VC pattern.</p> <p>Lesson 69: <i>-LE</i> at the End of a Word teaches students to break down multisyllabic words that end in consonant <i>-le</i>.</p> <p>Lesson 82: Decoding Multisyllabic Words empowers students to combine their previous skills to break down words of any length.</p>

	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.
RF.3.3.D. Read grade-appropriate irregularly spelled words.	<p>Many common irregularly spelled words are high-frequency words. Lessons 2, 7, 9, 12, 15, 17, 24, 29, 36, 41, 46, 51, 56, 58, 60, 65, 70, 75, 81, 85, 92, and 98 teach the 300 highest frequency words on the Fry Instant Word List.</p> <p>The skills taught in the above lessons can be practiced, reinforced, and assessed using Most Common Words Cards, Most Common Words Assessments, Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, and Little Books.</p> <p>The <i>Spelling Supplement</i> explicitly teaches the spelling of irregular words.</p>
<b>Fluency</b>	
RF.3.4. Read with sufficient accuracy and fluency to support comprehension.	
RF.3.4.A. Read grade-level text with purpose and understanding.	Decodable Little Books, corresponding comprehension questions, and Reading Records provide ample opportunities to demonstrate reading fluency and comprehension. Each Little Book is also leveled according to The Lexile® Framework for Reading.
RF.3.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Decodable Little Books, corresponding comprehension questions, and Reading Records provide ample opportunities to demonstrate reading fluency and comprehension through repeated readings. Each Little Book is also leveled according to The Lexile® Framework for Reading.
RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Decodable Little Books, corresponding comprehension questions, and Reading Records provide ample opportunities to demonstrate reading fluency and comprehension. Each Little Book is also leveled according to The Lexile® Framework for Reading.

## 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.

Standard	<i>Reading Horizons Discovery</i> <sup>®</sup>
<b>Text Types and Purposes</b>	
W.3.1. Write opinion pieces on topics or texts, supporting the opinion with reasons.	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>If you could take a trip on a plane to anywhere in the world, where do you think would be the best place to go and why?</i> ) Students can use these prompts as a springboard to practicing every step in the writing process.
W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	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 things that humans protect. What is something you think is important to protect? Explain why you think it is important to protect it.</i> ) Students can use these prompts as a springboard to practicing every step in the writing process.
W.3.1.B. Provide reasons that support the opinion.	The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Opinion-based Writing Prompts always ask students to support their opinion in some way. (e.g., <i>What are three things that make you happy? Why do they make you happy? Give a reason for each one.</i> )
W.3.1.C. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons.	Lesson 54: Sentence Structure introduces different types of sentences including compound and complex sentences.  Lesson 67: Conjunctions introduces students to coordinating, correlative, and subordinating conjunctions.  These skills can be practiced, reinforced, and assessed using the correlating Chapter Tests and Practice Pages.  In addition, students have the opportunity to practice and demonstrate these skills in response to the writing activities included in the <i>Spelling Supplement</i> .
W.3.1.D. Provide a concluding statement or section.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .

W.3.2. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. (e.g., <i>Imagine you are going on a trip. What are some things that you would plan to bring on your trip and why?</i> ) Students can use these prompts as a springboard to practicing every step in the writing process.
W.3.2.A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
W.3.2.B. Develop the topic with facts, definitions, and details.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
W.3.2.C. Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information.	Lesson 54: Sentence Structure introduces different types of sentences including compound and complex sentences.  Lesson 67: Conjunctions introduces students to coordinating, correlative, and subordinating conjunctions.  These skills can be practiced, reinforced, and assessed using the correlating Chapter Tests and Practice Pages.  In addition, students have the opportunity to practice and demonstrate these skills in response to the writing activities included in the <i>Spelling Supplement</i> .
W.3.2.D. Provide a concluding statement or section.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. (e.g., <i>Imagine that you found a trunk in the attic. Write a story about the things that fill the trunk</i> ). Students can use these prompts as a springboard to practicing every step in the writing process.
W.3.3.A. Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
W.3.3.C. Use temporal words and phrases to signal event order.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .

W.3.3.D. Provide a sense of closure.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
<b>Production and Distribution of Writing</b>	
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	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> .
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	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> .
W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Teachers can guide and support students in the use of various digital tools as they employ each aspect of the writing process in response to the writing activities included in the <i>Spelling Supplement</i> .
<b>Research to Build and Present Knowledge</b>	
W.3.7. Conduct short research projects that build knowledge about a topic.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> . Little Books can be used as a source of information depending on the topic.
W.3.9. Begins in Grade 4.	This standard begins in Grade 4.
<b>Range of Writing</b>	
W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	The process of Dictation and Practice Pages provide opportunities to practice writing for shorter time frames.  The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.

## 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.

<b>Standard</b>	<b><i>Reading Horizons Discovery</i><sup>®</sup></b>
<b>Comprehension and Collaboration</b>	
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	
SL.3.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	There are many opportunities throughout the program for groups of students to discuss the content of connected text. In addition, scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions that lead to multiple exchange conversations.
SL.3.1.B. 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> ).	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.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	Students have the opportunity to ask clarifying questions as they read and discuss text included in the Little Books.
SL.3.1.D. Explain their own ideas and understanding in light of the discussion.	Discussion of the topics addressed in the Little Books provide students with the opportunity to explain their own ideas and understanding of each topic.
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Little Books (e.g., <i>Beth and Josh</i> ), their corresponding comprehension questions, and Reading Records can provide ample opportunities to practice this skill.
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	There are many opportunities for students to ask and answer clarifying questions throughout the course of instruction, practice and application activities, and the discussion of Little Book texts (e.g., <i>A Blaze on a Ship</i> ).

Presentation of Knowledge and Ideas	
SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Students have the opportunity to write scripts for audio recordings in response to the writing activities included in the <i>Spelling Supplement</i> .
SL.3.6. Speak in 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> <sup>®</sup>
Conventions of Standard English	
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.	<p>Students are taught these skills in the following lessons:</p> <ul style="list-style-type: none"> <li>Lesson 34: Nouns</li> <li>Lesson 39: Verbs</li> <li>Lesson 44: Adjectives</li> <li>Lesson 49: Adverbs</li> <li>Lesson 54: Sentence Structure</li> </ul> <p>In addition to the Practice Pages and activities associated with each lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>

<p>L.3.1.B. Form and use regular and irregular plural nouns.</p>	<p>Skills in this standard are taught in Lesson 23: Double <i>S</i>, <i>F</i>, and <i>Z</i> and Plurals and Lesson 34: Nouns. These words would also be taught as they become decodable according to the sequence of instruction.</p> <p>In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>L.3.1.C. Use abstract nouns (e.g., <i>childhood</i>).</p>	<p>Skills in this standard are taught in Lesson 34: Nouns. These words would also be taught as they become decodable according to the sequence of instruction.</p> <p>In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>L.3.1.D. Form and use regular and irregular verbs.</p>	<p>Skills in this standard are taught in Lesson 39: Verbs.</p> <p>In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>L.3.1.E. Form and use the simple (e.g., <i>I walk</i>; <i>I walked</i>; <i>I will walk</i>) verb tenses.</p>	<p>Skills in this standard are taught in Lesson 39: Verbs.</p> <p>In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>L.3.1.F. Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>Skills in this standard are taught in Lesson 39: Verbs.</p> <p>In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>L.3.1.G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Skills in this standard are taught in Lesson 44: Adjectives and Lesson 49: Adverbs.</p> <p>In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>L.3.1.H. Use coordinating and subordinating conjunctions.</p>	<p>Skills in this standard are taught in Lesson 54: Sentence Structure and Lesson 67: Conjunctions.</p> <p>In addition to the Practice Pages and activities associated with these lessons, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>

L.3.1.I. Produce simple, compound, and complex sentences.	<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>
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.3.2.A. Capitalize appropriate words in titles.	<p>Lesson 5: Capitalization teaches students to capitalize appropriate words in titles.</p> <p>In addition to daily sentence Dictation, Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
L.3.2.B. Use commas in addresses.	<p>Lesson 21: Commas teaches comma use in addresses.</p> <p>In addition to daily sentence Dictation, Practice Pages and activities associated with these lessons, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
L.3.2.C. Use commas and quotation marks in dialogue.	<p>Lesson 21: Commas teaches the use of commas and quotation marks.</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>
L.3.2.D. Form and use possessives.	<p>Lesson 34: Nouns teaches possessives.</p> <p>In addition to daily sentence Dictation, Practice Pages and activities associated with these lessons, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>

<p>L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p>	<p>All lessons in <i>Reading Horizons Discovery</i><sup>®</sup> and the <i>Reading Horizons Discovery</i><sup>®</sup> <i>Spelling Supplement</i> focus on building this skill from both decoding and encoding processes.</p> <p>As students build reading and spelling skills that follow predictable patterns, they are empowered to read and spell any word that follows a particular skill.</p> <p>In addition to daily sentence Dictation, Practice Pages and activities associated with these lessons, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p> <p>The software also includes a Spelling and Word Recognition test.</p>
<p>L.3.2.F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p>	<p>All lessons in <i>Reading Horizons Discovery</i><sup>®</sup> and the <i>Reading Horizons Discovery</i><sup>®</sup> <i>Spelling Supplement</i> focus on building this skill from both decoding and encoding processes.</p> <p>As students build reading and spelling skills that follow predictable patterns, they are empowered to read and spell any word that follows a particular skill.</p> <p>In addition to daily sentence Dictation, Practice Pages and activities associated with these lessons, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p> <p>The software also includes a Spelling and Word Recognition test.</p>
<p>L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Students can use alphabetization skills gained in Lesson 16: Alphabetical Order to use reference materials.</p> <p><i>Reading Horizons Discovery</i><sup>®</sup> also includes a number of posters that students can reference, including a poster about spelling with specific vowel teams.</p>
<p><b>Knowledge of Language</b></p>	
<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>L.3.3.A. Choose words and phrases for effect.</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>L.3.3.B. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Lesson 30: 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>

## Vocabulary Acquisition and Use

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.

Little Books and *Spelling Supplement* Cloze Passages provide ample opportunities to practice this skill.

L.3.4.B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

In conjunction with teaching students to read and understand affixes, explicit morphological instruction of affixes is included in multiple lessons throughout the *Spelling Supplement*.

The corresponding decoding lessons teaching affixes are listed below:

- Lesson 23: Plurals
- Lesson 28: Digraphs
- Lesson 34: Nouns
- Lesson 37: Adding Suffixes to Phonetic Skills 1 and 2
- Lesson 38: Three Sounds of *-ED*
- Lesson 39: Verbs
- Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4
- Lesson 55: Adding Suffixes to Phonetic Skill 5
- Lesson 71: Adding Suffixes to Words Ending in *Y*
- Lesson 79: Root Words, Prefixes, and Suffixes

Specific suffixes (including *-s, -ed, and -ing*) are also taught in tandem with other skills, such as Consonant Digraphs, Vowel Digraphs, *R*-controlled vowels, etc.

Throughout the course, teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.

L.3.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

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 *Spelling Supplement*.

The corresponding decoding lessons teaching affixes are listed below:

- Lesson 37: Adding Suffixes to Phonetic Skills 1 and 2
- Lesson 38: Three Sounds of *-ED*
- Lesson 39: Verbs
- Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4
- Lesson 55: Adding Suffixes to Phonetic Skill 5
- Lesson 71: Adding Suffixes to Words Ending in *Y*
- Lesson 79: Root Words, Prefixes, and Suffixes

Throughout the course, teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.

L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Lesson 16: Alphabetical Order will teach students the necessary alphabetizing skills to use reference materials.
L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).	Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i> .
L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).	Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i> .
L.3.5.C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i> ).	Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i> .
L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night, we went looking for them</i> ).	<p>Skills in this standard are explicitly taught in Lesson 44: Adjectives and Lesson 49: Adverbs.</p> <p>In addition to daily sentence Dictation, Practice Pages and activities associated with these lessons, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p> <p>Transfer Cards, Little Books, and Little Book comprehension questions also provide students with opportunities to demonstrate this skill.</p>