

Reading Horizons Correlation for Kindergarten

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> [®] |
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| Key Ideas and Details | |
| RL.K.1. With prompting and support, ask and answer questions about key details in a text. | Little Books (e.g., <i>Glen</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.K.2. With prompting and support, <i>retell</i> familiar stories, including key details. | Little Books (e.g., <i>Flip-Flop</i>) and their corresponding comprehension questions can be used to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill. |
| RL.K.3. With prompting and support, identify characters, settings, and major events in a story. | Little Books (e.g., <i>Brad’s Pet</i>) and their corresponding comprehension questions can be used to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill. |
| Craft and Structure | |
| RL.K.4. Ask and answer questions about unknown words in a text. | Little Books (e.g., <i>Fran and Bret</i>) and their corresponding comprehension questions can be used to practice this skill. |
| RL.K.5. Recognize common types of texts (e.g., <i>storybooks, poems</i>). | Little Books (e.g., <i>Spud</i>) can be used to discuss the differences between literature and informational text. |
| RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | In addition to other texts, Little Books (e.g., <i>Mud</i>) can be used to discuss the roles of authors and illustrators. |
| Integration of Knowledge and Ideas | |
| RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | Little Books (e.g., <i>Twig and Twix</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.K.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | RL.K.8 is not applicable to literature based on anchor standard R.CCR.8. |

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| RL.K.9. With prompting and support, compare and contrast the characters (e.g., <i>adventures and experiences</i>) in familiar stories. | In addition to other texts, Little Books and their corresponding comprehension questions can be used to practice this skill. |
| Range of Reading and Level of Text Complexity | |
| RL.K.10. Actively engage in group reading activities with purpose and understanding. | Little Books (e.g., <i>Jan and Nan</i>) provide ample opportunities to practice this skill. |
| Reading: Informational Text | |
| Standard | Reading Horizons Discovery® |
| Key Ideas and Details | |
| RI.K.1. With prompting and support, ask and answer questions about key details in a text. | Nonfiction Little Books (e.g., <i>It is Spring</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill. |
| RI.K.2. With prompting and support, identify the main topic and <i>retell</i> key details of a text. | Nonfiction Little Books (e.g., <i>In the Nest</i>), their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill. |
| RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | Nonfiction Little Books (e.g., <i>In the Nest</i>) can be used with other texts to practice the skill described in this standard. Corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill. |
| Craft and Structure | |
| RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. | Little Books (e.g., <i>Miss Fluff</i>), their corresponding comprehension questions, and Reading Records can be used to practice this skill. |
| RI.K.5. Identify the front cover, back cover, and title page of a book. | Little Books (e.g., <i>Boxes</i>) provide ample opportunities to practice this skill. |
| RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | Little Books (e.g., <i>Jill is Ill</i>) can be used to discuss the roles of authors and illustrators. |
| Integration of Knowledge and Ideas | |
| RI.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | Little Books (e.g., <i>The Gull</i>) and corresponding comprehension questions provide ample opportunities to practice this skill. |

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| RI.K.8. With prompting and support, identify the details an author gives to support points in a text. | Little Books (e.g., <i>It is Spring</i>) and corresponding comprehension questions provide ample opportunities to practice this skill. |
| RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures). | Little Books (e.g., <i>In the Nest</i>) can be used with other texts to practice this skill. |

Range of Reading and Level of Text Complexity

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| RI.K.10. Actively engage in group reading activities with purpose and understanding. | Little Books (e.g., <i>I Can</i>) provide ample opportunities to practice this skill. |
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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.

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| Standard | Reading Horizons Discovery® |
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Print Concepts

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| RF.K.1. Demonstrate understanding of the organization and basic features of print. | |
| RF.K.1.A. Follow words from left to right, top to bottom, and page by page. | Beginning in Lesson 8: Building Words, students learn that words are built and read from left to right. Lesson 25: Sentence Structure explains how sentences are formed. Little Books provide practice opportunities throughout the course. Students apply this knowledge daily during word and sentence Dictation. |
| RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. | Beginning in Lesson 8: Building Words, students use letters to spell words. Scripted letter instruction lessons walk students through the process of mastering a letter before using it in a word. Daily Dictation practice provides opportunities for teachers to reinforce specific letters and letter sequences and word meaning on both the word and sentence level. In addition, decodable Little Books and Transfer Cards provide students with opportunities to read words and sentences comprised of orthographic patterns taught in corresponding lessons. |
| RF.K.1.C. Understand that words are separated by spaces in print. | Text contained in each Little Book (e.g., <i>Who Can Dunk Bill?</i>) as well as sentences on each Transfer Card provide teachers with the opportunity to reinforce this concept daily. In addition, Sentence Dictation allows students to practice and master this skill in their own writing. |

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| RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet. | Lessons 2, 3, 5–7, 12–16, 19–23, 26–31, and 33–37 teach how to form upper/lowercase of all letters of the alphabet. Letter Formation Pages, Letter Formation Transfer Cards, interactive software activities, and Practice Pages provide ample opportunities for students to practice this skill. |
| Phonological Awareness | |
| RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | |
| RF.K.2.A. Recognize and produce rhyming words. | <p>The lesson Phonemic Awareness: Rhyming Words provides a scripted lesson for teaching rhyme. Other lessons, like those that cover Special Vowel Combinations that end in -ll, -ng, and -nk, reinforce rhyme and provide opportunities for practice.</p> <p>The phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i>.</p> |
| RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. | <p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds as well as Phoneme Blending and Segmentation. It is also covered in Lesson 8: Building Words. Teachers can help students practice this skill during the process of Dictation.</p> <p>The phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i>.</p> |
| RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words. | <p>Blending and segmenting are skills that are taught various lessons in the Phonemic Awareness section at the beginning of the manuals.</p> <p>Blending and segmenting onsets and rimes can also be taught and reinforced in lessons 50-52 as students learn the Special Vowel Combinations that constitute specific rimes (e.g., -ell, -ing, -onk).</p> <p>The phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i>.</p> |
| RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) | <p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds as well as Phoneme Blending and Segmentation. It is also covered in Lesson 8: Building Words. Teachers can reinforce this aspect of phonological awareness during the process of Dictation.</p> <p>The phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i>.</p> |
| RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | <p>The explicit lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds provides the background to this process.</p> <p>In addition, the phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i>.</p> |

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

Lessons 2, 3, 5–7, 12–16, 19–23, 26–31, and 33–37 teach all letters of the alphabet. Letter instruction includes name of the letter, sound of the letter, and uppercase and lowercase formation.

Daily Dictation practice provides opportunities for students to demonstrate knowledge of each consonant and its most frequently occurring sound.

RF.K.3.B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

Lessons 2, 16, 23, 31, and 35 introduce each vowel and its short sound. Lesson 57: Short and Long Vowels introduces the long sound of each vowel providing students with opportunities to develop the ability to identify long and short vowel sounds in words comprised of open, closed, silent *e*, and vowel team syllable patterns.

The phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the *Games Supplement*.

RF.K.3.C. Read common *high-frequency words* by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

Most Common Words Lessons 10, 17, 24, 32, 40, 41, 48, and 53 teach 32 high-frequency words based on the most frequently used words from Fry’s Instant Words list. These words are used, and the skills are reinforced, in Transfer Cards and Most Common Words Cards. Teachers can use Skill Checks to assess student knowledge of these words.

The skills taught in the above lessons can be practiced, reinforced, and assessed using Most Common Words Cards, Most Common Words Assessments, Chapter Tests, Skill Checks, Transfer Cards, Practice Pages, daily Dictation and Little Books.

RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Lessons 2, 3, 5–7, 12–16, 19–23, 26–31, and 33–37 teach all letters of the alphabet. Letter instruction includes name of the letter, sound of the letter, and uppercase and lowercase formation. The explicit lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds provides the background to this process. Other lessons, like those that cover Special Vowel Combinations that end in *-ll*, *-ng*, and *-nk*, reinforce and provide opportunities for practicing this skill.

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, daily Dictation, Transfer Cards, Practice Pages, and Little Books.

Fluency

RF.K.4. Read emergent-reader texts with purpose and understanding.

Decodable Little Books (e.g., *Can You Do This?*), 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. 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 | <i>Reading Horizons Discovery</i> [®] |
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| Text Types and Purposes | |
| W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). | Students have the opportunity to practice and demonstrate this skill through written response to the text in each Little Book (e.g., <i>The Stink</i>). |
| W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | Nonfiction Little Books (e.g., <i>In the Nest</i>) can be used as an exemplar text for this standard. |
| W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | Little Books (e.g., <i>Chip and the Fish</i>) can be used as an exemplar text for this standard. |
| Production and Distribution of Writing | |
| W.K.4. Begins in Grade 3. | This standard begins in Grade 3. |
| W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | Comprehension questions in each Little Books (e.g., <i>Lunch</i>) provide ample opportunities for students to respond in writing to each question. |
| W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | Teachers can guide and support students in the use of various digital tools as they demonstrate learning of the skills taught in the <i>Reading Horizons Discovery</i> [®] program. |

| Research to Build and Present Knowledge | |
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| W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | Little Books (e.g., <i>It is Spring</i>) can be used as an exemplar text for this standard. |
| W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | Little Books (e.g., <i>Glen</i>) and their corresponding comprehension questions provide ample opportunities to practice this skill. |
| W.K.9. Begins in Grade 4. | This standard begins in Grade 4. |
| Range of Writing | |
| W.K.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.K.1. Participate in <i>collaborative conversations</i> with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. | |
| SL.K.1.A. Follow agreed-upon rules for discussions (e.g., <i>listening to others and taking turns speaking about the topics and texts under discussion</i>). | Many games in the <i>Games Supplement</i> (e.g., ABC is Easy for Me on p. 8) provide opportunities for students to work collaboratively with others and follow rules. The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill. |
| SL.K.1.B. Continue a conversation through multiple exchanges. | Scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions that lead to multiple exchange conversations. |
| SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | Little Books (e.g., <i>Brad's Pet</i>), their corresponding comprehension questions, and Reading Records can provide ample opportunities to practice this skill. |
| SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill. |

| Presentation of Knowledge and Ideas | |
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| SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | With teacher support, students can apply the skills they learn throughout the <i>Reading Horizons Discovery</i> [®] program to demonstrate the skills listed in this standard. |
| SL.K.5. Add drawings or other <i>visual displays</i> to descriptions as desired to provide additional detail. | With teacher support, students can apply the skills they learn throughout the <i>Reading Horizons Discovery</i> [®] program to demonstrate the skills listed in this standard. |
| SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. | The procedures and activities in the <i>Reading Horizons Discovery</i> [®] program provide students with daily opportunities to demonstrate the skills listed in this standard. |
| 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.K.1. Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking. | |
| L.K.1.A. Print many upper- and lowercase letters. | Lessons 2, 3, 5–7, 12–16, 19–23, 26–31, and 33–37 teach how to form upper/lowercase of all letters of the alphabet. Letter Formation Pages, Letter Formation Transfer Cards, interactive software activities, and Practice Pages provide ample opportunities for students to learn and practice proper letter formation. |
| L.K.1.B. Use frequently occurring nouns and verbs. | Lesson 42: Nouns teaches students about singular and plural nouns. Lesson 49: Verbs teaches students about verbs. Practice Pages and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response. |
| L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). | Lesson 42: Nouns teaches students about singular and plural nouns. Practice Pages and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response. |
| L.K.1.D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). | Lesson 25: Sentence Structure teaches about interrogative sentences. Practice Pages, daily sentence Dictation and other activities associated with this lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response. |

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| L.K.1.E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). | Most of the words referenced in this standard are addressed as Most Common Words throughout the course. They are also taught from a decoding perspective as relevant skills are taught (e.g., <i>Off would be taught in Lesson 47: Double S, F, and Z and Plurals</i>). |
| L.K.1.F. Produce and expand complete sentences in shared language activities. | Lesson 18: Punctuation teaches complete sentences. Lesson 25: Sentence Structure teaches complete sentences. Practice Pages, daily sentence Dictation and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response. |
| L.K.2. Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling when writing. | |
| L.K.2.A. Capitalize the first word in a sentence and the pronoun <i>I</i> . | Lesson 11: Capitalization teaches students to capitalize the first word in a sentence and the pronoun <i>I</i> . Practice Pages, daily sentence Dictation and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response. |
| L.K.2.B. Recognize and name end punctuation. | Lesson 18: Punctuation teaches end punctuation. Practice Pages, daily sentence Dictation and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response. |
| L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). | Lessons 2, 3, 5–7, 12–16, 19–23, 26–31, and 33–37 teach all letters of the alphabet. Letter instruction includes name of the letter, sound of the letter, and uppercase and lowercase formation. |
| L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | As students learn letter sounds, they are given frequent exposure to and practice with CVC words that use those letters. Students are given frequent exposure to spelling patterns as they engage in the process of Dictation. |
| Knowledge of Language | |
| L.K.3. Begins in Grade 2. | This standard begins in Grade 2. |
| Vocabulary Acquisition and Use | |
| L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. | |
| L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). | Throughout the course, teachers are encouraged to provide definitions and context sentences for all words used in Dictation. Occasionally, these words and sentences are scripted for the teacher. |
| L.K.4.B. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. | The skills taught in the <i>Reading Horizons Discovery</i> [®] sequence of instruction for kindergarten lay the foundation for the skills listed in this standard. They are explicitly taught in the sequence of instruction for Grades 1-3. |

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| L.K.5. With guidance and support from adults, explore word relationships and <i>nuances</i> in word meanings. | |
| L.K.5.A. Sort common objects into categories (e.g., <i>shapes, foods</i>) to gain a sense of the concepts the categories represent. | Vocabulary is emphasized in each lesson throughout the course of instruction. Teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary. |
| L.K.5.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (<i>antonyms</i>). | Lesson 54: Antonyms teaches the concept of opposites. Practice Pages, daily sentence Dictation and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response |
| L.K.5.C. Identify real-life connections between words and their use (e.g., <i>note places at school that are colorful</i>). | Vocabulary is emphasized in each lesson throughout the course of instruction. Teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary. |
| L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. | Vocabulary is emphasized in each lesson throughout the course of instruction. Teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary. |
| L.K.6. Use words and phrases acquired through conversations, reading, being read to, and responding to texts. | Vocabulary is emphasized in each lesson throughout the course of instruction. Teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary. Transfer Cards, Little Books, and Little Book comprehension questions provide opportunities to practice this skill. |