

Reading Horizons Correlation for Grade 1

Mississippi State Standards

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.

Introduction

Reading Anchor Standards

The K–12 standards define what students should understand and be able to do by the end of each grade. The standards correspond to the College- and Career-Readiness (CCR) anchor standards below by number. The MS CCRS and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Grade 1 Reading Literature Standards

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. 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.

Grade 1 Reading Foundational Skills Standards

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.

Grade 1 Writing Standards

The following standards for Grade 1 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.

Grade 1 Speaking and Listening Standards

The following standards for Grade 1 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.

Grade 1 Language Standards

The following standards for Grade 1 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> [®]
Reading: Key Ideas and Details	
<p>CCR.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCR.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCR.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
Literature	
RL.1.1 Ask and answer questions about key details in a text.	Little Books provide ample opportunities to practice this skill.
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Little Books provide ample opportunities to practice this skill.
RL.1.3 Describe characters, settings, and major events in a story, using key details.	Little Books provide ample opportunities to practice this skill.
Informational Text	
RI.1.1 Ask and answer questions about key details in a text.	Nonfiction Little Books provide ample opportunities to practice this skill.
RI.1.2 Identify the main topic and retell key details of a text.	Nonfiction Little Books provide ample opportunities to practice this skill.
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Nonfiction Little Books provide ample opportunities to practice this skill.

Reading: Craft and Structure

CCR.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCR.R.6: Assess how point of view or purpose shapes the content and style of a text.

Literature

 <p>RL.K.4 Ask and answer questions about unknown words in a text.</p>	<p>Little Books provide ample opportunities to practice this skill.</p>
<p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p>	 <p>Little Books can be used to discuss the differences between literature and informational text.</p>
<p>RL.1.6 Identify who is telling the story at various points in a text.</p>	<p>Little Books with dialogue can be used to help students distinguish between narrator and speaker.</p>

Informational Text

<p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>Little Books provide ample opportunities to practice this skill.</p>
<p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	 <p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Little Books provide ample opportunities to practice this skill.</p>

Reading: Integration of Knowledge and Ideas

CCR.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCR.R.8: Delineate 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.

CCR.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Literature	
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	Little Books provide ample opportunities to practice this skill.
RL.1.8 Not applicable to literature.	Not applicable to literature.
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	Little Books provide ample opportunities to practice this skill.
Informational Text	
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	Little Books provide ample opportunities to practice this skill.
RI.1.8 Identify the reasons an author gives to support points in a text.	Little Books provide ample opportunities to practice this skill.
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	 <i>Reading Horizons Discovery</i> ® is a supplemental program, and this standard falls outside the scope of the program.
Reading: Range of Reading and Level of Text Complexity	
CCR.R.10: Read and comprehend complex literary and informational texts independently and proficiently.	
Literature	
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Little Books provide ample opportunities to practice reading prose.
Informational Text	
RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	Non-  ion Little Books provide ample opportunities to practice this skill.

Reading Foundational Skills: Print Concepts

RF.1.1 Demonstrate understanding of the organization and basic features of print.	
RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	The skills in this standard are addressed in Lesson 5: Capitalization, Lesson 11: Punctuation, and Lesson 54: Sentence Structure.

Reading Foundational Skills: Phonological Awareness

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.	<p>Skills in this standard are addressed in the following lessons:</p> <ul style="list-style-type: none"> Lesson 1: short <i>a</i> Lesson 6: short <i>e</i> Lesson 8: short <i>o</i> Lesson 10: short <i>u</i> Lesson 13: short <i>i</i> Lesson 31: introduction to long vowels Lesson 42: long vowels (CV pattern) Lesson 43: long <i>a</i> (<i>a-e</i>), long <i>i</i> (<i>i-e</i>), long <i>o</i> (<i>o-e</i>), long <i>u</i> (<i>u-e</i>) Lesson 50: long vowel sounds made by the following vowel teams: <i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i> Lesson 59: <i>y</i>=long <i>i</i> Lesson 64: <i>y</i>=long <i>e</i> <p>Students use the vowel sounds above to spell words throughout the <i>Spelling Supplement</i>. The skills taught in the above lessons can be practiced, reinforced, and assessed using Chapter Tests, Skill Checks, Check Ups, Transfer Cards, and Practice Pages.</p>
RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Blending and Segmentation as well as Lesson 3: Building Words. Teachers can help students practice this skill during the process of Dictation.
RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	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 3: Building Words. Teachers can help students practice this skill during the process of Dictation.
RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	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 3: Building Words. Teachers can help students practice this skill during the process of Dictation.

<p>RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Lessons 2, 3, 5–7, 12–16, 19–23, 26–31, and 33–37 teach all letters of the alphabet. Letter instruction includes name of the letter, sound of the letter, and uppercase and lowercase formation. The explicit lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds provides the background to this process.</p>
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Reading Foundational Skills: Phonics and Word Recognition

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

<p>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>Consonant Blends are taught in the following lessons: Lesson 18: L-Blends Lesson 19: R-Blends Lesson 20: S-Blends Lesson 22: Two Extra Blends</p> <p>Consonant Digraphs and Trigraphs are taught in the following lessons: Lesson 25: Special Vowel Combinations Lesson 27: Voiced and Voiceless TH Lesson 28: Digraphs CH, SH, WH, and PH Lesson 33: Phonetic Skill 2 Lesson 35: Spelling with -CK Lesson 47: Another Sound for C and G Lesson 53: Digraph Blends Lesson 57: Sounds of GH, IGH, and IGHT Lesson 83: More Digraphs</p> <p>The <i>Spelling Supplement</i> uses Consonant Blends, Digraphs, and Trigraphs to spell words.</p>
<p>RF.1.3b Decode regularly spelled one-syllable words</p>	<p>The skills in this standard are addressed in the following lessons: Lesson 32: Phonetic Skill 1 (CVC) Lesson 33: Phonetic Skill 2 (CVCC) Lesson 42: Phonetic Skill 3 (CV) Lesson 43: Phonetic Skill 4 (VCe) Lesson 50: Phonetic Skill 5 (certain vowel teams)</p>
<p>RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>The skills in this standard are addressed in the following lessons: Lesson 43: Phonetic Skill 4 (VCe) Lesson 50: Phonetic Skill 5 (ai, ay, ea, ee, oa, oe, ui, ue, ie)</p>
<p>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>Skills in this standard are addressed in Lesson 61: Decoding Skill 1 and Lesson 66: Decoding Skill 2.</p>

RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.	Skills in this standard are addressed in Lesson 61: Decoding Skill 1 and Lesson 66: Decoding Skill 2.
RF.1.3f Read words with inflectional endings.	Skills in this standard are addressed in Lesson 61: Decoding Skill 1 and Lesson 66: Decoding Skill 2.
RF.1.3g Recognize and read grade-appropriate irregularly spelled words.	<p>Students are taught to read words with inflectional endings in the following lessons:</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</p> <p>Inflectional endings are also taught in tandem with other skills, such as Consonant Digraphs, Vowel Digraphs, R-controlled vowels, etc.</p>
RF.1.3g Recognize and read grade-appropriate irregularly spelled words.	Many grade-appropriate irregularly spelled words are high-frequency words that are taught in Most Common Words lessons.

Reading Foundational Skills: Fluency

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	
RF.1.4a Read grade-level text with purpose and understanding.	Little Books provide ample opportunities to practice this skill.
RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Little Books provide ample opportunities to practice this skill.
RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Little Books provide ample opportunities to practice this skill.

Writing: Text Types and Purposes

CCR.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCR.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some 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.</p>
<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some 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.</p>
<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some 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.</p>

Writing: Production and Distribution of Writing

CCR.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

<p>W.1.4 Begins in grade 3.</p>	<p>Begins in grade 3.</p>
<p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.</p>

<p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p> <i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
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Writing: Research to Build and Present Knowledge

CCR.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
 CCR.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
 CCR.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

<p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p> <i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
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<p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><i>Reading</i>  <i>Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
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<p>W.1.9 Begins in grade 4.</p>	<p>Begins in grade 4.</p>
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Writing: Range of Writing

CCR.W.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 tasks, purposes, and audiences.

<p>W.1.10 Begins in grade 3.</p>	<p>Begins in grade 3.</p>
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Speaking and Listening: Comprehension and Collaboration

CCR.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
 CCR.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 CCR.SL.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

<p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Many games in the <i>Games Supplement</i> 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.1.1b Build on others' talk in conversations by responding to the comments of others 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.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.	The process  of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional 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.

Speaking and Listening: Presentation of Knowledge and Ideas

CCR.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR.SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Some of the necessary skills for this standard are addressed in Lesson 34: Nouns and Lesson 44: Adjectives. 
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program. 

SL.1.6 Produce complete sentences when appropriate to task and situation.	 <i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
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Language: Conventions of Standard English

<p>CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.	
L.1.1a Print all upper- and lowercase letters.	<p>Lessons 1, 6, 8, 10, and 13 teach how to form upper/lowercase of all letters of the alphabet. Letter Formation Pages and Practice Pages provide ample opportunities for students to practice this skill.</p> 
L.1.1b Use common, proper, and possessive nouns.	Skills in this standard are taught in Lesson 34: Nouns. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	Skills in this standard  taught in Lesson 34: Nouns and Lesson 39: Verbs. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
L.1.1d Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).	Skills in this standard are taught in Lesson 34: Nouns. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
L.1.1e Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	Skills in this standard are taught in Lesson 39: Verbs and Lesson 38: Three Sounds of <i>-ED</i> . The <i>Spelling Supplement</i> reinforces this skill while spelling words.
L.1.1f Use frequently occurring adjectives.	Skills in this standard are taught in Lesson 44: Adjectives. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
L.1.1g Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	Skills in this standard are taught in Lesson 67: Conjunctions. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
L.1.1h Use determiners (e.g., <i>articles, demonstratives</i>).	Skills in this standard are taught in Lesson 63: Determiners. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
L.1.1i Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	In each Most Common Words lesson, the correct part of speech is given as part of a working definition of each word. Many prepositions fall into Most Common Words lessons. 

L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Skills in this standard are taught in Lesson 54: Sentence Structure. 
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.1.2a Capitalize dates and names of people.	Lesson 5: Capitalization teaches students to capitalize the first word in a sentence, the pronoun I, dates, and names. 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 this capitalization.
L.1.2b Use end punctuation for sentences.	Lesson 11: Punctuation and Lesson 54: Sentence Structure teach students to use punctuation at the end of a sentence. Students can practice this skill with the lesson’s accompanying Practice Pages and in <i>Spelling Supplement</i> Writing Prompts. 
L.1.2c Use commas in dates and to separate single words in a series.	Skills in this standard are taught in Lesson 21: Commas.
L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<p> <i>Spelling Supplement</i> reverses the decoding skills students are using to read and applies them to encoding words. As students build reading and spelling skills that follow predictable patterns, they are empowered to spell any word that follows a particular skill. Students have ample opportunity to practice these skills during Dictation and <i>Spelling Supplement</i>-related activities. The software also includes a Spelling and Word Recognition test.</p> <p>Frequently occurring irregular words are often high-frequency words and are taught as part of Most Common Words lessons.</p> <p>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 (with a couple of substitutions for cultural sensitivity). The lesson sequence for grade 1 is designed to take students through at least the first 100 words.</p>

	<p>These lessons focus on a student’s ability to both read and spell these words. Words that are particularly difficult to spell are given special attention in the <i>Spelling Supplement</i>. <i>Reading Horizons Discovery</i>® and the <i>Spelling Supplement</i> also call out Most Common Words as they become decodable according to the skills taught in sequence.</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>L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p> The <i>Spelling Supplement</i> reverses the decoding skills students are using to read and applies them to encoding words. As students build reading and spelling skills that follow predictable patterns, they are empowered to spell any word that follows a particular skill. Students have ample opportunity to practice these skills during Dictation and <i>Spelling Supplement</i>-related activities.</p> <p>The software also includes a Spelling and Word Recognition test.</p>

Language: Knowledge of Language

CCR.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.1.3 Begins in grade 2.	Begins in grade 2.
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Language: Vocabulary Acquisition and Use

CCR.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCR.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCR.L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.	<p> Little Books provide ample opportunities to practice this skill.</p>
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<p>L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p> Students are taught to read words with affixes in the following lessons: 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>Inflectional endings 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>L.1.4c Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p> Skills in this standard are taught in Lesson 79: Root Words, Prefixes, and Suffixes.</p>
<p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p>L.1.5a Sort words into categories (e.g., <i>colors, clothing</i>) to gain a sense of the concepts the categories represent.</p>	<p> <i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>L.1.5b Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p>	<p> <i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p> Transfer Cards, Little Books, and Little Book comprehension questions provide opportunities to practice this skill.</p>

<p>L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>Reading Horizons Discovery® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>Transfer Cards, Little Books, and Little Book comprehension questions provide opportunities to practice this skill.</p>