

Reading Horizons Correlation for Kindergarten

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.

Kindergarten 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.

Kindergarten 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.

Kindergarten Writing Standards

The following standards for Kindergarten 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.

Kindergarten Speaking and Listening Standards

The following standards for Kindergarten 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.

Kindergarten Language Standards	
The following standards for grades Kindergarten 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> ® Kindergarten
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.K.1 With prompting and support, ask and answer questions about key details in a text.	Little Books provide ample opportunities to practice this skill.
RL.K.2 With prompting and support, retell familiar stories, including key details.	Little Books can be used to practice this skill.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	Little Books provide ample opportunities to practice this skill.
Informational Text	
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	Nonfiction Little Books provide ample opportunities to practice this skill.
RL.K.2 With prompting and support, identify the main topic and retell key details of a text.	Nonfiction Little Books provide ample opportunities to practice this skill.
RL.K.3 With prompting and support, 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

RL.K.4 Ask and answer questions about unknown words in a text.	Little Books provide ample opportunities to practice this skill.
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	Little Books 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.	Little Books can be used to discuss the roles of authors and illustrators.

Informational Text

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	Nonfiction Little Books provide ample opportunities to practice this skill.
RI.K.5 Identify the front cover, back cover, and title page of a book.	Nonfiction Little Books 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 can be used to discuss the roles of authors and illustrators.

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.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 provide ample opportunities to practice this skill.
RL.K.8 Not applicable to literature.	Not applicable to literature.
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Little Books provide ample opportunities to practice this skill.
Informational Text	
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Little Books provide ample opportunities to practice this skill.
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	Little Books 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, or procedures).	Reading Horizons Discovery® 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.K.10 Actively engage in group reading activities with purpose and understanding.	Little Books provide ample opportunities to practice this skill.

Informational Text	
RI.K.10 Actively engage in group reading activities with purpose and understanding.	Nonfiction Little Books provide ample opportunities to practice this skill.
Reading Foundational Skills: Print Concepts	
RF.K.1 Demonstrate understanding of the organization and basic features of print.	
RF.K.1a 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.
RF.K.1b 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. Transfer Cards in the early lessons show letters in isolation. 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 letter and word knowledge. Once students have learned to build words, Transfer Cards show letters, words, and eventually sentences.
RF.K.1c Understand that words are separated by spaces in print.	Beginning in Lesson 8: Building Words, students use letters to spell words. Transfer Cards in the early lessons show letters in isolation. 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 letter and word knowledge. Once students have learned to build words, Transfer Cards show letters, words, and eventually sentences.
RF.K.1d 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, and Practice Pages provide ample opportunities for students to practice this skill.
Reading Foundational Skills: Phonological Awareness	
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.K.2a Recognize and produce rhyming words.	The explicit 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.

RF.K.2b Count, pronounce, blend, and segment syllables in spoken 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 8: Building Words. Teachers can help students practice this skill during the process of Dictation.
RF.K.2c Blend and segment onsets and rimes of single-syllable spoken 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 8: Building Words. Teachers can help students practice this skill during the process of Dictation.
RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)	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.
RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	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.

Reading Foundational Skills: Phonics and Word Recognition

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.K.3a 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.
RF.K.3b 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.
RF.K.3c Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	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.

RF.K.3d 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.
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Reading Foundational Skills: Fluency

RF.K.4 Read emergent-reader texts with purpose and understanding.	Little Books provide ample opportunities to practice this skill.
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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.

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., My favorite book is...).	Reading Horizons Discovery® is a supplemental program, and this standard falls outside the scope of the program.
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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.	Reading Horizons Discovery® is a supplemental program, and this standard falls outside the scope of the program.
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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.	Reading Horizons Discovery® is a supplemental program, and this standard falls outside the scope of the program.
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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.

W.K.4 Begins in grade 3.	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.	Reading Horizons Discovery® is a supplemental program, and this standard falls outside the scope of the program.
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.	Reading Horizons Discovery® is a supplemental program, and this standard falls outside the scope of the program.

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.

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).	Reading Horizons Discovery® is a supplemental program, and this standard falls outside the scope of the program.
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 and their corresponding comprehension questions provide ample opportunities to practice this skill.
W.K.9 Begins in grade 4.	Begins in grade 4.

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.

W.K.10 Begins in grade 3.

Begins in grade 3.

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.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Many games in the *Games Supplement* 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.1b 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 and their corresponding comprehension questions 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.

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.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Reading Horizons Discovery® is a supplemental program, and this standard falls outside the scope of the program.
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	Reading Horizons Discovery® is a supplemental program, and this standard falls outside the scope of the program.
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	Reading Horizons Discovery® is a supplemental program, and this standard falls outside the scope of the program.

Language: Conventions of Standard English

CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.	
L.K.1a 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, and Practice Pages provide ample opportunities for students to practice this skill.
L.K.1b Use frequently occurring nouns and verbs.	Lesson 42: Nouns teaches students about singular and plural nouns. Lesson 49: Verbs teaches students about verbs.
L.K.1c 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.

L.K.1d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	Lesson 25: Sentence Structure teaches about question words and question marks.
L.K.1e 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., Off would be taught in Lesson 47: Double S, F, and Z.).
L.K.1f Produce and expand complete sentences in shared language activities.	Lesson 18: Punctuation teaches complete sentences.
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.K.2a 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> .
L.K.2b Recognize and name end punctuation.	Lesson 18: Punctuation teaches end punctuation.
L.K.2c 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.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Students are given frequent exposure spelling patterns as they engage in the process of Dictation.
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.K.3 Begins in grade 2.	Begins in grade 2.

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.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

<p>L.K.4a 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>).</p>	<p>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.</p>
<p>L.K.4b 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.</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	
<p>L.K.5a Sort common objects into categories (e.g., <i>shapes, foods</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.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>Skills in this standard are addressed in Lesson 54: Antonyms.</p>
<p>L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>

<p>L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) 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.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Transfer Cards, Little Books, and Little Book comprehension questions provide opportunities to practice this skill.</p>