

## Reading Horizons Correlation for Grade 1

# Oklahoma Academic 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 the 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.
  - a. Sample Little Book: [The Chest of Gold](#)
  - b. Sample Nonfiction Little Book: [Whales](#)
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](http://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.
  - a. [Reading Horizons Method Overview](#)
  - b. [Sample Lesson: Lesson 28: Digraphs](#)
  - c. [Sample Lesson: Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4](#)
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
  - a. assess student mastery of instruction.
  - b. analyze student reading behavior as they orally read connected text.
  - c. observe how students independently transfer strategies and skills to decode and comprehend text.
  - d. guide instruction by identifying specific areas of need.
  - e. identify skills students utilize when encountering words that they don't automatically recognize.
  - f. determine whether or not students are relying solely on whole word memorization when reading.
  - g. measure progress over time as RHD skills become more complex.
  - h. 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.

<b>Standard 1: Speaking and Listening</b>	
Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
<b>Standard</b>	<b><i>Reading Horizons Discovery</i><sup>®</sup></b>
<b>Reading</b>	
Students will develop and apply effective communication skills through speaking and active listening.	
1.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion.	Many games in the <i>Games Supplement</i> provide opportunities for students to listen actively, speak, and follow rules. The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice these skills.
1.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.	The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.
1.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.	Many games in the <i>Games Supplement</i> provide opportunities for students to engage in collaborative discussions. The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.
1.1.R.4 Students will restate and follow simple two-step directions.	The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.
<b>Writing</b>	
Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
1.1.W.1 Students will orally describe people, places, things, and events with relevant details expressing their ideas	With teacher support, students can apply the skills they learn throughout the <i>Reading Horizons Discovery</i> <sup>®</sup> program to demonstrate the skills listed in this standard.

1.1.W.2 Students will work respectfully in groups.	Many games in the <i>Games Supplement</i> provide opportunities for students to work respectfully with others. The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.
<b>Standard 2: Reading Foundations</b>	
Students will develop foundational skills for future reading success by working with sounds, letters, and text.	
<b>Standard</b>	<b><i>Reading Horizons Discovery</i><sup>®</sup></b>
<b>Phonological Awareness</b>	
Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.	
1.2.PA.1 Students will blend and segment onset and rime in spoken words (e.g., /ch/+ /at/ = chat).	<p>Blending and segmenting are skills that are taught in 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 Lesson 25 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 Games Supplement.</p>
1.2.PA.2 Students will differentiate short from long vowel sounds in one-syllable words.	<p>In addition to the phonemic awareness lessons introduced at the beginning of instruction, long and short vowel sounds are taught in the following lessons:</p> <p>Lesson 1: short a  Lesson 6: short e  Lesson 8: short o  Lesson 10: short u  Lesson 13: short i  Lesson 31: introduction to long vowels  Lesson 42: long e (e)  Lesson 43: long a (a-e), long i (i-e), long o (o-e), long u (u-e)  Lesson 50: long vowel sounds made by ai, ay, ea, ee, oa, oe, ui, ue, ie  Lesson 59: y=long i  Lesson 64: y=long e</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> .
1.2.PA.3 Students will isolate and pronounce initial, medial, and final sounds in spoken words.	This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds. It is also covered in Lesson 3: Building Words. Teachers can help reinforce this skill daily during the process of Dictation. This skill can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i> .
1.2.PA.4 Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string)	This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Blending and Segmentation as well as Phoneme Isolation of Initial, Final, and Medial Sounds. It is also covered in Lesson 3: Building Words. Teachers can reinforce this skill daily during the process of Dictation. Blending can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i> .
1.2.PA.5 Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g. string= /s/ /t/ /r/ /i/ /ng/).	This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Blending and Segmentation as well as Phoneme Isolation of Initial, Final, and Medial Sounds. It is also covered in Lesson 3: Building Words. Teachers can reinforce this skill daily during the process of Dictation. Segmenting can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i> .
1.2.PA.6 Students will add, delete, and substitute phonemes in spoken words (e.g., “add /g/ to the beginning of low to say ‘glow;” “remove the /idge/ from ‘bridge,’ to say ‘br;” “change the /ar/ in ‘charm’ to /u/ to say ‘chum’).	The explicit lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds provides the background to this process. In keeping with current research emphasized most recently by Dr. David Kilpatrick and others, scripted phonological awareness activities are being developed to teach this advanced skill. They will be available on rhacelerate.com as they are completed.  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> .
<b>Print Concepts</b>	
Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.	
1.2.PC.1 Students will correctly form letters and use appropriate spacing for letters, words, and	Lessons 1, 6, 8, 10, and 13 teach how to form upper/ lowercase of all letters of the alphabet. Letter Formation Pages, other Practice Pages, and interactive software

<p>sentences using left-to-right and top-to-bottom progression.</p>	<p>activities provide ample opportunities for students to learn, practice, and demonstrate this skill.</p> <p>Text contained in each Little Book (e.g., <i>Prince Gene</i>), as well as sentences on each Transfer Card, provide teachers with the opportunity to reinforce appropriate spacing between letters, words, and sentences. In addition, Sentence Dictation allows students to practice and master this skill in their own writing.</p>
<p>1.2.PC.2 Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation, comma, quotation marks).</p>	<p>Little Books (e.g., <i>A Trip to Egypt</i>) provide ample opportunities for students to practice and demonstrate this skill. The following lessons explicitly teach these concepts.</p> <p>Lesson 5: Capitalization teaches students to capitalize the first word in a sentence, the pronoun I, dates, and names. Lesson 11: Punctuation and Lesson 54: Sentence Structure teach students to use punctuation at the end of a sentence. Students can practice proper capitalization and punctuation through sentence dictation as well as with each lesson's accompanying Practice Pages and in <i>Spelling Supplement</i> Writing Prompts.</p>

### Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

<p>1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of:</p> <ul style="list-style-type: none"> <li>● single consonants (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/)</li> <li>● consonant blends (e.g., bl, br, cr)</li> <li>● consonant digraphs and trigraphs (e.g., sh-, -tch)</li> <li>● vowel sounds: <ul style="list-style-type: none"> <li>○ long</li> <li>○ short</li> </ul> </li> <li>● r-controlled vowels (e.g., ar, er, ir or, ur)</li> <li>● vowel spelling patterns: <ul style="list-style-type: none"> <li>○ vowel digraphs (e.g., ea, oa, ee)</li> <li>○ vowel-consonant-silent-e (e.g., lake)</li> </ul> </li> </ul>	<p>Single consonants and short vowel sounds are taught in the following lessons:</p> <p>Lesson 1: Letter Group 1 (A, B, F, D, and G)  Lesson 6: Letter Group 2 (H, J, L, M, and E)  Lesson 8: Letter Group 3 (N, P, R, S, and O)  Lesson 10: Letter Group 4 (T, V, W, X, Y, and U)  Lesson 13: Letter Group 5 (Q, Z, I, C, and K)</p> <p>Long vowel sounds are taught in the following lessons:</p> <p>Lesson 31: Short and Long Vowels</p> <p>Consonant Blends are taught in the following lessons:</p> <p>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:</p> <p>Lesson 25: Special Vowel Combinations (-ll, -ng, -nk)</p>
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	<p>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>R-Controlled Vowels are taught in the following lessons:  Lesson 76: Murmur Diphthong AR  Lesson 77: Murmur Diphthong OR  Lesson 78: Murmur Diphthongs ER, UR, and IR</p> <p>Vowel Spelling Patterns are taught in the following lessons:  Lesson 43: long a (a-e), long i (i-e), long o (o-e), long u (u-e)  Lesson 50: long vowel sounds made by ai, ay, ea, ee, oa, oe, ui, ue, ie  Lesson 86: au, aw  Lesson 87: ou, ow  Lesson 88: oi, oy  Lesson 89: oo as in look and oo as in zoo</p> <p>Students use the orthographic patterns listed above to spell words throughout the <i>Spelling Supplement</i>. In addition to daily dictation, the skills taught in the above lessons can be practiced, reinforced, and assessed using Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, Little Books (e.g., <i>An Awesome Meal</i>), and Reading Records.</p>
<p>1.2.PWS.2 Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> <li>● most major syllable patterns (e.g., closed, open, vowel team, vowel silent e, r-controlled)</li> <li>● inflectional endings (e.g., -s, -ed, -ing)</li> <li>● compound words</li> <li>● contractions</li> </ul>	<p><i>Reading Horizons Discovery</i><sup>®</sup> focuses on teaching all the necessary skills for decoding words.</p> <p>Lesson 32: Phonetic Skill 1 teaches students to decode CVC and CCVC words (closed syllable).</p> <p>Lesson 33: Phonetic Skill 2 teaches students to decode CVCC and CCVCC words (closed syllable).</p> <p>Lesson 42: Phonetic Skill 3 teaches students to decode CV words (open syllable).</p>

Lesson 43: Phonetic Skill 4 teaches students to decode words that end in the VCe combination.

Lesson 50: Phonetic Skill 5 teaches students to decode CVVC words with common vowel teams.

Lesson 69: -LE at the End of a Word teaches students to decode words that end in the consonant-le syllable type.

Lesson 76: Murmur Diphthong AR, Lesson 77: Murmur Diphthong OR, and Lesson 78: Murmur Diphthongs ER, UR, and IR all teach students to decode words that follow the r-controlled vowel syllable type.

Lessons 86-89: Special Vowel Sounds AU/AW, OU/OW, OI/OY, and OO/OO teaches students to decode words that contain these vowel teams.

Students are taught to read words with inflectional endings (-ed, -s, and -es) 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 -ED

Lesson 39: Verbs

Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4

Lesson 55: Adding Suffixes to Phonetic Skill 5

Lesson 71: Adding Suffixes to Words Ending in Y

Inflectional endings are also taught in tandem with other skills, such as Consonant Digraphs, Vowel Digraphs, R-controlled vowels, etc.

Lesson 26: Compound Words teaches students to break down compound words.

Lesson 30: Contractions teaches students to read and form contractions.

In addition to daily dictation, these skills can be practiced, reinforced, and assessed using Chapter Tests, Skill Checks, Check-Ups, Transfer Cards, Practice Pages, Little Books (e.g., *The Youngest Pirate*), and Reading Records. Students also have the

	opportunity to demonstrate mastery of the morphological patterns listed above as they are taught the lessons in the <i>Spelling Supplement</i> .
1.2.PWS.3 Students will read words in common word families (e.g., <i>-at</i> , <i>-ab</i> , <i>-am</i> , <i>-in</i> ).	Students learn CVC words early in the sequence of instruction. All new skills build on this foundation. The Eraser Game provides teachers ample opportunities to manipulate initial word sounds to highlight word families in daily dictation.
<b>Fluency</b>	
Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	
1.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.	<p>Many common irregularly spelled words are high-frequency words. Lessons 2, 7, 9, 12, 15, 17, 24, 29, 36, 41, 46, 51, 56, 58, 60, 65, 70, 75, 81, 85, 92, and 98 teach the 300 highest frequency words on the Fry Instant Word List. The lesson sequence for grade 1 is designed to take students through at least the first 100 words though words beyond the first 100 are also introduced.</p> <p>The skills taught in the above lessons can be practiced, reinforced, and assessed using Most Common Words Cards, Most Common Words Assessments, Chapter Tests, Skill Checks, Check-Ups, Transfer Cards, Practice Pages, and Little Books (e.g., <i>Penny's Lesson</i>). The <i>Spelling Supplement</i> explicitly teaches the spelling of irregular words.</p>
1.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	Decodable Little Books (e.g., <i>The Pirate Ghost</i> ) and corresponding Reading Records provide ample opportunities for students to demonstrate rate, accuracy, and prosody through oral reading. Each Little Book is also leveled according to the Lexile® Framework for Reading.
<b>Standard 2: Reading and Writing Process</b>	
Students will use a variety of recursive reading and writing processes.	
<b>Standard</b>	<b><i>Reading Horizons Discovery</i></b> ®
<b>Reading</b>	
Students will read and comprehend increasingly complex literary and informational texts.	
1.2.R.1 Students will retell or reenact major	Little Books and their corresponding comprehension questions provide ample

events in a text, focusing on important details to recognize the main idea.	opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
1.2.R.2 Students will discriminate between fiction and nonfiction/informational text.	Half of all Little Books are nonfiction to allow for exposure to both fiction and nonfiction text. Little Books can be used to compare and contrast identifying features of fiction and nonfiction text.
1.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text.	Little Books 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.
<b>Writing</b>	
Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
1.2.W.1 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.	The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process. Teachers can guide and support students as they practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
1.2.W.2 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.	The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process. Teachers can guide and support students as they practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
1.2.W.3 Students will correctly spell grade-appropriate, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing.	The instruction included in the <i>Spelling Supplement</i> is intended to be used in addition to decoding instruction. The combination of encoding and decoding instruction provides a powerful foundation for students and enables them to accurately spell numerous words.  Students have ample opportunity to practice and master these skills during daily Dictation and <i>Spelling Supplement</i> -related activities. The software also includes a Spelling and Word Recognition test to measure progress and guide instruction.

	<p>Frequently occurring irregular words are often high-frequency words and are taught as part of Most Common Words lessons. Lessons 2, 7, 9, 12, 15, 17, 24, 29, 36, 41, 46, 51, 56, 58, 60, 65, 70, 75, 81, 85, 92, and 98 teach the 300 highest frequency words on the Fry Instant Word List. The lesson sequence for grade 1 is designed to take students through at least the first 100 words though words beyond the first 100 are also introduced. The <i>Spelling Supplement</i> explicitly teaches the spelling of irregular words including the point at which words become ‘regular’ according to the orthographic skills taught in the sequence of instruction.</p> <p>Opportunities for students to demonstrate spelling skills include daily Dictation, Most Common Words Assessments, Chapter Tests, Skill Checks, Check-Ups, Transfer Cards, Practice Pages, Little Books, and in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
1.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook).	Printable word wall cards, provided posters, and digital word walls available in the student software can all be used as resources to support this standard.

**Standard 3: Critical Reading and Writing**

Students will apply critical thinking skills to reading and writing

Standard	<i>Reading Horizons Discovery</i> <sup>®</sup>
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**Reading**

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

1.3.R.1 Students will identify the author’s purpose (i.e., tell a story, provide information) with guidance and support.	Little Books and Reading Records provide ample opportunities to practice this skill.
1.3.R.2 Students will describe who is telling the story (i.e., point of view).	Little Books with dialogue (e.g., <i>Mack and the Pirate King</i> ) can be used to help students distinguish between narrator and speaker.
1.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> <li>● setting (i.e., time, place)</li> </ul>	Little Books (e.g., <i>Class Pets</i> ) and their corresponding comprehension questions can be used to demonstrate this skill. Little Books have a fifty-fifty ratio of fiction to nonfiction text. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.

<ul style="list-style-type: none"> <li>• plot</li> <li>• main characters and their traits in a story</li> </ul>	
<p>1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.</p>	<p>Little Books (e.g., <i>A Fox</i>), corresponding comprehension questions, and Reading Records provide ample opportunities to demonstrate this skill. There is at least one comprehension question in each Little Book pertaining to details in the text.</p>
<p>1.3.R.5 Students will begin to locate facts that are clearly stated in a text.</p>	<p>Little Books (e.g., <i>The Twins</i>) and their corresponding comprehension questions can be used to demonstrate this skill. There is at least one comprehension question in each Little Book pertaining to the main idea and details of the text. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.</p>
<b>Writing</b>	
<p>Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</p>	
<p>1.3.W.1 Students will begin to write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. (e.g., Write about a time that you lost something.) Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>1.3.W.2 Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. (e.g., Write about an animal that likes sleeping in the day and staying awake at night.) Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>1.3.W.3 Students will express an opinion in writing about a topic and provide a reason to support the opinion with guidance and support.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. (e.g., Write about why you would or would not like to be a twin.) Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<b>Standard 4: Vocabulary</b>	
<p>Students will expand their working vocabularies to effectively communicate and understand texts.</p>	
<b>Standard</b>	<b>Reading Horizons Discovery®</b>

## Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

1.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.

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. Explicit vocabulary instruction and practice is a focus of each lesson in the *Spelling Supplement*.

1.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define unfamiliar words with guidance and support.

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

The corresponding decoding lessons teaching affixes are listed below:

Lesson 23: Plurals

Lesson 28: Digraphs

Lesson 34: Nouns

Lesson 37: Adding Suffixes to Phonetic Skills 1 and 2

Lesson 38: Three Sounds of -ED

Lesson 39: Verbs

Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4

Lesson 55: Adding Suffixes to Phonetic Skill 5

Lesson 71: Adding Suffixes to Words Ending in Y

Lesson 79: Root Words, Prefixes, and Suffixes

Certain suffixes (including *-s*, *-ed*, and *-ing*) are also taught in tandem with other skills, such as Consonant Digraphs, Vowel Digraphs, *R*-controlled vowels, etc. Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.

1.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.

Little Books (e.g., *Lagos*) and Spelling Supplement Cloze Passages provide ample opportunities to practice this skill.

1.4.R.4 Students will name and sort words into categories based on common attributes.

Explicit vocabulary instruction and practice is a focus of each lesson in the *Spelling Supplement*. Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the *Spelling Supplement*.

1.4.R.5 Students will use a dictionary (print

Printable word wall cards, provided posters, and digital word walls available in the

and/or electronic) to find words.	student software can all be used as resources to support this standard.
<b>Writing</b>	
Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
1.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.	Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i> . Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
1.4.W.2 Students will select appropriate language according to purpose in writing with guidance and support.	Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i> . Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
<b>Standard 5: Language</b>	
Students will apply knowledge of grammar and rhetorical style to reading and writing.	
<b>Standard</b>	<b><i>Reading Horizons Discovery</i><sup>®</sup></b>
<b>Reading</b>	
Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
1.5.R.1 Students will recognize nouns as concrete objects (i.e., people persons, places, and things) and use the pronoun “I.”	Skills in this standard are taught in Lesson 34: Nouns. In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
1.5.R.2 Students will recognize verbs as actions.	Skills in this standard are taught in Lesson 39: Verbs. In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
1.5.R.3 Students will recognize color and number adjectives.	Skills in this standard are taught in Lesson 44: Adjectives. Many numbers are also addressed as high-frequency words in the Most Common Words lessons. Individual words are also taught from a decoding perspective as relevant skills are taught (e.g., <i>Pink</i> would be taught in conjunction with <i>-ink</i> in Lesson 25: Special Vowel

	<p>Combinations).</p> <p>In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>1.5.R.4 Students will recognize the prepositions (e.g., The dog is on top of the doghouse) through pictures and movement.</p>	<p>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</i> would be taught in Lesson 23: Double <i>S, F,</i> and <i>Z</i> and Plurals.).</p> <p>Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>1.5.R.5 Students will recognize singular and plural nouns with correct verbs in simple sentences (e.g. He sits; we sit).</p>	<p>Skills in this standard are taught in the following lessons:  Lesson 23: Double <i>S, F,</i> and <i>Z</i> and Plurals  Lesson 34: Nouns  Lesson 39: Verbs</p> <p>In addition to the Practice Pages and activities associated with this lesson, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<b>Writing</b>	
<p>Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication</p>	
<p>1.5.W.1 Students will capitalize:</p> <ul style="list-style-type: none"> <li>● the first letter of a sentence</li> <li>● proper names</li> <li>● months and days of the week</li> </ul>	<p>Lesson 5: Capitalization teaches students to capitalize the first word in a sentence, the pronoun <i>I</i>, dates, and names. Lesson 54: Sentence Structure reinforces this skill.</p> <p>In addition to daily sentence Dictation, Practice Pages, and activities associated with these lessons, students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.</p>	<p>Lesson 11: Punctuation and Lesson 54: Sentence Structure teach students how to use punctuation at the end of a sentence.</p> <p>In addition to daily sentence Dictation, Practice Pages, and activities associated with these lessons, students have the opportunity to practice and demonstrate this skill in</p>

	response to the writing activities included in the <i>Spelling Supplement</i> .
<b>Standard 6: Research</b>	
Students will engage in inquiry to acquire, refine, and share knowledge.	
<b>Standard</b>	<b><i>Reading Horizons Discovery</i><sup>®</sup></b>
<b>Reading</b>	
Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
1.6.R.1 Students will decide who can answer questions about their topic or what resources they will need to find the information.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
1.6.R.2 Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
1.6.R.3 Students will identify the location and purpose of various visual and text reference sources.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
<b>Writing</b>	
Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
1.6.W.1 Students will generate questions about topics of interest.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> . Little Books can be used as a source of information depending on the topic.
1.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> . Little Books can be used as a source of information depending on the topic.
1.6.W.3 Students will make informal	Students have the opportunity to practice and demonstrate this skill in response to the

presentations of information gathered.	writing activities included in the <i>Spelling Supplement</i> . Little Books can be used as a source of information depending on the topic.
<b>Standard 7: Multimodal Literacies</b>	
Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
<b>Standard</b>	<b><i>Reading Horizons Discovery</i><sup>®</sup></b>
<b>Reading</b>	
Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
1.7.R.1 Students will use provided print and digital resources with guidance and support.	Teachers can guide and support students in the use of various digital tools as they employ each aspect of the writing process in response to the writing activities included in the <i>Spelling Supplement</i> .
1.7.R.2 Students will explore and compare how ideas and topics are depicted in a variety of media and formats.	Teachers can guide and support students in the use of various digital tools as they employ each aspect of the writing process in response to the writing activities included in the <i>Spelling Supplement</i> .
<b>Writing</b>	
Students will create multimodal texts to communicate knowledge and develop arguments.	
1.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.	Teachers can guide and support students in the use of various digital tools as they employ each aspect of the writing process in response to the writing activities included in the <i>Spelling Supplement</i> .
1.7.W.2 Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
<b>Standard 8: Independent Reading and Writing</b>	
Students will read and write for a variety of purposes including, but not limited to, academic and personal.	
<b>Standard</b>	<b><i>Reading Horizons Discovery</i><sup>®</sup></b>
<b>Reading</b>	

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

1.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.

Little Books (e.g., *Old Will Kidd*) provide ample opportunities to practice this skill.

### Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

1.8.W Students will write independently for extended and shorter periods of time through a combination of emergent and conventional writing with guidance and support.

The *Spelling Supplement* 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.