

Reading Horizons Correlation for Grade 4

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.

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.

Standard 1: Speaking and Listening	
Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Standard	<i>Reading Horizons Discovery</i>[®]
Reading	
Students will develop and apply effective communication skills through speaking and active listening.	
4.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.	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.
4.1.R.2 Students will ask and answer questions to seek help, get information, or clarify 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 asking and answering questions.
4.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	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.
Writing	
Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
4.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	With teacher support, students can apply the skills they learn throughout the <i>Reading Horizons Discovery</i> [®] program to demonstrate the skills listed in this standard.

at an appropriate pace.	
4.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	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.
Standard 2: Reading Foundations	
Students will develop foundational skills for future reading success by working with sounds, letters, and text.	
Standard	<i>Reading Horizons Discovery</i>[®]
Phonological Awareness	
Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text. <i>Students will continue to review and apply earlier grade-level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.</i>	
Print Concepts	
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. <i>Students will continue to review and apply earlier grade-level expectations for this standard. If print concepts skills are not mastered, students will address skills from previous grades.</i>	
4.2.PC Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.	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 activities provide ample opportunities for students to learn, practice, and demonstrate this skill. 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.
Phonics and Word Study	

<p>Students will decode and read words in context and isolation by applying phonics and word analysis skills. <i>Students will continue to review and apply earlier grade level expectations for this standard. If these decoding skills are not mastered, students will address skills from previous grades.</i></p>	
<p>4.2.PWS.1 Students will use their combined knowledge of letter-sound correspondences, syllable patterns, morphology and semantics to accurately read unfamiliar words, including multisyllabic words.</p>	<p><i>Reading Horizons Discovery</i>[®] is designed to provide students with the necessary decoding skills to read grade-level texts of all kinds. Little Books are designed to provide students with opportunities to develop reading fluency and comprehension. Each Little Book has a Lexile[®] measure that can be used to guide the amount of scaffolding each student requires to read the text proficiently.</p>
<p>Fluency</p>	
<p>Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension. <i>Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.</i></p>	
<p>4.2.F.1 Students will read high frequency and irregularly spelled grade-level words with automaticity in text.</p>	<p>Many common irregularly spelled words are high-frequency words. Lessons 2, 7, 9, 12, 15, 17, 24, 29, 36, 41, 46, 51, 56, 58, 60, 65, 70, 75, 81, 85, 92, and 98 teach the 300 highest frequency words on the Fry Instant Word List.</p> <p>The skills taught in the above lessons can be practiced, reinforced, and assessed using Most Common Words Cards, Most Common Words Assessments, Chapter Tests, Skill Checks, Check-Ups, Transfer Cards, Practice Pages, and Little Books (e.g., <i>Penny's Lesson</i>). The <i>Spelling Supplement</i> explicitly teaches the spelling of irregular words.</p>
<p>4.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p>	<p>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.</p>
<p>Standard 2: Reading and Writing Process</p>	
<p>Students will develop foundational skills for future reading success by working with sounds, letters, and text.</p>	
<p>Standard</p>	<p><i>Reading Horizons Discovery</i>[®]</p>
<p>Reading</p>	
<p>Students will read and comprehend increasingly complex literary and informational texts.</p>	

<p>4.2.R.1 Students will distinguish how key details support the main idea of a passage.</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>
<p>4.2.R.2 Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres.</p>	<p>Little Books (e.g., <i>The Printing Press</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>
<p>4.2.R.3 Students will summarize events or plots (i.e., beginning, middle, end, conflict, and climax) of a story or text.</p>	<p>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.</p>
<p>4.2.R.4 Students will begin to paraphrase main ideas with supporting details in a text.</p>	<p>Little Books (e.g., <i>Class Pets</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>
<p>Writing</p>	
<p>Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</p>	
<p>4.2.W.1 Students will develop drafts by categorizing ideas and organizing them into paragraphs.</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. 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>.</p>
<p>4.2.W.2 Students will edit drafts and revise for clarity and organization.</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. 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>.</p>

	<i>Supplement.</i>
4.2.W.3 Students will correctly spell grade-appropriate words while editing.	<p>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.</p> <p>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> <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 <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>
4.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries).	Students can use alphabetization skills gained in Lesson 16: Alphabetical Order to use reference materials. 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>[®]
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.	

<p>4.3.R.1 Students will determine the author’s purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose.</p>	<p>Little Books and Reading Records provide ample opportunities to practice this skill.</p>
<p>4.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.</p>	<p>Little Books (e.g., <i>Mack and the Pirate King</i>) can be used to help students distinguish different points of view.</p>
<p>4.3.R.3 Students will describe key literary elements:</p> <ul style="list-style-type: none"> ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● theme 	<p>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.</p>
<p>4.3.R.4 Students will find examples of literary devices:</p> <ul style="list-style-type: none"> ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole ● imagery ● symbolism* ● tone* <p>*Students will find textual evidence when provided with examples.</p>	<p>Little Books can be used to help students find examples of literary devices.</p>
<p>4.3.R.5 Students will distinguish fact from opinion in a text and investigate facts for accuracy.</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>
<p>4.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast,</p>	<p>Little Books and their corresponding comprehension questions can be used to demonstrate this skill.</p>

sequential, problem/solution, cause/effect).	
4.3.R.7 Students will ask and answer inferential questions using the text to support answers.	Little Books 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 inference. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
Writing	
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.	
4.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., solution and resolution), and dialogue.	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.
4.3.W.2 Students will write facts about a subject, including a clear main idea with supporting details, and use transitional and signal words.	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.
4.3.W.3 Students will express an opinion about a topic and provide fact-based reasons as 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. (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.
Standard 4: Vocabulary	
Students will expand their working vocabularies to effectively communicate and understand texts.	
Standard	<i>Reading Horizons Discovery</i> [®]
Reading	
Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
4.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level	Vocabulary is emphasized in each lesson throughout the course of instruction. Teachers are trained to teach word meaning and provide context sentences as

vocabulary to infer meaning of grade-level text.	students are exposed to new vocabulary. Explicit vocabulary instruction and practice is a focus of each lesson in the <i>Spelling Supplement</i> .
4.4.R.2 Students will use word parts (e.g., axes, Greek and Latin roots, stems) to define and determine the meaning of new words.	<p>In conjunction with teaching students to read and understand affixes, explicit morphological instruction of affixes is included in multiple lessons throughout the <i>Spelling Supplement</i>.</p> <p>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</p> <p>Certain suffixes (including <i>-s</i>, <i>-ed</i>, and <i>-ing</i>) are also taught in tandem with other skills, such as Consonant Digraphs, Vowel Digraphs, <i>R</i>-controlled vowels, etc. Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p>
4.4.R.3 Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.	Little Books (e.g., <i>Lagos</i>) and <i>Spelling Supplement</i> Cloze Passages provide ample opportunities to practice this skill.
4.4.R.4 Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.	Lesson 72: Antonyms, Synonyms, and More teaches relationships among words. 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> .
4.4.R.5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.	Students can use alphabetization skills gained in Lesson 16: Alphabetical Order to use reference materials. 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.

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
4.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.	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> .
4.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	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> .
Standard 5: Language	
Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Standard	<i>Reading Horizons Discovery</i>[®]
Reading	
Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
4.5.R.1 Students will recognize pronouns and irregular possessive nouns.	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> .
4.5.R.2 Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text.	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> .
4.5.R.3 Students will recognize comparative and superlative adjectives and adverbs.	Skills in this standard are taught in Lesson 44: Adjectives and Lesson 49: Adverbs. Individual words are also taught from a decoding perspective as relevant skills are taught. 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>4.5.R.4 Students will recognize prepositional phrases and conjunctions.</p>	<p>Lesson 67: Conjunctions addresses that portion of the standard. Most prepositions 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</i>, <i>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>4.5.R.5 Students will recognize the subject and verb agreement.</p>	<p>Skills in this standard are taught in the following lessons: Lesson 34: Nouns Lesson 39: Verbs Lesson 54: Sentence Structure</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>

Writing

<p>Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication</p>	
<p>3.5.W.1 Students will capitalize</p> <ul style="list-style-type: none"> ● familial relations ● proper adjectives ● conventions of letter writing 	<p>Lesson 5: Capitalization teaches students to capitalize the first word in a sentence, the pronoun I, dates, and names (including names of holidays, products, and geographic places). Lesson 21: Commas addresses quotations. Students can practice proper capitalization with each lesson’s accompanying Practice Pages. <i>Spelling Supplement</i> resources also provide opportunities to reinforce and practice capitalization in writing.</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>4.5.W.2 Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue.</p>	<p>The skills in this standard are addressed in the following lessons: Lesson 11: Punctuation Lesson 21: Commas Lesson 54: Sentence Structure</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>

4.5.W.3 Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.	
4.5.W.4 Students will compose declarative, interrogative, imperative, and exclamatory sentences.	The skills in this standard are addressed in Lesson 54: Sentence Structure. 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> .
Standard 6: Research	
Students will engage in inquiry to acquire, refine, and share knowledge.	
Standard	<i>Reading Horizons Discovery</i>[®]
Reading	
Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
4.6.R.1 Students will use their own viable research questions to find information about a specific topic.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
4.6.R.2 Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret 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> .
4.6.R.3 Students will determine the relevance and reliability of the information gathered.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
Writing	
Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
4.6.W.1 Students will generate a viable research question about a specific topic.	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.
4.6.W.2 Students will organize information found during research, following a modified citation style (e.g., author, title, publication date) with guidance and support.	This standard falls outside the scope of what is explicitly taught in the <i>Reading Horizons Discovery</i> [®] program.
4.6.W.3 Students will summarize and present information in a report.	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.
Standard 7: Multimodal Literacies	
Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
Standard	<i>Reading Horizons Discovery</i>[®]
Reading	
Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
4.7.R.1 Students will locate, organize, and analyze information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.	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> .
4.7.R.2 Students will compare and contrast 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> .
Writing	
Students will create multimodal texts to communicate knowledge and develop arguments.	
4.7.W.1 Students will create multimodal content that effectively communicates an idea using appropriate technology or media.	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> .

4.7.W.2 Students will create presentations using videos, photos, and other multimedia elements to support 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> .
Standard 8: Independent Reading and Writing	
Students will read and write for a variety of purposes including, but not limited to, academic and personal.	
Standard	<i>Reading Horizons Discovery</i>[®]
Reading	
Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
4.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.	Little Books (e.g., <i>Old Will Kidd</i>) 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.	
4.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.	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.