

## Reading Horizons Correlation for Second Grade

# Texas Essential Knowledge and Skills

*Reading Horizons Discovery*® employs a structured approach to provide systematic, explicit instruction while integrating listening, speaking, reading, and writing. The emphasis of instruction is on phoneme awareness, sound-symbol correspondences, patterns and conventions of print, and the morphological, syntactical, and semantical aspects of language. This proven method provides students with the solid foundation that is necessary for proficient reading and writing.

### Reading Horizons Vocabulary Terms

The following terms will be used throughout the correlation to illustrate the diverse ways in which Reading Horizons product offerings meet the listed standards.

1. **Dictation** is an interactive, multisensory process that is vital to the proper implementation of the Reading Horizons method. It can be performed one-on-one, in small groups, or with an entire class; in all cases, it should be a part of every skill lesson's classroom instruction. First, the leader provides a sound, letter name, slide, or word by extending his or her hands outward from the mouth to the class twice in a row. The students "catch" the offering with their outstretched hands and bring it forward to their ears. The process then reverses with the class sending the word twice and the teacher receiving it. Then, the class writes and marks (or proves) the letter, slide, or word while the teacher provides (when possible) a context sentence. Next, the students display their answers while the teacher formatively assesses and provides corrective feedback where needed. Finally, the teacher and students place their fingers beneath what they have written and read it aloud twice in a row, making sure to keep their eyes on what they are reading.
2. **Eraser Game** can be played after every instance of dictation. This game is a simple way to reinforce concepts and to provide opportunities for students to follow directions and identify skills that are of particular concern to the teacher. Students should erase words based on the instructions given by the teacher. Students can erase words based on a sound or letter at the beginning, middle, or end of a word. Teachers can increase difficulty by having students erase words based on definition, synonym, antonym, alphabetical order, or even by the answer to a riddle. See examples below. The examples assume students have the words *jog*, *cat*, and *sun* on their boards.
  - a. Erase the word that rhymes with *fog*.
  - b. Erase the word that has the same vowel sound as the word *map*.
  - c. Erase the word that means *a bright star near our planet that gives light*.
3. **Letter Formation Pages** provide opportunities for students to practice proper letter formation.

4. **Letter Formation Transfer Cards** accompany the Kindergarten Teacher’s Kit. These cards show proper letter formation in large print. These cards can be used to help students practice proper letter formation.
5. **Little Books** are controlled-vocabulary fiction and non-fiction stories and passages with original illustrations. Each skill lesson has an accompanying Little Book to provide students with the opportunity to reinforce and transfer concepts to connected text as students progress through the course.
6. **Most Common Words**, also referred to as high-frequency or sight words, are taught throughout the *Reading Horizons Discovery*® program. The Most Common Words (MCWs) taught in this program include high-frequency words derived from Fry’s Instant Words List and are introduced in order of frequency. They are presented early on so that students can begin reading words in context sentences. They are not just memorized but are approached from a linguistic standpoint.
  - a. There are 30 MCWs taught across eight lessons in the Kindergarten track.
  - b. There are 300 MCWs taught across 22 lessons in the grades 1-3 tracks. There are 10 to 20 words in each list.

MCWs appear in sentences on Transfer Cards (see Student Transfer Cards below). Printable Word Wall and Flash Cards are available on the teacher resource website *Reading Horizons Accelerate*® at [www.rhaccelerate.com](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.
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*<sup>®</sup> 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.

## (a) Introduction

1. The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author’s purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
2. The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
3. Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
4. English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student’s first language is important to ensure linguistic, affective, cognitive, and academic development in English.

1. Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student’s English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
2. Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
3. Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.

**(b) Knowledge and Skills**

Standard	<i>Reading Horizons Discovery</i> <sup>®</sup>
1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
a. listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	<p>Many games in the <i>Games Supplement</i> (e.g., Tag Team on p. 42) provide opportunities for students to work collaboratively with others, listen, and follow rules. Students have the opportunity to work with peers as they read Little Books, complete Practice Pages, and use Transfer Cards together.</p> <p>In addition, scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions that lead to multiple exchange conversations.</p>
b. follow, restate, and give oral instructions that involve a short, related sequence of actions;	<p>Many games in the <i>Games Supplement</i> (e.g., Teacher/Teacher on p. 43) provide opportunities for students to work collaboratively with others, listen, and follow rules. Students have the opportunity to work with peers as they read Little Books, complete Practice Pages, and use Transfer Cards together.</p>

<p>c. share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;</p>	<p>Many games in the <i>Games Supplement</i> (e.g., Tag Team on p. 42) provide students with opportunities to share ideas and information. Teachers can also lead discussions about Little Books and use activities such as “Analyze the Words” to provide students with more opportunities to practice these skills.</p>
<p>d. work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and</p>	<p>Many games in the <i>Games Supplement</i> (e.g., Change That Word on p. 17) provide opportunities for students to work collaboratively with others, listen, and follow rules. Students have the opportunity to work with peers as they read Little Books, complete Practice Pages, and use Transfer Cards together.</p>
<p>e. develop social communication such as distinguishing between asking and telling.</p>	<p>Many games in the <i>Games Supplement</i> (e.g., Calling for Cards on pp. 16-17) provide opportunities for students to work collaboratively with others, listen, and follow rules. Students have the opportunity to work with peers as they read Little Books, complete Practice Pages, and use Transfer Cards together.</p>
<p>2. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	
<p>a. demonstrate phonological awareness by:</p>	
<p>i. producing a series of rhyming words;</p>	<p>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 <i>-ll</i>, <i>-ng</i>, and <i>-nk</i>, reinforce rhyme and provide opportunities for practice.</p>
<p>ii. distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;</p>	<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:  Lesson 1: short <i>a</i>  Lesson 6: short <i>e</i>  Lesson 8: short <i>o</i>  Lesson 10: short <i>u</i>  Lesson 13: short <i>i</i>  Lesson 31: introduction to long vowels  Lesson 42: long <i>e</i> (<i>e</i>)</p>

	<p>Lesson 43: long <i>a</i> (<i>a-e</i>), long <i>i</i> (<i>i-e</i>), long <i>o</i> (<i>o-e</i>), long <i>u</i> (<i>u-e</i>)  Lesson 50: long vowel sounds made by <i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i>  Lesson 59: <i>y=long i</i>  Lesson 64: <i>y=long e</i></p> <p>The phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i>.</p>
iii. recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	<p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds.</p> <p>In keeping with research emphasized most recently by Dr. David Kilpatrick and others, we currently have in production scripted phonological awareness activities to teach this advanced skill. They will be available on <a href="http://rhacelerate.com">rhacelerate.com</a> as they are completed.</p>
iv. manipulating phonemes within base words;	<p>This skill can be practiced in nearly every lesson throughout the program during the process of Dictation. It is also explicitly practiced in the following lessons and games:</p> <p>Lesson 18: <i>L-Blends (cap vs clap)</i>  Lesson 19: <i>R-Blends (pop vs prop)</i>  Lesson 20: <i>S-Blends (sip vs slip)</i>  Lesson 25: Special Vowel Combinations (<i>-LL, -NG, -NK</i>)  Lesson 40: Vowel Families <i>O</i> and <i>I</i>  Lesson 43: Phonetic Skill 4 (This lesson shows how to add a grapheme to change the phoneme. Robust word banks help students practice the difference between CVC and CVCe words. i.e., <i>cap vs cape.</i>)  Game: Change That Word</p>
b. demonstrate and apply phonetic knowledge by:	
i. decoding words with short, long, or variant vowels, trigraphs, and blends;	<p>The skills in this standard are addressed in the following lessons:</p> <p>Lesson 32: Phonetic Skill 1 (CVC)  Lesson 33: Phonetic Skill 2 (CVCC)  Lesson 42: Phonetic Skill 3 (CV)  Lesson 43: Phonetic Skill 4 (VCe)  Lesson 50: Phonetic Skill 5 (<i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i>)</p> <p>Vowel teams and diphthongs are addressed in the following lessons:</p> <p>Lesson 50: Phonetic Skill 5 (<i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i>)  Lesson 86: Special Vowel Sounds <i>AU/AW</i>  Lesson 87: Special Vowel Sounds <i>OU/OW</i>  Lesson 88: Special Vowel Sounds <i>OI/OY</i>  Lesson 89: Special Vowel Sounds <i>OO/OO</i>  Lesson 95: Other Sounds for <i>EA</i> and <i>IE/EI</i>  Lesson 97: Sounds of <i>EU</i> and <i>EW</i></p>

	<p>R-controlled Vowels are addressed in the following lessons:</p> <p>Lesson 76: Murmur Diphthong AR  Lesson 77: Murmur Diphthong OR  Lesson 78: Murmur Diphthongs ER, UR, and IR</p> <p>The <i>Reading Horizons Discovery® Spelling Supplement</i> teaches the inverse of the skills taught in decoding instruction to teach encoding. Some of the lessons that cover these skills include the following <i>Spelling Supplement</i> lessons:</p> <p>Week 8: Phonetic Skills 1 and 2 (closed syllables)  Week 11: Phonetic Skills 3 and 4 (open and VCe syllables)  Week 13: Phonetic Skill 5 (ai, ay, ea, ee, oa, oe, ui, ue, ie)  Week 23: Murmur Diphthongs AR and OR  Week 24: Murmur Diphthongs ER, UR, and IR  Week 29: Special Vowel Sounds AU/AW  Week 30: Special Vowel Sounds OU/OW  Week 31: Special Vowel Sounds OI/OY  Week 32: Special Vowel Sounds OO/OO</p> <p><i>Spelling Supplement</i> activities provide a variety of opportunities to practice these skills.</p>
<p>ii. decoding words with silent letters such as <i>knife</i> and <i>gnat</i>;</p>	<p>Lesson 83: More Digraphs teaches combinations such as <i>kn</i>, <i>gn</i>, and <i>wr</i>.</p>
<p>iii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p>	<p><i>Reading Horizons Discovery®</i> 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 66: Decoding Skill 2 teaches students to break down multisyllabic words in which the first syllable follows a CVC pattern.</p> <p>Lesson 68: Double Consonants teaches students how to decode multisyllabic words with double consonants in the middle, like rabbit.</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> <p>Lesson 61: Decoding Skill 1 teaches students to decode multisyllabic words in which the first syllable follows a CV pattern.</p> <p>Lesson 43: Phonetic Skill 4 teaches students to decode words that end in the VCe combination.</p> <p>Lesson 50: Phonetic Skill 5 teaches students to decode CVVC words with common vowel teams.</p>

	<p>Lesson 69: <i>-LE</i> at the End of a Word teaches students to decode words that end in the consonant <i>-le</i> syllable type.</p> <p>Lesson 76: Murmur Diphthong <i>AR</i>, Lesson 77: Murmur Diphthong <i>OR</i>, and Lesson 78: Murmur Diphthongs <i>ER</i>, <i>UR</i>, and <i>IR</i> all teach students to decode words that follow the <i>R</i>-controlled vowel syllable type.</p> <p>Lessons 86-89: Special Vowel Sounds <i>AU/AW</i>, <i>OU/OW</i>, <i>OI/OY</i>, and <i>OO/OO</i> teaches students to decode words that contain these vowel teams.</p> <p>Lesson 82: Decoding Multisyllabic Words empowers students to combine their previous skills to break down words of any length.</p> <p>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, and Reading Records.</p> <p>Students also have the opportunity to demonstrate mastery of the orthographic patterns listed above throughout instruction in the <i>Spelling Supplement</i>.</p>
<p>iv. decoding compound words, contractions, and common abbreviations;</p>	<p>Lesson 26: Compound Words teaches students to break down compound words.</p> <p>Lesson 30: Contractions teaches students to identify and read contractions.</p> <p>The direct instruction lesson, Common Abbreviations, teaches how to read common abbreviations. It is accompanied by multiple practice pages with a variety of activities for practicing the skill.</p> <p>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, and Reading Records.</p>
<p>v. decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</p>	<p>Lesson 61: Decoding Skill 1 teaches students to decode multisyllabic words in which the first syllable follows a CV pattern.</p> <p>Lesson 66: Decoding Skill 2 teaches students to break down multisyllabic words in which the first syllable follows a VC pattern.</p> <p>Lesson 69: <i>-LE</i> at the End of a Word teaches students to break down multisyllabic words that end in consonant <i>-le</i>.</p> <p>Lesson 82: Decoding Multisyllabic Words empowers students to combine their previous skills to break down words of any length.</p> <p>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, and Reading Records.</p>

<p>vi. decoding words with prefixes, including <i>un-</i>, <i>re-</i>, and <i>dis-</i>, and inflectional endings, including <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-er</i>, and <i>-est</i>; and</p>	<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>. The corresponding decoding lessons teaching affixes are listed below:</p> <p>Lesson 23: Plurals Lesson 28: Digraphs</p>
	<p>Lesson 34: Nouns Lesson 37: Adding Suffixes to Phonetic Skills 1 and 2 Lesson 38: Three Sounds of <i>-ED</i> Lesson 39: Verbs Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4 Lesson 55: Adding Suffixes to Phonetic Skill 5 Lesson 71: Adding Suffixes to Words Ending in <i>Y</i> 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.</p> <p>Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p> <p>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>.</p>
<p>vii. identifying and reading high-frequency words from a research-based list;</p>	<p>Lessons 2, 7, 9, 12, 15, 17, 24, 29, 36, 41, 46, 51, 56, 58, 60, 65, 70, 75, 81, 85, 92, and 98 teach the 300 highest frequency words on the Fry Instant Word List (with a couple of substitutions for cultural sensitivity). The lesson sequence for grade 2 is designed to take students through at least the first 200 words.</p> <p>The skills taught in the above lessons can be practiced, reinforced, and assessed using Most Common Words Cards, Most Common Words Assessments, Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, and Little Books.</p> <p>The <i>Spelling Supplement</i> reinforces these words during spelling.</p>

c. demonstrate and apply spelling knowledge by:	
i. spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<p>The <i>Reading Horizons Discovery® Spelling Supplement</i> reverses the skills taught in decoding instruction to teach encoding using the same skills. Some of the lessons that cover these skills include the following <i>Spelling Supplement</i> lessons:</p> <p>Week 8: Phonetic Skills 1 and 2 (closed syllables)  Week 11: Phonetic Skills 3 and 4 (open and VCe syllables)  Week 13: Phonetic Skill 5 (<i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i>)  Week 21: <i>-LE</i> at the End of a Word  Week 23: Murmur Diphthongs <i>AR</i> and <i>OR</i>  Week 24: Murmur Diphthong <i>ER, UR, and IR</i></p> <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>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>
ii. spelling words with silent letters such as <i>knife</i> and <i>gnat</i> ;	<i>Spelling Supplement</i> lesson Week 28 teaches spelling with combinations like <i>kn, gn, and wr</i> .
iii. spelling compound words, contractions, and common abbreviations;	The skills in this standard are taught in <i>Spelling Supplement</i> lessons Week: 7 Contractions and Week 20: Compound Words. The direct instruction lesson, Common Abbreviations, teaches how to spell common abbreviations. It is accompanied by multiple practice pages with a variety of activities for practicing the skill.

<p>iv. spelling multisyllabic words with multiple sound-spelling patterns;</p>	<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>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>
<p>v. spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and</p>	<p>The <i>Spelling Supplement</i> reverses the decoding skills students are using to read and applies them to encoding words. As students build reading and spelling skills that follow predictable patterns, they are empowered to spell any word that follows a particular skill. Employing the Phonetic Skills and Decoding Skills enables students to spell words with multiple sound-spelling patterns including those with double consonants in the middle of the word. Students have ample opportunity to practice these skills during Dictation and <i>Spelling Supplement</i>-related activities.</p> <p>The software also includes a Spelling and Word Recognition test.</p>
<p>vi. spelling words with prefixes, including <i>un-</i>, <i>re-</i>, and <i>dis-</i>, and inflectional endings, including <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-er</i>, and <i>-est</i>;</p>	<p><i>Spelling Supplement</i> lesson Week 25: Root Words, Prefixes, and Suffixes teaches spelling with prefixes like <i>un-</i>, <i>re-</i>, and <i>dis-</i>.</p> <p>Spelling with inflectional endings is a skill addressed in the following lessons:</p> <p>Week 9: Adding Suffixes to Phonetic Skills 1 and 2  Week 12: Adding Suffixes to Phonetic Skills 3 and 4  Week 14: Adding Suffixes to Phonetic Skill 5  Week 21: Adding Suffixes to Words Ending in Y  Week 28: Digraph Words with Plural Endings</p> <p>Students have ample opportunity to practice and master these skills during daily Dictation and <i>Spelling Supplement</i>-related activities.</p>
<p>d. alphabetize a series of words and use a dictionary or glossary to find words; and</p>	<p>Students can use alphabetization skills gained in Lesson 16: Alphabetical Order to use reference materials.</p>

<p>e. develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p>	<p>Teachers can facilitate practice in this skill by using <i>Spelling Supplement</i> Writing Prompts and by encouraging students to write responses to comprehension questions for Little Books in cursive and in complete sentences.</p>
<p>3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>a. use print or digital resources to determine meaning and pronunciation of unknown words;</p>	<p>Students can use alphabetization skills gained in Lesson 16: Alphabetical Order to use reference materials. The <i>Reading Horizons Discovery</i>® software Word Walls will verify pronunciation of many words.</p>
<p>b. use context within and beyond a sentence to determine the meaning of unfamiliar words;</p>	<p>Little Books and <i>Spelling Supplement</i> Cloze Passages provide ample opportunities to practice this skill.</p>
<p>c. identify the meaning of and use words with affixes <i>un-</i>, <i>re-</i>, <i>-ly</i>, <i>-er</i>, and <i>-est</i> (comparative and superlative), and <i>-ion/tion/sion</i>; and</p>	<p>Skills in this standard are taught in decoding instruction in the following lessons:</p> <p>Lesson 44: Adjectives  Lesson 49: Adverbs  Lesson 79: Root Words, Prefixes, and Suffixes  Lesson 93: Other Suffixes: <i>-TION</i>, <i>-SION</i>, and <i>-OUS</i> and Suffix: <i>-ION</i></p>
	<p>They're also taught and reinforced in the following spelling lessons:</p> <p>Week 25: Root Words, Prefixes, and Suffixes  Week 35: Other Suffixes: <i>-TION</i>, <i>-SION</i>, and <i>-OUS</i></p> <p>Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p> <p>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, 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>.</p>
<p>d. identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p>	<p>Skills in this standard are taught in Lesson 72: Antonyms, Synonyms, and More. The lesson's accompanying Practice Pages provide opportunities to practice these skills.</p>

4. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.	
The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	<p><i>Reading Horizons Discovery</i><sup>®</sup> 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.</p> <p>Each Little Book has a Lexile<sup>®</sup> measure that can be used to guide the amount of scaffolding each student requires to read the text proficiently. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.</p>
5. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently.	
The student is expected to self-select text and read independently for a sustained period of time.	Little Books can be used to practice these skills. The software’s library gives students digital access to Little Books and will time students as they read.
6. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
a. establish purpose for reading assigned and self-selected texts;	Little Books can be used to practice this skill.
b. generate questions about text before, during, and after reading to deepen understanding and gain information;	Little Books provide ample opportunities to practice this skill.
c. make, correct, or confirm predictions using text features, characteristics of genre, and structures;	Little Books provide ample opportunities to practice this skill.
d. create mental images to deepen understanding;	Little Books provide ample opportunities to practice this skill.
e. make connections to personal experiences, ideas in other texts, and society;	Little Books provide ample opportunities to practice this skill.

f. make inferences and use evidence to support understanding;	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.
g. evaluate details read to determine key ideas;	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 the details of the text. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
h. synthesize information to create new understanding; and	Little Books can be used to practice this skill.
i. monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill. The software's library gives students digital access to Little Books and will time students as they read. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
a. describe personal connections to a variety of sources;	Little Books can be used to practice this skill.
b. write brief comments on literary or informational texts that demonstrate an understanding of the text;	Little Books can be used to practice this skill.
c. use text evidence to support an appropriate response;	Little Books and their corresponding comprehension questions can be used to practice this skill.
d. retell and paraphrase texts in ways that maintain meaning and logical order;	Little Books provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
e. interact with sources in meaningful ways such as illustrating or writing; and	Little Books can be used to practice this skill.

f. respond using newly acquired vocabulary as appropriate.	Select <i>Spelling Supplement</i> Writing Prompts ask students to formulate responses using words that follow the skills they’ve learned in that week’s instruction.
8. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
a. discuss topics and determine theme using text evidence with adult assistance;	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 the main idea and details of the text. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
b. describe the main character’s (characters’) internal and external traits;	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 the main idea and details of the text. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
c. describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and	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 the main idea and details of the text. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
d. describe the importance of the setting.	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 the main idea and details of the text. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
9. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
a. demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales;	Certain Little Books (e.g., <i>Be Nice to Dogs</i> ) are written in the form of fables and can be used to discuss elements of this standard.

b. explain visual patterns and structures in a variety of poems;	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> <sup>®</sup> program.
c. discuss elements of drama such as characters, dialogue, and setting;	Little Books have five comprehension questions for each story. Questions addressing main idea, details (e.g., elements of a story such as the setting, characters, problem, and solution), vocabulary, and inference.
d. recognize characteristics and structures of informational text, including:	
i. the central idea and supporting evidence with adult assistance;	Nonfiction 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 the main idea and details of the text. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
ii. features and graphics to locate and gain information; and	Nonfiction Little Books (e.g., <i>Parts of a Ship</i> ) contain text features that will allow students to apply this skill. There are also multiple opportunities throughout the software to help students become familiar with text features.  In addition, students have the opportunity to apply knowledge of text features in response to the writing activities included in the <i>Spelling Supplement</i> .
iii. organizational patterns such as chronological order and cause and effect stated explicitly;	Little Books and their corresponding comprehension questions can be used to demonstrate this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
e. recognize characteristics of persuasive text, including:	
i. stating what the author is trying to persuade the reader to think or do; and	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> <sup>®</sup> program.
ii. distinguishing facts from opinion; and	Select <i>Spelling Supplement</i> Writing Prompts ask students to formulate opinions and support them in their writing.
f. recognize characteristics of multimodal and digital texts.	Little Books are available digitally on the <i>Reading Horizons Discovery</i> <sup>®</sup> software. Digital Little Books can be used to practice this skill.

10. Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:	
a. discuss the author’s purpose for writing text;	Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.
b. discuss how the use of text structure contributes to the author’s purpose;	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> ® program.
c. discuss the author’s use of print and graphic features to achieve specific purposes;	Little Books provide ample opportunities to practice this skill.
d. discuss the use of descriptive, literal, and figurative language;	Little Books can be used to practice this skill.
e. identify the use of first or third person in a text; and	Little Books can be used in conjunction with other texts to practice this skill.
f. identify and explain the use of repetition.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> ® program.
11. Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
a. plan a first draft by generating ideas for writing such as drawing and brainstorming;	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.
b. develop drafts into a focused piece of writing by:	
i. organizing with structure; and	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.

ii. developing an idea with specific and relevant details;	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.
c. revise drafts by adding, deleting, or rearranging words, phrases, or sentences;	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.
d. edit drafts using standard English conventions, including:	
i. complete sentences with subject-verb agreement;	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> .
ii. past, present, and future verb tense;	Skills in this standard are taught in Lesson 39: Verbs and Lesson 38: Three Sounds of <i>-ED</i> . 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> .
iii. singular, plural, common, and proper 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> .
iv. adjectives, including articles;	Skills in this standard are taught in Lesson 44: Adjectives and Lesson 63: Determiners. 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> .
v. adverbs that convey time and adverbs that convey place;	Skills in this standard are taught in Lesson 49: Adverbs. 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> .
vi. prepositions and prepositional phrases;	In each Most Common Words lesson, the correct part of speech is given as part of a working definition of each word. Many prepositions fall into Most Common Words lessons. Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
vii. pronouns, including subjective, objective, and possessive cases;	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> .

<p>viii. coordinating conjunctions to form compound subjects and predicates;</p>	<p>Lesson 67: Conjunctions introduces students to coordinating, correlative, and subordinating conjunctions. These skills can be practiced, reinforced, and assessed using the correlating Chapter Tests and Practice Pages. In addition, students have the opportunity to practice and demonstrate these skills in response the writing activities included in the <i>Spelling Supplement</i>.</p>
<p>ix. capitalization of months, days of the week, and the salutation and conclusion of a letter;</p>	<p>Lesson 5: Capitalization teaches students to capitalize the first word in a sentence, the pronoun <i>I</i>, dates, and names (including names of holidays, products, and geographic places). Lesson 54: Sentence Structure reinforces this skill. Students can practice proper capitalization with each lesson’s accompanying Practice Pages. <i>Spelling Supplement</i> resources also provide opportunities to reinforce and practice 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>x. end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and</p>	<p>Lesson 11: Punctuation and Lesson 54: Sentence Structure teach students to use punctuation at the end of a sentence. Lesson 30: Contractions teaches the use of apostrophes in contractions. Lesson 21: Commas teaches commas in dates and within items in a series.</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>xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p>	<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>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 2 is designed to take students through at least the first 200 words though words beyond the first 200 are also introduced.</p> <p>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>
e. publish and share writing.	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 publish and share writing.
12. Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
a. compose literary texts, including personal narratives and poetry;	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 and poetry.
b. compose informational texts, including procedural texts and reports; and	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.
c. compose correspondence such as thank you notes or letters.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> ® program.
13. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
a. generate questions for formal and informal inquiry with adult assistance;	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
b. develop and follow a research plan with adult assistance;	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .

c. identify and gather relevant sources and information to answer the questions;	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
d. identify primary and secondary sources;	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
e. demonstrate understanding of 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> .
f. cite sources appropriately; and	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .
g. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	Students have the opportunity to practice and demonstrate this skill in response to the writing activities included in the <i>Spelling Supplement</i> .