

# Reading Horizons Correlation for Third Grade

## Texas Essential Knowledge and Skills

### 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*<sup>®</sup> 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*<sup>®</sup> at [www.rhaccelerate.com](http://www.rhaccelerate.com).

7. **Practice Pages** are a collection of blackline masters that correlate with the *Reading Horizons Discovery*<sup>®</sup> lessons. They have been developed to provide additional practice and skills reinforcement.
8. ***Reading Horizons Discovery*<sup>®</sup>** 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*<sup>®</sup> 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*<sup>®</sup>** 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.

5. 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).
6. 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).
7. 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 make pertinent comments;	Scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions to which students can respond using multi-word responses.
B. follow, restate, and give oral instructions that involve a series of related sequences of action;	The process of Dictation allows opportunities for students to practice this skill.
C. speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.

D. work collaboratively with others by following agreed-upon rules, norms, and protocols; and	Many games in the <i>Games Supplement</i> provide opportunities for students to work collaboratively with others and follow rules.
E. develop social communication such as conversing politely in all situations.	<i>Reading Horizons Discovery</i> ® is a supplemental program, and this standard falls outside the scope of the program.
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:	
A. demonstrate and apply phonetic knowledge by:	
i. decoding multisyllabic words with multiple sound-spelling patterns such as <i>eigh</i> , <i>ough</i> , and <i>en</i> ;	<i>Reading Horizons Discovery</i> ® focuses on teaching all the necessary skills for decoding words. Chapter Tests, Skill Checks, Check Ups, Transfer Cards, and Practice Pages provide opportunities to practice, reinforce, and assess those skills. The specific skills referenced in this standard are taught in certain Most Common Words lessons, Lesson 57: Sounds of <i>GH</i> , <i>IGH</i> , and <i>IGHT</i> , Lesson 87: Special Vowel Sounds <i>OU/OW</i> , and Lesson 95: Other Sounds for <i>EA</i> and <i>IE/EI</i> .
ii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; <i>r</i> -controlled syllables; and final stable syllables;	Lesson 32: Phonetic Skill 1 teaches students to decode CVC words. Lesson 66: Decoding Skill 2 teaches students to break down multisyllabic words in which the first syllable follows a CVC pattern. Lesson 68: Double Consonants teaches students how to decode multisyllabic words with double consonants in the middle, like <i>rabbit</i> . Lesson 82: Decoding Multisyllabic Words empowers students to combine their previous skills to break down words of any length.  Lesson 42: Phonetic Skill 3 teaches students to decode CV words. Lesson 61: Decoding Skill 1 teaches students to decode multisyllabic words in which the first syllable follows a CV pattern.  Lesson 43: Phonetic Skill 4 teaches students to decode words that end in the VCe combination.

	<p>Vowel Digraphs and Diphthongs are addressed in the following lessons:</p> <p>Lesson 26: Compound Words  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 (look)</i> and <i>OO (zoo)</i>  Lesson 97: Sounds of <i>EU</i> and <i>EW</i></p> <p><i>R</i>-controlled syllables are taught in the following lessons:  Lesson 76: Murmur Diphthong <i>AR</i>  Lesson 77: Murmur Diphthong <i>OR</i>  Lesson 78: Murmur Diphthongs <i>ER, UR, and IR</i></p> <p>Final stable syllables are taught in Lesson 69: <i>-LE</i> at the End of a Word.</p> <p>Practice Pages, Transfer Cards, and decodable Little Books provide ample opportunities to practice these skills.</p>
iii. decoding compound words, contractions, and abbreviations;	Lesson 26: Compound Words teaches students to break down compound words. Lesson 30: Contractions teaches students to identify and read contractions. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
iv. decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;	The skills addressed in this standard are taught in Lesson 61: Decoding Skill 1 and Lesson 66: Decoding Skill 2. These skills are practiced and reinforced throughout.
v. decoding words using knowledge of prefixes;	Prefixes are taught in Lesson 79: Root Words, Prefixes, and Suffixes. The <i>Spelling Supplement</i> reinforces this skill while spelling words.

<p>vi. decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and</p>	<p>Students are taught to read words with suffixes in the following lessons:</p> <p>Lesson 23: Plurals  Lesson 28: Digraphs <i>CH, SH, WH, and PH</i>  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>Suffixes are also taught in tandem with other skills, such as Consonant Digraphs, Vowel Digraphs, <i>R</i>-controlled vowels, etc. The <i>Spelling Supplement</i> reinforces these skills while spelling words.</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 3 is designed to take students through all 300 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>
<p>B. demonstrate and apply spelling knowledge by:</p>	
<p>i. spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; <i>r</i>-controlled syllables; and final stable syllables;</p>	<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 6: Phonetic Skills 1 and 2 (closed syllables)  Week 9: Phonetic Skills 3 and 4 (open and VCe syllables)  Week 11: Phonetic Skill 5 (<i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i>)  Week 21: Murmur Diphthongs <i>AR, OR, ER, UR, and IR</i></p> <p><i>Spelling Supplement</i> activities provide a variety of opportunities to practice these skills.</p>

ii. spelling homophones;	Some homophones are addressed in Lesson 72: Antonyms, Synonyms, and More. Homophones are also addressed frequently in <i>Spelling Supplement</i> weekly vocabulary lists.
iii. spelling compound words, contractions, and abbreviations;	The skills in this standard are taught in <i>Spelling Supplement</i> lessons Week: 5 Contractions and Week 18: Compound Words.
iv. spelling multisyllabic words with multiple sound-spelling patterns;	<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. 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>
v. spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCv;	<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>
vi. spelling words using knowledge of prefixes; and	<i>Spelling Supplement</i> lesson Week 22: Root Words, Prefixes, and Suffixes teaches spelling with prefixes.
vii. spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;	<p>Spelling with suffixes is a skill addressed in the following <i>Spelling Supplement</i> lessons:</p> <p>Week 7: Adding Suffixes to Phonetic Skills 1 and 2  Week 10: Adding Suffixes to Phonetic Skills 3 and 4  Week 12: Adding Suffixes to Phonetic Skill 5  Week 19: Adding Suffixes to Words Ending in Y  Week 25: Digraph Words with Plural Endings</p>

C. alphabetize a series of words to the third letter; and	Lesson 16: Alphabetical Order teaches alphabetization.
D. write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	Teachers can facilitate practice in this skill by using <i>Spelling Supplement Writing Prompts</i> and by encouraging students to write responses to comprehension questions for Little Books in cursive and in complete sentences.
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:	
A. use print or digital resources to determine meaning, syllabication, and pronunciation;	<i>Reading Horizons Discovery</i> ® is a supplemental program, and this standard falls outside the scope of the program.
B. use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	Little Books provide ample opportunities to practice this skill.
C. identify the meaning of and use words with affixes such as <i>im-</i> ( <i>into</i> ), <i>non-</i> , <i>dis-</i> , <i>in-</i> ( <i>not</i> , <i>non</i> ), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> ; and	<p>Skills in this standard are taught in decoding instruction in the following lessons:  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></p> <p>They're also taught and reinforced in the following spelling lessons:  Week 22: Root Words, Prefixes, and Suffixes  Week 30: Other Suffixes: <i>-TION</i>, <i>-SION</i>, and <i>-OUS</i></p> <p><i>Practice Pages</i> and <i>Spelling Supplement Writing Prompts</i> provide opportunities to practice these skills.</p>
D. identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	Skills in this standard are taught in Lesson 72: Antonyms, Synonyms, and More. The lesson's accompanying <i>Practice Pages</i> provide opportunities to practice these skills.

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.	Little Books and their accompanying comprehension questions 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.
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 provide ample opportunities to practice this skill.
G. evaluate details read to determine key ideas;	Little Books provide ample opportunities to practice this skill.
H. synthesize information to create new understanding; and	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.
I. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating 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.
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, including self-selected texts;	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.
B. write a response to a literary or informational text that demonstrates an understanding of a text;	Little Books can be used to practice this skill.
C. use text evidence to support an appropriate response;	Little Books and their 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.
E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	Little Books can be used to practice this skill.
F. respond using newly acquired vocabulary as appropriate; and	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.
G. discuss specific ideas in the text that are important to the meaning.	Little Books can be used to practice this skill.
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. infer the theme of a work, distinguishing theme from topic;	Many Little Books, such as <i>Be Nice to Dogs</i> and <i>Prince Gene</i> , follow a fable format that highlights a lesson and makes them particularly helpful for practicing this skill.
B. explain the relationships among the major and minor characters;	Many Little Books, such as <i>The Youngest Pirate</i> , can be used to practice this skill.
C. analyze plot elements, including the sequence of events, the conflict, and the resolution; and	Little Books, their corresponding comprehension questions, and Reading Records provide ample opportunities to practice this skill.
D. explain the influence of the setting on the plot.	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.

<p>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:</p>	
<p>A. demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths;</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>B. explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>C. discuss elements of drama such as characters, dialogue, setting, and acts;</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>D. recognize characteristics and structures of informational text, including:</p>	
<p>i. the central idea with supporting evidence;</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>ii. features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>iii. organizational patterns such as cause and effect and problem and solution;</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>E. recognize characteristics and structures of argumentative text by:</p>	
<p>i. identifying the claim;</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>

ii. distinguishing facts from opinion; and	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.
iii. identifying the intended audience or reader; and	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.
F. recognize characteristics of multimodal and digital texts.	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.
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. explain the author's purpose and message within a text;	Little Books and Reading Records provide ample opportunities to practice this skill.
B. explain how the use of text structure contributes to the author's purpose;	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.
C. explain the author's use of print and graphic features to achieve specific purposes;	Little Books provide ample opportunities to practice this skill.
D. describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.
E. identify the use of literary devices, including first- or third-person point of view;	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.
F. discuss how the author's use of language contributes to voice; and	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.

G. identify and explain the use of hyperbole.	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the 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 selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	The <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 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, structured, and coherent piece of writing by:	
i. organizing with purposeful structure, including an introduction and a conclusion; and	The <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 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 engaging idea with relevant details;	The <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 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 to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	The <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 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 simple and compound sentences with subject-verb agreement;	Skills in this standard are taught in Lesson 39: Verbs. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
ii. past, present, and future verb tense;	Skills in this standard are taught in Lesson 39: Verbs and Lesson 38: Three Sounds of -ED. The <i>Spelling Supplement</i> reinforces this skill while spelling words.

iii. singular, plural, common, and proper nouns;	Skills in this standard are taught in Lesson 34: Nouns. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
iv. adjectives, including their comparative and superlative forms;	Skills in this standard are taught in Lesson 44: Adjectives. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
v. adverbs that convey time and adverbs that convey manner;	Skills in this standard are taught in Lesson 49: Adverbs. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
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.
vii. pronouns, including subjective, objective, and possessive cases;	Skills in this standard are taught in Lesson 34: Nouns. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
viii. coordinating conjunctions to form compound subjects, predicates, and sentences;	Lesson 67: Conjunctions teaches coordinating, correlative, and subordinating conjunctions.
ix. capitalization of official titles of people, holidays, and geographical names and places;	Lesson 5: Capitalization teaches students to capitalize the first word in a sentence, the pronoun I, dates, and names. Lesson 54: Sentence Structure reinforces this skill. Students can practice proper capitalization with each lesson's accompanying Practice Pages. <i>Spelling Supplement</i> resources also provide opportunities to reinforce and practice capitalization.
x. punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and	Lesson 11: Punctuation and Lesson 54: Sentence Structure teaches students to use punctuation at the end of a sentence. Lesson 30: Contractions teaches the use of apostrophes in contractions, while Lesson 34: Nouns teaches the use of apostrophes in possessives. Lesson 21: Commas teaches comma use.  Students can practice these skills with the lesson's accompanying Practice Pages and in <i>Spelling Supplement</i> Writing Prompts.

<p>xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; 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. 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>E. publish written work for appropriate audiences.</p>	<p>The <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 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.</p>
<p>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:</p>	
<p>A. compose literary texts, including personal narratives and poetry, using genre characteristics and craft;</p>	<p>The <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative and poetry.</p>
<p>B. compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p>	<p>The <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc.</p>
<p>C. compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p>	<p>The <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc.</p>
<p>D. compose correspondence such as thank you notes or letters.</p>	<p><i>Reading Horizons Discovery</i><sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.</p>

<p>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:</p>	
A. generate questions on a topic for formal and informal inquiry;	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.
B. develop and follow a research plan with adult assistance;	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.
C. identify and gather relevant information from a variety of sources;	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.
D. identify primary and secondary sources;	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.
E. demonstrate understanding of information gathered;	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.
F. recognize the difference between paraphrasing and plagiarism when using source materials;	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.
G. create a works cited page; and	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.
H. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<i>Reading Horizons Discovery</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.