

Reading Horizons Correlation for Kindergarten

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.

7. **Practice Pages** are a collection of blackline masters that correlate with the *Reading Horizons Discovery*® lessons. They have been developed to provide additional practice and skills reinforcement.
8. ***Reading Horizons Discovery*®** refers to the suite of products in the strategy-based K-3 reading program. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
9. ***Reading Horizons Discovery*® Spelling Supplement** refers to the suite of products that flip the decoding skills taught in the reading program to teach students how to spell words. There are individual kits for each grade level in grades 1-3. Each kit contains direct instruction materials, pretests, posttests, writing prompts, cloze passages, sort and spell activities, and more.
10. ***Reading Horizons Elevate*®** refers to the suite of products in the strategy-based reading program designed for grades 4 and up. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.

11. **Reading Records** are used with Little Books (see above) to provide an additional way to assess mastery of skills taught in the *Reading Horizons Discovery*® program. Reading Records can be administered to individual students as often as at the conclusion of every skill lesson, or less often to periodically measure cumulative mastery of previously taught skills.

Reading Records can be used to

- assess student mastery of instruction.
- analyze student reading behavior as they orally read connected text.
- observe how students independently transfer strategies and skills to decode and comprehend text.
- guide instruction by identifying specific areas of need.
- identify skills students utilize when encountering words that they don't automatically recognize.
- determine whether or not students are relying solely on whole word memorization when reading.
- measure progress over time as RHD skills become more complex.
- determine areas of proficiency or instructional need regarding rate, accuracy, metacognition, and comprehension.

A Reading Record form accompanies each Little Book. Forms for shorter books contain the entire text from each book. As books get longer, only the first 100-150 words of text from each book are printed on the form. The Reading Record forms are generally similar to traditional running record forms with a few notable differences in the way reading behaviors are analyzed on the word level in relation to decodable text.

12. **Skill Checks** are designed as one-on-one assessments of skills taught. Skill Checks help the teacher determine areas of strength as well as areas in which extra help is necessary.
13. **Student Transfer Cards** contain words and sentences that are designed to provide students with opportunities to learn to recognize the print form of the same sounds they were taught during the lesson. All words and sentences on the Transfer Cards are vocabulary controlled to include, but not exceed, the skills taught to that point in the program. Students can read and mark (or prove) the words on the card. Once isolated words have been marked and read, the sentences at the bottom of the card can be read aloud for fluency and comprehension.
14. **Transfer Cards** is a generic term that refers to both Student and Whole Class Transfer Cards.
15. **Whole Class Transfer Cards** are designed to facilitate automaticity in the recognition of the spelling patterns of the English language and the sounds they represent. Whole Class Transfer Cards can be projected and are meant to be read chorally by the class after they have completed the Guided Practice and Dictation section of the instruction. Skills on the Whole Class Transfer Cards progress from sound to slide to word and, finally, to sentence and passage.

(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> ® Kindergarten
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 and ask questions to understand information and answer questions using multi-word responses;	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. restate and follow oral directions that involve a short, related sequence of actions;	The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.
c. share information and ideas by speaking audibly and clearly using the conventions of language;	The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.

d. work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	Many games in the <i>Games Supplement</i> (e.g., ABC is Easy for Me on p. 8) provide opportunities for students to work collaboratively with others and follow rules. The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.
e. develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	The procedures, activities, and games (e.g., G-My Name is Gary on p. 23 of the <i>Games Supplement</i>) in the <i>Reading Horizons Discovery</i> ® program provide students with daily opportunities to demonstrate the skills listed in this standard.
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 phonological awareness by:	
i. identifying and producing rhyming words;	<p>The 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>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>
ii. recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	<p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds.</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. identifying the individual words in a spoken sentence;	Multiple games in the <i>Games Supplement</i> , such as How Much is This Sentence?, help students practice this skill.
iv. identifying syllables in spoken words;	The explicit lesson Phonemic Awareness: Syllable Identification provides a scripted lesson for teaching syllables. Multiple games, including Syllable Name Game, are available for reinforcement.
v. blending syllables to form multisyllabic words	The lesson Phonemic Awareness: Phoneme Blending and Segmentation, along with lesson 3: The Slide, teaches students to blend sounds for fluency.

vi. segmenting multisyllabic words into syllables;	The explicit lesson Phonemic Awareness: Syllable Identification provides a scripted lesson for teaching syllables. Multiple games, including Syllable Name Game, are available for reinforcement.
vii. blending spoken onsets and rimes to form simple words;	<p>Blending and segmenting are skills that are taught various lessons in the Phonemic Awareness section at the beginning of the manuals.</p> <p>Blending and segmenting onsets and rimes can also be taught and reinforced in lessons 50-52 as students learn the Special Vowel Combinations that constitute specific rimes (e.g., <i>-ell</i>, <i>-ing</i>, <i>-onk</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>
viii. blending spoken phonemes to form one-syllable words;	<p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds as well as Phoneme Blending and Segmentation. It is also covered in Lesson 8: Building Words. Teachers can reinforce this aspect of phonological awareness during the process of Dictation.</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>
ix. manipulating syllables within a multisyllabic word; and	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery® Kindergarten</i> program.</p> <p>The explicit lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds provides the background to this process. In keeping with current research emphasized most recently by Dr. David Kilpatrick and others, scripted phonological awareness activities are being developed to teach this advanced skill. They will be available on rhaccelerate.com as they are completed.</p> <p>In addition, the phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i>.</p>
x. segmenting spoken one-syllable words into individual phonemes;	<p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds as well as Phoneme Blending and Segmentation. It is also covered in Lesson 8: Building Words. Teachers can help students practice this skill during the process of Dictation.</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>

b. demonstrate and apply phonetic knowledge by:	
i. identifying and matching the common sounds that letters represent;	<p>Lessons 2, 3, 5–7, 12–16, 19–23, 26–31, and 33–37 teach all letters of the alphabet. Letter instruction includes name of the letter, sound of the letter, and uppercase and lowercase formation.</p> <p>Daily Dictation practice provides opportunities for students to demonstrate knowledge of each consonant and its most frequently occurring sound.</p>
ii. using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;	<p>Lesson 8: Building Words teaches the basic sequence of building CVC words. Students practice transferring those skills to VC words as well. As more skills are taught, students learn how to use those skills to build longer words, including CCVC and CVCC words. These skills can be reinforced in many ways: Transfer Cards, Little Books, Skill Checks, games, and Practice Pages.</p>
iii. recognizing that new words are created when letters are changed, added, or deleted such as <i>it</i> - <i>pit</i> - <i>tip</i> - <i>tap</i> ; and	<p>Lessons 2, 3, 5–7, 12–16, 19–23, 26–31, and 33–37 teach all letters of the alphabet. Letter instruction includes name of the letter, sound of the letter, and uppercase and lowercase formation. The explicit lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds provides the background to this process. Other lessons, like those that cover Special Vowel Combinations that end in <i>-ll</i>, <i>-ng</i>, and <i>-nk</i>, reinforce and provide opportunities for practicing this skill.</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, daily Dictation, Transfer Cards, Practice Pages, and Little Books.</p>
iv. identifying and reading at least 25 high-frequency words from a research-based list;	<p>Most Common Words Lessons 10, 17, 24, 32, 40, 41, 48, and 53 teach 32 high-frequency words based on the most frequently used words from Fry’s Instant Words list. These words are used, and the skills are reinforced, in Transfer Cards and Most Common Words Cards. Teachers can use Skill Checks to assess student knowledge of these words.</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, Transfer Cards, Practice Pages, daily Dictation and Little Books.</p>
c. demonstrate and apply spelling knowledge by:	
i. spelling words with VC, CVC, and CCVC;	<p>Lesson 8: Building Words teaches the basic sequence of building CVC words. Students practice transferring those skills to VC words as well. As more skills are taught, students learn how to use those skills to build longer words, including CCVC words. These skills can be reinforced in many ways: Transfer Cards, Little Books, Skill Checks, games, and Practice Pages.</p>

ii. spelling words using sound-spelling patterns; and	Lessons 2, 3, 5–7, 11–16, 19–23, 26–31, and 33–37 teach how to form upper/lowercase of all letters of the alphabet. Letter instruction includes name of the letter, sound of the letter, and uppercase and lowercase formation. The skills taught during decoding instruction are also practiced from an encoding perspective through the process of Dictation.
iii. spelling high-frequency words from a research-based list;	<p>Most Common Words Lessons 10, 17, 24, 32, 40, 41, 48, and 53 teach 32 high-frequency words based on the most frequently used words from Fry’s Instant Words list. These words are used, and the skills are reinforced, in Transfer Cards and Most Common Words Cards. Teachers can use Skill Checks to assess student knowledge of these words.</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, Transfer Cards, Practice Pages, daily Dictation and Little Books.</p>
d. demonstrate print awareness by:	
i. identifying the front cover, back cover, and title page of a book;	The direct instruction lesson, Parts of a Book, provides explicit instruction and practice in the skills mentioned in this standard. Students can also practice these skills using the <i>Reading Horizons Discovery</i> ® Little Books.
ii. holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;	Beginning in Lesson 8: Building Words, students learn that words are built and read from left to right. Lesson 25: Sentence Structure explains how sentences are formed. The direct instruction lesson, Parts of a Book, provides explicit instruction and practice in the skills mentioned in this standard. Students can also practice these skills using the <i>Reading Horizons Discovery</i> ® Little Books.
iii. recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;	<p>Lesson 25: Sentence Structure teaches how sentences are formed. Phonemic and phonological awareness are covered in an explicit lesson for teachers and reinforced through Dictation, games, and activities throughout.</p> <p>Text contained in each Little Book (e.g., <i>Who Can Dunk Bill?</i>) as well as sentences on each Transfer Card provide teachers with the opportunity to reinforce this concept daily. In addition, Sentence Dictation allows students to practice and master this skill in their own writing.</p>

iv. recognizing the difference between a letter and a printed word; and	Beginning in Lesson 8: Building Words, students use letters to spell words. Scripted letter instruction lessons walk students through the process of mastering a letter before using it in a word. Daily Dictation practice provides opportunities for teachers to reinforce specific letters and letter sequences and word meaning on both the word and sentence level. In addition, decodable Little Books and Transfer Cards provide students with opportunities to read words and sentences comprised of orthographic patterns taught in corresponding lessons.
v. identifying all uppercase and lowercase letters; and	Lessons 2, 3, 5–7, 12–16, 19–23, 26–31, and 33–37 teach how to form upper/lowercase of all letters of the alphabet. Letter Formation Pages, Letter Formation Transfer Cards, interactive software activities, and Practice Pages provide ample opportunities for students to practice this skill.
e. develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	Lessons 2, 3, 5–7, 12–16, 19–23, 26–31, and 33–37 teach how to form upper/lowercase of all letters of the alphabet. Letter Formation Pages, Letter Formation Transfer Cards, interactive software activities, and Practice Pages provide ample opportunities for students to practice this skill.
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 a resource such as a picture dictionary or digital resource to find words;	Students can use alphabetization skills gained in Lesson 38: Alphabetical Order to use reference materials.
b. use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	Little Books (e.g., <i>Twig and Twix</i>) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
c. identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	Lesson 49: Verbs teaches students to identify action words. Vocabulary is emphasized in each lesson throughout the course of instruction. Teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.
4. 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 interact independently with text for increasing periods of time.	Little Books provide ample opportunities to practice this skill.
5. 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 with adult assistance;	Little Books provide ample opportunities to practice this skill.
b. generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	Little Books provide ample opportunities to practice this skill.
c. make and confirm predictions using text features and structures with adult assistance;	Little Books provide ample opportunities to practice this skill.
d. create mental images to deepen understanding with adult assistance;	Little Books provide ample opportunities to practice this skill.
e. make connections to personal experiences, ideas in other texts, and society with adult assistance;	Little Books provide ample opportunities to practice this skill.
f. make inferences and use evidence to support understanding with adult assistance;	Little Books provide ample opportunities to practice this skill.
g. evaluate details to determine what is most important with adult assistance;	Little Books provide ample opportunities to practice this skill.

h. synthesize information to create new understanding with adult assistance; and	Little Books and their corresponding comprehension questions 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 with adult assistance.	Little Books and their corresponding comprehension questions can be used to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
6. 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 and their corresponding comprehension questions can be used to practice this skill.
b. provide an oral, pictorial, or written response to a 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 texts in ways that maintain meaning;	Little Books and their corresponding comprehension questions can be used to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
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.	Vocabulary is emphasized in each lesson throughout the course of instruction. Teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary. In the software's Vocabulary Tool, every word is used in a context sentence.
7. 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 the basic theme using text evidence with adult assistance;	Little Books and their corresponding comprehension questions can be used to practice this skill.
b. identify and describe the main character(s);	Kindergarten Little Books have three comprehension questions for each story addressing the following areas of comprehension: story sequence (including key events), elements of a story (e.g., setting, characters, problem, and solution), vocabulary, and inference.
c. describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and	Kindergarten Little Books have three comprehension questions for each story addressing the following areas of comprehension: story sequence (including key events), elements of a story (e.g., setting, characters, problem, and solution), vocabulary, and inference.
d. describe the setting.	Kindergarten Little Books have three comprehension questions for each story addressing the following areas of comprehension: story sequence (including key events), elements of a story (e.g., setting, characters, problem, and solution), vocabulary, and inference.
8. 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, fairy tales, and nursery rhymes;	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> ® program.
b. discuss rhyme and rhythm in nursery rhymes and a variety of poems;	The lesson Phonemic Awareness: Rhyming Words provides a scripted lesson for teaching rhyme. This lesson provides the basis for discussions about rhyme in literature.
c. discuss main characters in drama;	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> ® program.

d. recognize characteristics and structures of informational text, including:	
i. the central idea and supporting evidence with adult assistance;	Little Books and their corresponding comprehension questions can be used to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
ii. titles and simple graphics to gain information; and	Little Books provide ample opportunities to practice this skill.
iii. the steps in a sequence with adult assistance;	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> ® program.
e. recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do;	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> ® program.
f. recognize characteristics of multimodal and digital texts.	Little Books are available digitally on the <i>Reading Horizons Discovery</i> ® software. Digital Little Books can be used to practice this skill.
9. 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 with adult assistance the author's purpose for writing text;	Little Books and Reading Records provide ample opportunities to practice this skill.
b. discuss with adult assistance how the use of text structure contributes to the author's purpose;	Little Books (e.g., <i>Chip and the Fish</i>) can be used as an exemplar text for this standard.
c. discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	Little Books and Reading Records provide ample opportunities to practice this skill.
d. discuss with adult assistance how the author uses words that help the reader visualize; and	Little Books and Reading Records provide ample opportunities to practice this skill.

e. listen to and experience first- and third-person texts.	Little Books can be used with other texts to practice this skill.
10. 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 by generating ideas for writing through class discussions and drawings;	Students have the opportunity to practice and demonstrate this skill through written response to the text in each Little Book.
b. develop drafts in oral, pictorial, or written form by organizing ideas;	Students have the opportunity to practice and demonstrate this skill through written response to the text in each Little Book.
c. revise drafts by adding details in pictures or words;	Students have the opportunity to practice and demonstrate this skill through written response to the text in each Little Book.
d. edit drafts with adult assistance using standard English conventions, including:	
i. complete sentences;	Lesson 18: Punctuation teaches complete sentences. Lesson 25: Sentence Structure teaches complete sentences. Practice Pages, daily sentence Dictation and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response.
ii. verbs;	Lesson 49: Verbs teaches students about verbs. Practice Pages and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response.
iii. singular and plural nouns;	Lesson 42: Nouns teaches students about singular and plural nouns. Practice Pages and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response.
iv. adjectives, including articles;	Many articles are addressed as Most Common Words throughout the course. Adjectives and other articles are addressed from a decoding perspective as relevant skills are taught (e.g., <i>Best</i> would be taught in Lesson 45: S-Blends.)
v. prepositions;	Many of the words referenced in this standard are addressed as Most Common Words throughout the course. They are also taught from a decoding perspective as relevant skills are taught (e.g., <i>Off</i> would be taught in Lesson 47: Double S, F, and Z and Plurals.)

vi. pronouns, including subjective, objective, and possessive cases;	Many of the words referenced in this standard are addressed as Most Common Words throughout the course. They are also taught from a decoding perspective as relevant skills are taught (e.g., <i>It</i> would be taught in Lesson 35: Vowel <i>I</i> .)
vii. capitalization of the first letter in a sentence and name;	Lesson 11: Capitalization teaches students to capitalize the first word in a sentence and the pronoun <i>I</i> . Practice Pages, daily sentence Dictation and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response.
viii. punctuation marks at the end of declarative sentences; and	Lesson 18: Punctuation teaches students about periods, question marks, and exclamation points. Practice Pages, daily sentence Dictation and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response.
ix. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	Students are given frequent exposure spelling patterns as they engage in the process of Dictation. Most Common Words lessons cover high-frequency words.
e. share writing.	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—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
a. dictate or compose literary texts, including personal narratives; and	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> ® program.
b. dictate or compose informational texts.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> ® program.
12. 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;	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> ® program.

b. develop and follow a research plan with adult assistance;	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> ® program.
c. gather information from a variety of sources with adult assistance;	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> ® program.
d. demonstrate understanding of information gathered with adult assistance; and	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> ® program.
e. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Discovery</i> ® program.