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(b) KNOWLEDGE & SKILLS
(1) The student uses a variety of word recognition strategies. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words	***Reading Horizons*** lessons logically and sequentially teach the framework of phonics/letter-sound correspondences. Utilizing the unique marking system to decode words helps students learn to correctly spell words. ***Alphabet Letter Groups:*** • ***Letter Group 1 – Lesson 2*** • ***Letter Group 2 – Lesson 5*** • ***Letter Group 3 – Lesson 7*** • ***Letter Group 4 – Lesson 9*** • ***Letter Group 5 – Lesson 10*** ***Building Words – Lesson 3:*** Students will learn to form words by sliding sounds of letters together going from left to right. Students will develop word vocabulary as a word is decoded. ***The Blends:*** • **L-*Blends – Lesson 15*** • **R-*Blends – Lesson 18*** • **S-*Blends – Lesson 21*** • ***Two Extra Blends – Lesson 22*** ***Five Phonetic Skills – Lessons 24, 25, 30, 31:*** Students will learn the five patterns for decoding English-based words using diacritical markings to determine the vowel sound. ***Many Jobs of* Y *– Lesson 38:*** Students will learn the letter *y* has more than one sound. Students will learn when *y* is a consonant or a vowel in a word (*Student Workbook*, pp. 97-98). ***Decoding Skill 1, Lesson 39:*** Students will decode two-syllable words following the patterns to determine how many syllables are in a printed word and the correct vowel sound for each syllable (*Student Workbook*, pp. 99-100). ***Last Job of* Y, *Lesson 41:*** Students will decode multi-syllabic words ending in the spelling of *y*, where *y* is a working vowel and has the sound of long *e* (*Student Workbook*, pp. 103-104).

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| | **Decoding Skill 2, Lesson 42:** Students will decode two-syllable words following the patterns to determine how many syllables are in a printed word and the correct vowel sound for each syllable (*Student Workbook*, pp. 105-106).
-LE *at the End of a Word, Lesson 44:* Students will decode multi-syllabic words ending in the spelling of -*le*. The final syllable (-*le*) has its own syllable sound (*Student Workbook*, pp. 109-110).
Decoding Words of Any Length, Lesson 45: Students will learn to decode words of any length using both Decoding Skills 1 and 2 (*Student Workbook*, pp. 111-112).
Digraphs, Lesson 51; More Digraphs, Lesson 52; Digraph Blends, Lesson 53: Students will learn to decode single-syllable and multi-syllabic words containing Digraph consonant spellings (*Student Workbook*, pp. 135-137; 139-142; 143-144).
Special Vowel Sounds (*au/aw, ou/ow, oi/oy, oo/oo*), Lesson 55: Students will learn Special Vowel Sounds (diphthongs) and their respective spelling patterns in words (*Student Workbook*, pp. 149-152).
Decoding Exceptions, Lesson 61: Students will practice decoding multi-syllabic words that do not follow Decoding Skill 2 (*Student Workbook*, pp. 173-174).
Double Consonants and -KE, -CK, -K, and -C, Lesson 62: Students will learn the spelling skill when the sound /k/ is heard at the end of the base word (*Student Workbook*, pp. 175-176).
***Sounds of* EU *and* EW*, Lesson 65*:** Students will learn to decode base words containing the sound and spelling of *eu* and *ew* (*Student Workbook*, pp. 183-184).

LANGUAGE STRUCTURE –
***Sentences and Intonation, Lesson 6*:** Students will learn to produce simple sentences (*Student Workbook*, pp. 13-14). |

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	Commas, Lesson 8: Students will learn to use commas in a variety of contexts (*Student Workbook*, pp. 17-18). **_Direct and Indirect Quotations, Lesson 12_**: Students will learn to use quotations in dialogue (*Student Workbook*, pp. 29-30). **_Plurals, Lesson 19:_** Students will form and use regular plural nouns (*Student Workbook*, pp. 49-50). **_Possessives, Lesson 20_**: Students will learn to form and use possessives (*Student Workbook*, pp. 51-52). **_Adding Suffixes, Lessons 28, 33, 36, 59_**: Students will learn that a suffix is one or more letters added to the end of a word, changing the meaning of the word and usually its part of speech (*Student Workbook*, pp. 71-72; 83-84; 89-90; 167-168). **_Parts of Speech, Lesson 27:_** Students will learn the meanings of nouns, pronouns, verbs, adjectives, and adverbs and how they function as parts of speech in sentences (*Student Workbook*, pp. 69-70). **_Contractions, Lesson 37_**: Students will learn that contractions are words that have been reduced by leaving out some letters and using an apostrophe (*Student Workbook*, pp. 95-96). **_Compound Words, Lesson 46_**: Students will learn that compound words are made up of two or more words combined to make a new word (*Student Workbook*, pp. 113-114). **_Parts of Speech_** – **ESOL Supplement** (*Teacher's Manual*, pp. 716-717) Students will learn to use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, suffixes, and meaningful word parts) in writing words. **_Special Vowel Combinations, Lesson 17:_** Students will learn the word families ending in *-ll*, *-ng*, *-nk* (*Student Workbook*, pp. 43-44). **_Vowel Families_ O _and_ I, _Lesson 26_**: Students will

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	learn the word families containing the vowels *o* and *i* (e.g., *-old*, *-ild*, *-ind*) (*Student Workbook*, pp. 67-68). ***English Language Enhancement (ELE), Vocabulary Strategy 5:*** Learn Word Families The ***Reading Horizons*** **Vocabulary** software component provides over 10,000 words with their corresponding definitions and context sentences and allows students to practice decoding. Students are shown a visual representation of the word; the translation into one of the supported languages, if selected; and students are able to record themselves pronouncing the word to compare their pronunciation with the narrator's.
(B) use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words.	***Dictionary Skills, ESOL Supplement*** **(pp. 711-713)** Students will learn how to use reference materials, including beginning dictionaries, as needed, to check and correct spellings. ***English Language Enhancement (ELE), Vocabulary Strategy 9:*** Use a Dictionary Appropriately. The ***Reading Horizons*** **Vocabulary** software component provides over 10,000 words with their corresponding definitions and context sentences and allows students to practice decoding. Students are shown a visual representation of the word; the translation into one of the supported languages, if selected; and students are able to record themselves pronouncing the word to compare their pronunciation with the narrator's. A search box is also provided for students to search for specific vocabulary within the 10,000 word database.

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(2) The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	
(A) expand vocabulary by reading, viewing, listening, and discussing	The *Reading Horizons* **Vocabulary** software component provides over 10,000 words with their corresponding definitions and context sentences and allows students to practice decoding. Students are shown a visual representation of the word; the translation into one of the supported languages, if selected; and students are able to record themselves pronouncing the word to compare their pronunciation with the narrator's. The 13 **Most Common Words** (sight words) lessons provide students with the opportunity to practice Most Common Words in a variety of contexts. Students will learn to use sentence-level context as a clue to the meaning of a word or phrase. ***English Language Enhancement (ELE), Vocabulary Strategy 6:*** Sort Vocabulary ***English Language Enhancement (ELE), Vocabulary Strategy 10:*** Guess the Meanings of Words from Context
(B) determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies	***Synonyms, Antonyms, and More, Lesson 68:*** Students will learn the meanings of the grammar terms *synonyms*, *antonyms*, *homonyms*, *homophones*, *heteronyms*, and *palindromes* (*Student Workbook*, pp. 188-189).
(C) recognize the implied meanings of words such as idiomatic expressions, homonyms, puns, and connotations	***Synonyms, Antonyms, and More, Lesson 68:*** Students will learn the meanings of the grammar terms *synonyms*, *antonyms*, *homonyms*, *homophones*, *heteronyms*, and *palindromes* (*Student Workbook*, pp. 188-189).
(D) apply the knowledge of roots, affixes, and word origins to infer meanings	***Prefixes, Lesson 43:*** Students will learn a prefix is one or more letters added to the beginning of a word that changes the meaning of the word (*Student Workbook*, pp. 107-109). ***Other Suffixes, Lesson 58:*** Students will learn that a suffix is one or more letters added to the end of

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<td></td>
<td>a word, changing the meaning of the word and usually its part of speech (Student Workbook, pp. 163-166).
<u>Suffixes</u>: ESOL Supplement (Suffixes, p. 708) Students will learn to use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
<u>English Language Enhancement (ELE), Vocabulary Strategy 7:</u> Study Prefixes and Roots.</td>
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<td>(E) use available reference guides such as dictionary, glossary, thesaurus, and available technology to determine or confirm the meanings of new words and phrases</td>
<td><u>Dictionary Skills, ESOL Supplement</u>, pp. 711-713. Students will learn how to use reference materials, including beginning dictionaries, as needed, to check and correct spellings.
<u>English Language Enhancement (ELE), Vocabulary Strategy 9:</u> Use a Dictionary Appropriately</td>
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<td colspan="2">(3) The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:</td>
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<td>(A) read functional texts to complete real-world tasks such as job applications, recipes, and product assembly instructions.</td>
<td>The Reading Horizons Student Workbook contains a brief review of the lesson content, provides opportunities to read decoded words in context, and contains a variety of application activities in a variety of contexts (job applications, e-mails, recipes, instructions, advertisements, etc.).

Reading Horizons Elevate Vocabulary software component: Vocabulary words are organized as High Frequency, More Words, Nonsense Words, and potentially some additional English for Special Purposes lists, which include terms that fall into five categories: school, business, medical, hospitality, and travel. In the vocabulary section, words are pronounced, defined, and used in context sentences.</td>
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(B) read to complete academic tasks.	The **Reading Horizons** program employs systematic, explicit, and sequential phonics strategies to decoding English-based words. The phonics lessons, combined with the reference (grammar) lessons and high-frequency word lessons (**Most Common Words**), enable students in reading, spelling, pronunciation, listening, and thinking skills. **Reading Horizons Reading Library Teacher Edition**: Transfer Troubleshooting – Specific steps in the sequence are presented to aid students if they experience difficulty transferring words to text.
(C) read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions.	**Reading Horizons Reading Library Teacher Edition**: Suggestions are provided to aid students before, while, and after they read. These suggestions and "Skills In Focus" require students to utilize prior knowledge and experience to comprehend as they read. Embedded in the **Reading Horizons Elevate** software is a *Reading Level Assessment*. This assessment is designed to determine a composite fluency and reading comprehension score in order to present the student with the appropriate level of passages to read. Before students read each passage, they preview the passage by looking at pictures that illustrate the topic and review challenge words. Each passage is timed and contains comprehension questions to determine improvement of fluency.
(D) read to gain content/background knowledge as well as insight about oneself, others, or the world.	The **Reading Horizons Reading Library** contains over 225 reading passages that simulate types of reading that students encounter both in and out of class (textbooks, websites, magazine articles, etc.).
(E) read for enjoyment.	The **Reading Horizons Reading Library** contains over 225 reading passages of various topics for students to practice and apply decoding/reading skills: • Animals • Culture

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	• Earth Science • Fact or Fiction? • Famous Firsts • Famous People • Famous Places • Health • Nature's Mysteries • Overcoming Obstacles • Space • Sports • Sports Heroes • Technology • World Leaders • Hobbies • Occupations
(4) The student comprehends texts using effective strategies. The student is expected to:	
(A) use prior knowledge and experience to comprehend	***Reading Horizons Reading Library Teacher Edition*:** Suggestions are provided to aid students before, while, and after they read. These suggestions and "Skills In Focus" require students to utilize prior knowledge and experience to comprehend as they read. Embedded in the ***Reading Horizons Elevate*** software is a *Reading Level Assessment*. This assessment is designed to determine a composite fluency and reading comprehension score in order to present the student with the appropriate level of passages to read. Before students read each passage, they preview the passage by looking at pictures that illustrate the topic and review challenge words. Each passage is timed and contains comprehension questions to determine improvement of fluency.
(F) use study skills such as previewing, ighlighting, annotating, note taking, and outlining	***Reading Horizons Reading Library Teacher Edition*:** Suggestions are provided to aid students before, while, and after they read. These suggestions and "Skills In Focus" require students to utilize prior knowledge and experience to comprehend as they read. Embedded in the ***Reading Horizons Elevate***

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	software is a *Reading Level Assessment*. This assessment is designed to determine a composite fluency and reading comprehension score in order to present the student with the appropriate level of passages to read. Before students read each passage, they preview the passage by looking at pictures that illustrate the topic and review challenge words. Each passage is timed and contains comprehension questions to determine improvement of fluency.
(G) use questioning to enhance comprehension before, during, and after reading	***Reading Horizons Reading Library Teacher Edition*:** Suggestions are provided to aid students before, while, and after they read. These suggestions and "Skills In Focus" require students to utilize prior knowledge and experience to comprehend as they read. Embedded in the **Reading Horizons Elevate** software is a *Reading Level Assessment*. This assessment is designed to determine a composite fluency and reading comprehension score in order to present the student with the appropriate level of passages to read. Before students read each passage, they preview the passage by looking at pictures that illustrate the topic and review challenge words. Each passage is timed and contains comprehension questions to determine improvement of fluency.
(9) The student reads and responds to informational texts. The student is expected to:	
(C) analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution.	The **Reading Library Teacher Edition** contains a variety of graphic organizers to help students visually arrange and classify the information they read in the passages: **Graphic Organizer – To Show Detail:** *Reading Library Teacher Edition*, p. 50. **Graphic Organizer – To Compare and Contrast:** *Reading Library Teacher Edition*, p. 51 **Graphic Organizer – To Show Sequence:** *Reading Library Teacher Edition*, p. 52 **Graphic Organizer – To Show Cause and Effect:** *Reading Library Teacher Edition*, p. 53

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| (D) organize and record new information in systematic ways such as outlines, charts, and graphic organizers. | The **Reading Library Teacher Edition** contains a variety of graphic organizers to help students visually arrange and classify the information they read in the passages: **Graphic Organizer – To Show Detail:** *Reading Library Teacher Edition*, p. 50. **Graphic Organizer – To Compare and Contrast:** *Reading Library Teacher Edition*, p. 51 **Graphic Organizer – To Show Sequence:** *Reading Library Teacher Edition*, p. 52 **Graphic Organizer – To Show Cause and Effect:** *Reading Library Teacher Edition*, p. 53 |