

Program Design	Strategies for Students with Characteristics of Dyslexia
Evidence Based	<ul style="list-style-type: none"> <li>• The Reading Horizons® method provides clear instruction, instructor modeling, and supported practice.</li> <li>• The skills taught engage students with various levels of proficiency.</li> <li>• Evidence shows that the structured literacy approach of teaching language and literacy skills is critical for students with reading disabilities including dyslexia.</li> </ul>
Multisensory (visual, auditory, tactile, and kinesthetic)	<ul style="list-style-type: none"> <li>• Each of the skills taught in the Reading Horizons® method is practiced using a multisensory process called dictation.</li> <li>• Visual, auditory, and kinesthetic modalities are employed during each lesson.</li> <li>• This interactive process is based on the Orton-Gillingham approach and helps students make connections between what they hear, say, write, and read.</li> <li>• This process activates and connects all areas of the brain involved in accurate and fluent reading.</li> <li>• Kinesthetic cues are taught to help students remember the sound of each vowel.</li> </ul>
Direct Instruction, Targeted Reading, Writing, and Spelling	<ul style="list-style-type: none"> <li>• Each lesson is scripted to ensure clear and direct instruction.</li> <li>• Lesson manuals are designed to follow the Gradual Release of Responsibility model beginning with explicit instruction.</li> <li>• Reading Horizons content is delivered through scripted, explicit instruction in decoding/reading and encoding/spelling.</li> <li>• The curriculum includes elements of language, such as sentence structure, parts of speech, contractions, and many other grammatical concepts.</li> <li>• The process of dictation is part of every lesson. During this part of the lesson, the teacher gives corrective and affirming feedback as students apply the skills taught in each lesson.</li> <li>• Student Transfer Books with word mapping activities and skill transfer practice at the word, sentence, passage, and text levels accompany each lesson. These cards contain decodable words and sentences for students to read and receive feedback on before they apply each skill on their own.</li> </ul>
Systematic (from easiest progressing methodically to more difficult)	<ul style="list-style-type: none"> <li>• Instructional concepts progress from simple to more complex, beginning with letter names and sounds, to sliding two sounds together, to single-syllable patterns, to multisyllabic patterns.</li> </ul>
Cumulative (steps based on what has already been learned)	<ul style="list-style-type: none"> <li>• Students learn to read and write words, sentences, paragraphs, and passages that follow each skill.</li> <li>• Each skill lesson builds on previously taught skills.</li> </ul>
Systematic Review of Concepts	<ul style="list-style-type: none"> <li>• All lessons in the Reading Horizons sequence of instruction build on previously taught skills.</li> <li>• Daily use of Skill Checks and other forms of assessment help teachers monitor student mastery before moving to the next lesson.</li> <li>• Daily Check-Ups allow teachers to quickly gather data about the level of mastery for each lesson. These short quizzes take less than a minute for each student to take.</li> <li>• Assessment results are presented in an easy-to-understand format so teachers can use data to guide instruction for the following lesson.</li> <li>• Additional assessment options are part of the Reading Horizons programs in the direct instruction materials and software.</li> </ul>

Critical Concepts	
<p>Phonological Awareness: TN State Definition: Address phonemic awareness explicitly, Address phoneme grapheme correspondences explicitly</p>	<ul style="list-style-type: none"> <li>• The Reading Horizons® method focuses specifically on each of the 44 sounds in the English language, teaching each sound explicitly first, then introducing the associated grapheme(s).</li> <li>• The Reading Horizons Discovery Sound City™ curriculum consists of Sound Walls for students and a teacher manual that has explicit instruction for each phoneme.</li> <li>• The RHD Sound City curriculum also consists of phonological awareness tasks related to counting words in a sentence, rhyming, identifying syllables, and in-depth phonemic awareness activities.</li> <li>• This curriculum can be used for Tier 1 instruction in grades K–2 or Tier 2 instruction as a tool for small-group, differentiated instruction and intervention.</li> <li>• There are phonemic awareness activities and assessments at the beginning of the program and embedded throughout Reading Horizons instruction.</li> <li>• Builds students’ phonological proficiency through explicit instruction and effective review and routines on blending, segmenting, and the manipulation of sounds.</li> </ul>
<p>Syllable Structure</p>	<ul style="list-style-type: none"> <li>• Many orthographic patterns are taught throughout the course of instruction. The relationship between graphemes and how they appear in print is also emphasized, including syllable patterns and spelling conventions.</li> <li>• Reading Horizons employs a unique marking system to draw student attention to the structure and patterns of English and to provide visual cues that aid memory and improve pronunciation.</li> </ul>
<p>Morphology</p>	<ul style="list-style-type: none"> <li>• Through spelling instruction, students are also taught the meaning of a variety of bound morphemes and free morphemes.</li> <li>• Morphemes are taught throughout the program starting as soon as plurals are introduced.</li> <li>• Specific lessons teach students how to add suffixes to base words and how affixes affect the meaning of the base word.</li> <li>• Students are taught the specific ways that spelling informs the meaning of words.</li> </ul>
<p>Syntax</p>	<ul style="list-style-type: none"> <li>• A series of lessons address syntactic elements and formation of sentences within the English language.</li> <li>• Syntax topics covered include sentence structure, parts of speech, contractions, and many other grammatical concepts.</li> </ul>
<p>Semantics</p>	<ul style="list-style-type: none"> <li>• Semantics/Vocabulary instruction is embedded into every lesson. Teachers are trained to use each word that is used during dictation in the context of a sentence.</li> <li>• Semantics is the aspect of language concerned with meaning, which is conveyed both by single words and by phrases and sentences.</li> <li>• Comprehension of both oral and written language is developed by teaching word meanings (vocabulary), interpretation of phrases and sentences, and understanding of text organization.</li> <li>• Specific vocabulary words are selected for each week of spelling instruction. Students learn the spelling, pronunciation, meaning, and usage of each word.</li> </ul>