

Reading Horizons

ELEVATE[®]

Product Guide

Decoding Strategies for
Literacy Development

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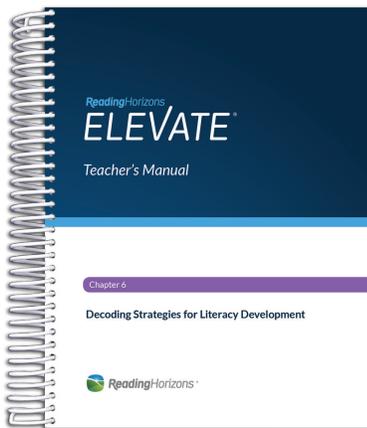
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SCOPE AND SEQUENCE 17

Direct Instruction

The *Reading Horizons Elevate® Comprehensive Teacher's Kit* includes all of the materials needed to prepare and deliver research-based direct instruction lessons to struggling readers and English Language Learners.

The teacher's manuals give teachers a complete guide for confidently implementing Reading Horizons strategies in the classroom.



1. **Lesson Numbers** correlate with the lessons in the software.
2. **Skills Overview** provides a brief synopsis of the skills that are taught in each lesson.
3. The **Lesson Materials** list is a quick reference guide to help teachers prepare for instruction.
4. **Most Common Words** references remind teachers to include instruction on these high-frequency sight words within the lesson.

LESSON FORMAT

Ch. 3 Lesson 44 • Phonetic Skill 4

Lesson 44 • Phonetic Skill 4

1

2

3

4

SKILLS OVERVIEW

- When the letter *e* comes at the end of a word and is preceded by another vowel then a consonant or *th* Digraph, the *e* is silent, making the first vowel sound long.
- To prove the vowel sound in a Phonetic Skill 4 word: 1) go under the word, moving left to right, and place an *x* under the first vowel and under the ending vowel *e*; 2) move up and over the *e*, and draw a line straight down through it and the *x* below it, making the ending *e* silent; 3) move left to the first vowel; 4) the final *e* causes the first vowel sound to be long, so mark it long.
- The consonant between the first vowel and silent *e* cannot act as a guardian consonant because the *e* has already dictated that the first vowel is long, and guardians appear only after short vowels.
- Notice the change in the vowel sound and meaning of a word when the silent *e* is added: *cap/cape, hop/hope, plan/plane, cloth/clothe*.
- Note: These rules are being applied to single-syllable words at this point of instruction.

LESSON MATERIALS

- Plunk, Games Supplement
- Five Phonetic Skills Poster
- Phonetic Skill 4, Student Book
- Transfer Cards: *Phonetic Skill 4*
- Vocabulary Strategy 6: Sort Vocabulary, *English Language Enhancement*
- Reading Horizons Elevate® Software lesson *Phonetic Skill 4*
- Make necessary preparations for any Enrichment Activities you choose to use.

MOST COMMON WORDS

Teach Most Common Words from **List 11** with this lesson.

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REVIEW

Ask students to repeat Phonetic Skills 1, 2, and 3. Then use the following procedures to dictate or spell the words from the Word Bank below:

- Write the word *cab*, *cab*. (*cab*, *cab*) Prove the word. Read it. Which Phonetic Skill does it follow?
- Write *c-a-b*, *c-a-b*. Prove the word. Read it. Which Phonetic Skill does it follow?

Use the following lists of words in the Word Bank below for dictation practice. Be sure to dictate words from all of the skills in random order.

| | | | | |
|------------------|------|------|------|------|
| Phonetic Skill 1 | cāb | lēd | shōp | trīp |
| Phonetic Skill 2 | māst | rēnt | sānd | stōm |
| Phonetic Skill 3 | hī | mē | sō | wē |

Variation: For a more kinesthetic approach, put the words on flashcards, and ask students to group the cards according to the Phonetic Skills that the words follow.

TEACHER INFORMATION

Phonetic Skill 4: When there is a silent e, the first vowel is long.

Phonetic Skill 4 is consistent. There are only five frequently used English words that end in e that keep the sound of long e. These words are: *he*, *me*, *be*, *we*, and *she*, and they all follow Phonetic Skill 3. There are a few other multisyllabic words in which the e is sounded, such as *simile* and *apostrophe*, but they are not common.

Most words that end in the sound of long e are words ending in y, such as *baby* and *happy*. This skill is taught in Chapter 4, **Lesson 60**.

Note: These rules are being applied to single-syllable words at this point of instruction.

TEACHER INSTRUCTION: Phonetic Skill 4

- FI** The following instruction will use arrows and numbers to explain the proper sequence for proving words. These arrows and numbers are used to demonstrate to the teacher the direction in which to mark words. They should not be used by the students when proving words.

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- FI** The following instruction uses questions to help students discover the skill for themselves at the board.

You'll now prove a word that follows Phonetic Skill 4. Write *h-o-p-e*, *h-o-p-e*. Move under the word, left to right. What should you mark first? (*the vowel o*)

Mark the vowel o with an x. There's one more vowel in this word. What is it? (*e*)

Mark the e with an x. This is the first time you've seen two vowels in a word. This second vowel, e, will be silent, but it will make the first vowel, o, long.

Move up and around the e. Draw a line through the e, and mark the o long. Is the consonant p a guardian in this word? (*no*)

Why not? What do guardians do? (*guardians make the vowel short*)

What does silent e do? (*it makes the first vowel long*)

Here, the silent vowel e is stronger than the consonant p. The consonant p is no longer a guardian; it just gives the ending sound to the word. The vowel becomes long. What is the sound of long o? (*/o/*)

Read the word. (*hope*)

- Point out Phonetic Skill 4 on the **Five Phonetic Skills Poster**.

This word follows **Phonetic Skill 4: When there is a silent e, the first vowel is long.**

- FI** Phonetic Skill 4 words do not have more than one consonant between the first vowel and ending e, except the th Digraph. If a silent e comes after the th Digraph at the end of a word, it makes the vowel long, and the th is voiced.

10

On the Board

hope

hope
1hope
1 2hope
1 2 3 4

11

2 hōpē
3 a gō
4 emōn
5 trōn

12

7

8

- The **Review** section suggests activities to review content and is adaptable to students' needs and time limits.
- The **Teacher Information** section gives teachers the background information necessary to effectively teach a skill or strategy.
- The **Teacher Instruction** section includes scripted, step-by-step procedures for teaching the Reading Horizons method.
- Lesson Section Banners** identify each part of the instructional sequence so teachers can quickly identify lesson sections.
- Teacher Scripts** ensure that each skill is taught explicitly and succinctly to help students quickly grasp each new concept.
- On the Board Icons** represent letters and words that should be written on the board during teacher instruction.
- Black Font** indicates what the teacher is to say. **Blue Font** indicates what the teacher is to do during instruction.
- Poster Graphics** remind teachers when to reference accompanying posters during instruction.

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ELL This is a good time to informally assess whether students can accurately pronounce the long vowel sounds. Remind students that long u can say two sounds: /ij/, as in cute, or /oo/, as in rude.

FYI In the combination *-ine*, the letter *i* will sometimes make the sound of long *e* in multisyllabic words. This occurs in approximately 30 English words, the most common of which are:

| | |
|----------|-----------|
| gasoline | limousine |
| machine | magazine |
| marine | nectarine |
| figurine | chlorine |

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STUDENT INVOLVEMENT: Listening and Dictation

Use the following procedures to dictate or spell each word:

- Write the word *grime*, *grime*. (*grime*, *grime*) Prove it. Read it. What does it mean? Use it in a sentence.
- Write *c-a-p-e*, *c-a-p-e*. Prove the word. Read it. What does it mean? Use it in a sentence.

Continue dictation, using the Word Bank below. For the first few words, walk students through the process. (For a review of the marking procedure, see the summarized steps in the **FYI** section on the next page.) When students spell the words, help them identify the individual sounds and their letter names. When students are ready, encourage them to work independently.

Walk students through the marking system as you dictate the first word or two. Then dictate several more words for students to prove.

| | | | | |
|-------|------|------|-------|-------|
| phōnē | wīfē | cūtē | hōmē | prīdē |
| bōnē | rīdē | mākē | shākē | plānē |

15

ELL Review the meanings of words with your students as they practice decoding the words.

Comparing the Phonetic Skills: This dictation activity helps students see how silent *e* changes a vowel from short to long. Show students what happens when you add silent *e* to a word that follows Phonetic Skill 1. The word will then follow Phonetic Skill 4, the ending consonant will no longer be a guardian consonant, and the first vowel will be long. Model with *glad* and *glade*. Then dictate from the following Word Bank. Ask students to prove the following Phonetic Skill 1 words. Then rewrite the words, adding a silent *e*. Ask students to prove these new words again as Phonetic Skill 4 words.

| Phonetic Skill 1 | Phonetic Skill 4 | Phonetic Skill 1 | Phonetic Skill 4 | Phonetic Skill 1 | Phonetic Skill 4 |
|------------------|------------------|------------------|------------------|------------------|------------------|
| hōp | hōpē | pēt | pētē | rīp | rīpē |
| cūt | cūtē | cāp | cāpē | Sām | sāmē |
| twīn | twīnē | shīn | shīnē | fīn | fīnē |
| cān | cānē | plān | plānē | tūb | tūbē |
| fād | fādē | spīt | spītē | strīp | strīpē |

FYI The Word Bank above does not use any example Phonetic Skill 1 words that end in *v* because this letter pattern does not occur in English; the letter *v* at the end of a word is always followed by silent *e*, although not all words ending in *-ve* have long vowels, e.g., give, have, etc.

ELL For practice distinguishing between the long *a* and short *e* sounds, refer to the Minimal Pairs exercise in the **ELL Supplement**, found in Reading Horizons Elevate® Supplementary Materials or www.rhaccelerate.com/rhe/enrichment-resources.

- FYI** If you are unsure of how to prove a word, follow the summarized steps below:
1. Work under the word, left to right.
 2. Arc any beginning Blends or Digraphs.
 3. Mark the first vowel with an *x*.
 4. Mark the second vowel, *e*, with an *x*. Move up and over the word.
 5. Draw a straight line through the *e* and the *x* underneath it.
 6. Mark the first vowel long.
 7. Say the long vowel sound.
 8. Read the whole word.

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STUDENT INVOLVEMENT: Transfer Cards

Give students **Transfer Card: Phonetic Skill 4**. Students should: 1) prove each word, as taught in the lesson; 2) read each word aloud; and 3) practice reading the sentences at the bottom of the card.

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13. FYI Icons introduce supplementary information to provide teachers with greater insight and to maximize instructional effectiveness.

14. The **Student Involvement** sections help students transfer and apply the learned skills with the guidance of a teacher.

15. Word Banks are provided at the end of each lesson for dictation practice. Markings are shown to serve as an answer key for teachers.

16. ELL Notes present ELL teaching tips that can be adapted to reach English Language Learners of various levels.

17. Transfer Cards (TCs) offer opportunities to transfer learned skills as students learn to recognize the print form of the same sounds taught during dictation.

ENRICHMENT ACTIVITIES

Following are some optional Enrichment Activities to reinforce the skills taught in this lesson. For additional suggestions, visit www.rhaccelerate.com/the/enrichment-resources.

PHONEMIC AWARENESS

Vowel Discernment: This activity provides the opportunity for students to auditorily discern between the long and short sounds of the vowels.

- Students can use their whiteboards or a piece of paper to create a vowel marking key. Students should put the short vowel mark, or breve (˘), on one side of their boards or papers and the long vowel mark, or macron (¯), on the other side.
- Teachers pronounce the following words, and students hold up the side of the boards or papers with the short vowel mark (˘) if the vowel sound is short and the long vowel mark (¯) if the vowel sound is long.

| | | | |
|------|------|-------|------|
| cāp | cākē | glād | cāpē |
| bīt | plān | shīnē | cūtē |
| bākē | zīp | bīt | spīn |

SPEAKING AND LISTENING

Building Sentences: Teach students how to build sentences. The following exercise, adapted from Berninger (2009)¹, allows students to answer questions—who, what, when, where, and why—that lead to better reading comprehension and more effective written language.

You can use the model below or come up with other sentences that follow the same pattern and use Phonetic Skill 4 words.

- What flies in the air and carries people? (*a plane*)
 Add two words—adjectives—to describe the plane. (*a large, gray plane*)
 What did the plane do? Think of one word. (*flew*)
 Put it all together to make a sentence. (*A large, gray plane flew.*)

The Adverbs lesson appears later in this chapter, but if students are already comfortable with adverbs, teachers can ask additional questions to help students add more information to the sentence. Students can take turns adding phrases and can work together to complete the sentence. For example, ask *where* the plane flew, and guide students through the use of prepositions and adverbs of place and direction.

¹ Berninger, V. W. (2009). Highlights of Programmatic, Interdisciplinary Research on Writing. *Learning Disabilities Research and Practice, 24*, 69–80. doi: 10.1111/j.1540-5826.2009.00281.x

Then ask how the plane flew, and discuss adverbs of manner. Ask *when* the plane flew, and discuss adverbs of time. An expanded sentence might look like this example: “A large, gray plane flew rapidly from Texas to New York.” If students are doing well with this exercise, take this activity one step further and ask *why*. The sentence might then look like this: “A large, gray plane flew rapidly from Texas to New York to stay on schedule.”

READING RESPONSE

Transfer Cards: Put students in pairs, and pass out the Transfer Cards for this lesson (one card per pair). Each student should select six skill words on the card and read them to his or her partner. The students in each pair should not read the same six words. They may also take turns reading aloud the sentence(s) at the bottom of the card. Students could also be instructed to use Most Common Words in a sentence to help build vocabulary knowledge.

WRITING

Transfer Cards: Put students in pairs, and pass out the Transfer Cards for this lesson (one card per pair). Have students write the sentence or sentences that appear on the card in a notebook or on a separate piece of paper. Then have students add two to three additional sentences that relate to the sentence(s) found on the card. The content should make sense. Alternatively, students could write unique sentences using words from the card. Students should be encouraged to use at least two words from the card in their sentences.

Students could share their writing in a small group writer’s circle. The writer’s circle should be a safe environment for students to share what they write, motivating and engaging everyone—especially those students who struggle. This is not a place to critique but to nurture growth through peer response.

READING/WRITING

Activity 1, Word Sorts (Listening, Reading, Writing, and Spelling): This activity will help students identify and categorize words according to the Phonetic Skills learned thus far.

- Students should have a category card for each of the four learned Phonetic Skills: Phonetic Skill 1, Phonetic Skill 2, Phonetic Skill 3, and Phonetic Skill 4.
- Dictate a word following Phonetic Skill 1, 2, 3, or 4. Once the student has written and proven the word on the card, the student will place the word in the correct category according to the Phonetic Skill pattern. Note: Ensure that students have spelled the words correctly. (Download word sorts worksheets from www.rhaccelerate.com/the/enrichment-resources to use with this activity, if desired.)

18. Enrichment Activities reinforce skills in phonemic awareness, speaking and listening, reading, writing, vocabulary, and spelling.

19. References to RHAccelerate.com direct teachers to additional resources to enhance teacher instruction.

| Phonetic Skill 1 | Phonetic Skill 2 | Phonetic Skill 3 | Phonetic Skill 4 |
|--------------------------------|--------------------------------|------------------|---------------------------------|
| th ^h i ⁿ | j ^u m ^p | g ^o | s ^m i ^l e |
| r ^u n | r ^e n ^t | sh ^e | m ^a k ^e |
| s ^e t | st ^a n ^d | m ^e | r ⁱ d ^e |
| sl ⁱ t | m ⁱ l ^k | s ^o | c ^u t ^e |

Activity 2, *Plunk*, Games Supplement, found in *Reading Horizons Elevate® Supplementary Materials*. Have students use words that follow Phonetic Skill 4.

Activity 3, *Transfer Cards Extension*: Have students look at the silent e words and write words that work as short vowel words when the e is removed. For example, if a student sees the word *twine* on the card, he or she would write *twine* and *twinn*.

Activity 4, Phonetic Skill 4, *Student Book*.

VOCABULARY

Word Meanings: During listening and dictation, have students keep the words dictated on their boards to play the *Eraser Game* (*Games Supplement, Reading Horizons Elevate® Supplementary Materials*) to build vocabulary knowledge. Provide the meaning of a word, and have students erase the word that corresponds to the definition provided. (Example: "Erase the word that is used to describe how a little baby might look." Answer: *cute*.)

For additional activities, see Speaking and Listening, Reading Response, and Writing.

SPELLING

Possible Spelling List: *dime, fine, home, hope, made, same, and shine*. Add appropriate Most Common Words from List 11.

See Reading/Writing Activity 1.

ELL

Vocabulary Strategy 6: Sort Vocabulary, *English Language Enhancement*.

SOFTWARE

Have students complete the *Phonetic Skill 4* lesson on the *Reading Horizons Elevate® Software*.

20. The **Games Supplement** included in the *Reading Horizons Elevate® Supplementary Materials* manual contains games and activities to reinforce skills.

21. The **Student Book** contains a brief review of the lesson content and provides decoding practice and opportunities to practice reading skills in context.

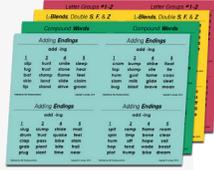
22. **Most Common Words (MCWs)** are high-frequency words that must be memorized to develop fluency. There are 20 MCWs Lessons taught in *Reading Horizons Elevate®*.

23. The **English Language Enhancement** features research-based vocabulary strategies, pronunciation practice activities, and an American culture section for reference.

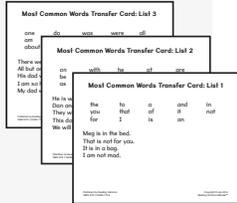
24. **Reading Horizons Elevate® Software** provides differentiated instruction to teach the same concepts taught in the direct instruction materials.

SUPPLEMENTARY MATERIALS

Transfer Cards give students opportunities to practice reading and decoding.



Most Common Words Transfer Cards are read orally by the class or in student pairs to facilitate automaticity of MCWs.



Most Common Words Flashcards can be used for review, games, and activities. Flashcards can be found on RHAccelerate.com

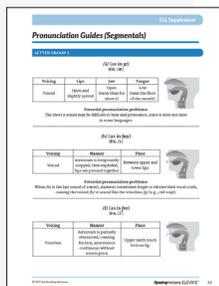


Posters are displayed for reference as the skills are being taught.

Posters include 42 Sounds, Adjacent Vowels, Special Vowel Combinations, Blends, Vowels, the Five Phonetic Skills, and the Two Decoding Skills.



The **ELL Supplement** in the *Reading Horizons Elevate® Supplementary Materials* manual helps teachers address the needs of English Language Learners. Topics include parts of speech, word stress, pronunciation, and dictionary skills.



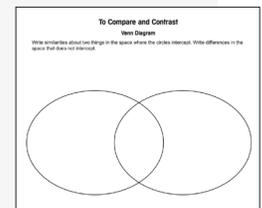
The **Games Supplement** in the *Reading Horizons Elevate® Supplementary Materials* manual helps students reinforce skills in a memorable and enjoyable way.



Black-line Masters for Games and Activities are non-consumable worksheets that can be used to reinforce the skills learned. These worksheets are found on the customer website, RHAccelerate.com.



Graphic Organizers can be used to increase student understanding of reading passages found in the Reading Library. Graphic organizers are available at RHAccelerate.com.



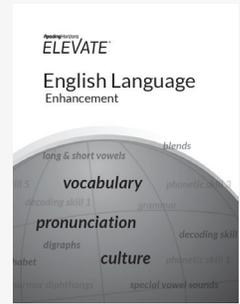
All of these materials are included in the *Reading Horizons Elevate® Comprehensive Teacher's Kit*.

STUDENT RESOURCES

The *Student Book* is a consumable take-home component with lesson reviews, decoding and reading practice, and vocabulary activities to reinforce skills learned.



The *English Language Enhancement* is a consumable resource for English Language Learners that enhances their understanding of vocabulary, pronunciation, and culture.

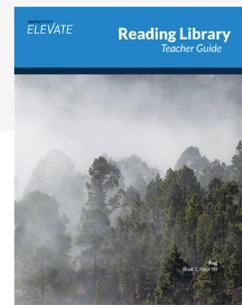
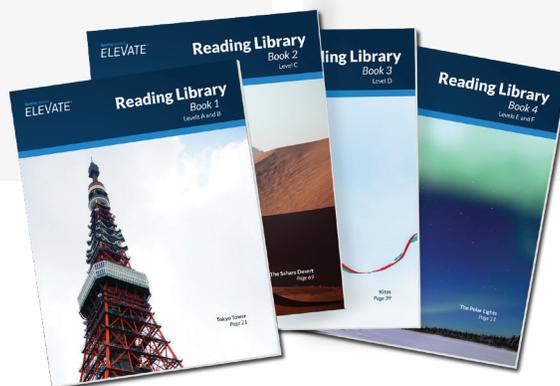


One *Student Book* and one *English Language Enhancement* are included in the *Reading Horizons Elevate® Comprehensive Teacher's Kit*. Additional copies can be purchased for each student.

The *Reading Horizons Elevate® Reading Library Books* provide 330 content-rich nonfiction passages for every reading level (1-12). The passages give students the opportunity to transfer foundational reading skills to connected text while learning about a wide range of topics. Each passage is assigned a Lexile® measure and is accompanied by pictures to illustrate the topic.



The *Reading Horizons Elevate® Reading Library Teacher Guide* shows teachers how to best use the Reading Library passages. Suggestions regarding what to do before, during, and after student reading are outlined. Passage levels, challenge words, answer keys to comprehension questions, graphic organizers, and reading rates are included.



The Reading Library books are included in the *Reading Horizons Elevate® Comprehensive Teacher's Kit*. All of the passages are included in the *Reading Horizons Elevate® Software* (see pg. 14).

Implementation Support

Open Enrollment Virtual Training

- 60- and 90-minute synchronous virtual sessions
- Software and Administrator training
- Initial method training for small implementations (full day)

Coaching

- Targeted one-on-one coaching
- Cohorts of up to five teachers per day
- Initial coaching and customized options available from a certified Reading Horizons facilitator

Virtual Pathways

- Two-hour virtual, synchronous sessions
- Content-specific training topics
 - Breaking up a Lesson to Meet Student Needs

Building Momentum (Year 1)

- For schools new to the Reading Horizons method
- Two days of professional learning
 - Day 1: Lesson Framework and getting started
 - Day 2: Extended Transfer and Differentiation
- Cohorts of up to 25 teachers
 - Flexible delivery options

Sustaining Success (Year 2+)

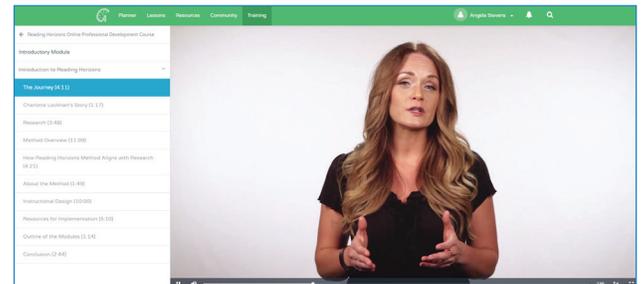
- For schools beyond their first year of implementation
- Two days of professional learning and/or coaching
- Customized sessions based on school needs
- Cohorts of up to 25 teachers
- Flexible delivery options

Online Professional Learning Course

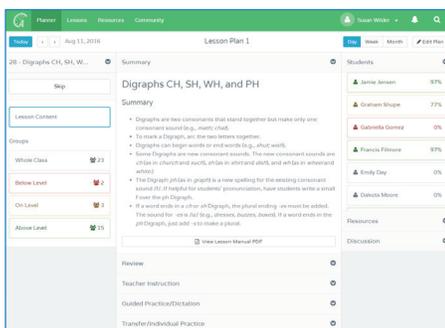
- 24/7 on-demand access
- Supplement in-person learning
- 28 online modules presented in grade-specific learning paths that focus on content and implementation

READING HORIZONS ACCELERATE™

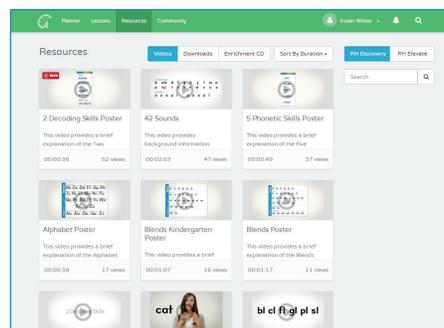
RHAccelerate.com connects teachers with tools and resources that make implementation straightforward and sustainable. Resources include professional learning modules, a lesson planning tool, teaching tips, product demonstrations, a teacher forum, and technical support.



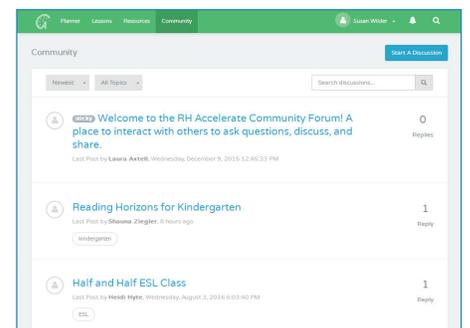
Online Professional Learning Course



Lesson Planner



Videos and Downloads

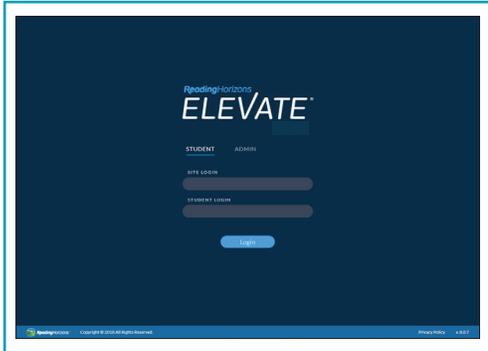


Community Forum

Software Features

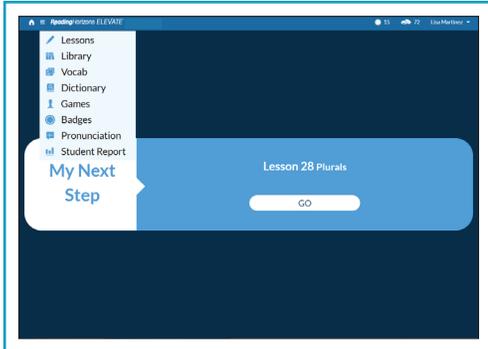
The *Reading Horizons Elevate® Software* uses age-appropriate, data-driven instruction to help older students attack the holes in their foundational reading skills. The software activities help students build decoding, pronunciation, vocabulary, grammar, fluency, and comprehension skills.

STUDENT PORTAL



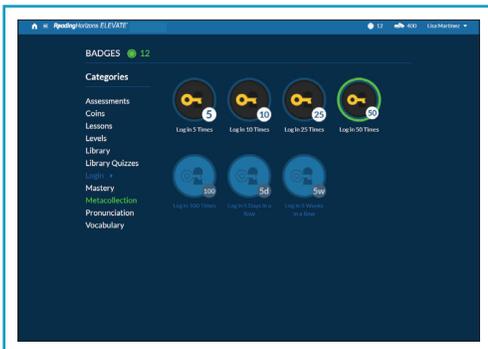
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The **Student Login** is the gateway for low-level readers to learn the strategies and access the tools that help build and monitor reading improvement.



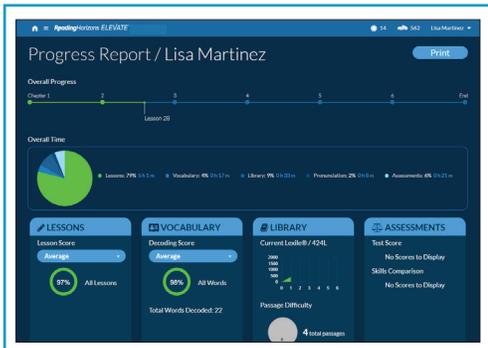
2

The **Student Dashboard** guides students to the “next step” for improving their reading skills. The top navigation menu allows students to direct their learning activities and access the different sections of the software: Lessons, Library, Vocab, Dictionary, Games, Badges, Pronunciation, and the Student Report.



3

The software works to rebuild the motivation and self-esteem of low-level readers through a **Badge System** that rewards students for completing achievable and positive goals. For example, students can earn badges for logging in and using the software every day for five days, mastering a skill set, completing a series of related reading passages, and much more.

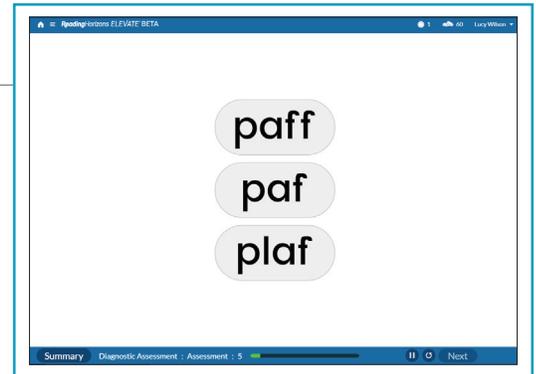


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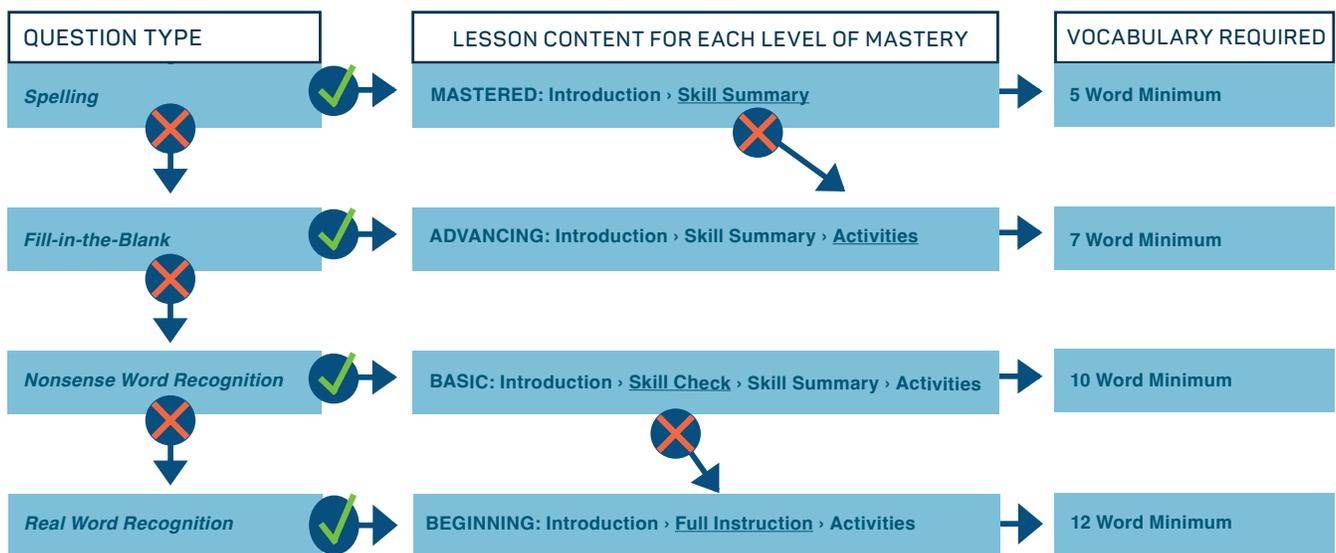
The **Student Progress Report** can be accessed by students at any time to view their course progress, time in software, and performance data for the lessons, vocabulary, library, and assessments.

The **Diagnostic Assessment** helps uncover the holes in a student’s foundational reading skills by testing him/her on each of the phonics skills taught in the program. If a student passes this assessment with 95% or higher, instructors can elect to set the student on a “Library Only Track” to build reading fluency and comprehension. If a student’s score falls below 95%, the assessment prescribes one of four lesson tracks for each skill: Mastered, Advancing, Basic, or Beginning (as outlined below). These lesson tracks ensure students receive the right breadth and depth of instruction.

5



Lesson flow based on Diagnostic Assessment performance



LESSON CONTENT KEY

Skill Summary includes a quick overview of the lesson and the associated markings.

Activities include student-selected exercises to practice the skills taught in the lesson.

Skill Check is a quick assessment of the skills taught in the lesson to allow a student to “test out” of the full instruction.

Full Instruction provides detailed skill instruction.

The **Reading Library Assessment** was created in partnership with MetaMetrics® and is based on the Lexile® Framework for Reading. This assessment determines each student's Lexile® measure periodically throughout software instruction. Reading passages are unlocked in the Reading Library that are appropriate for the student's Lexile® measure.

After each chapter, a **Progress Monitoring Assessment** is given to gauge progress relative to a student's initial performance on the Diagnostic Assessment.

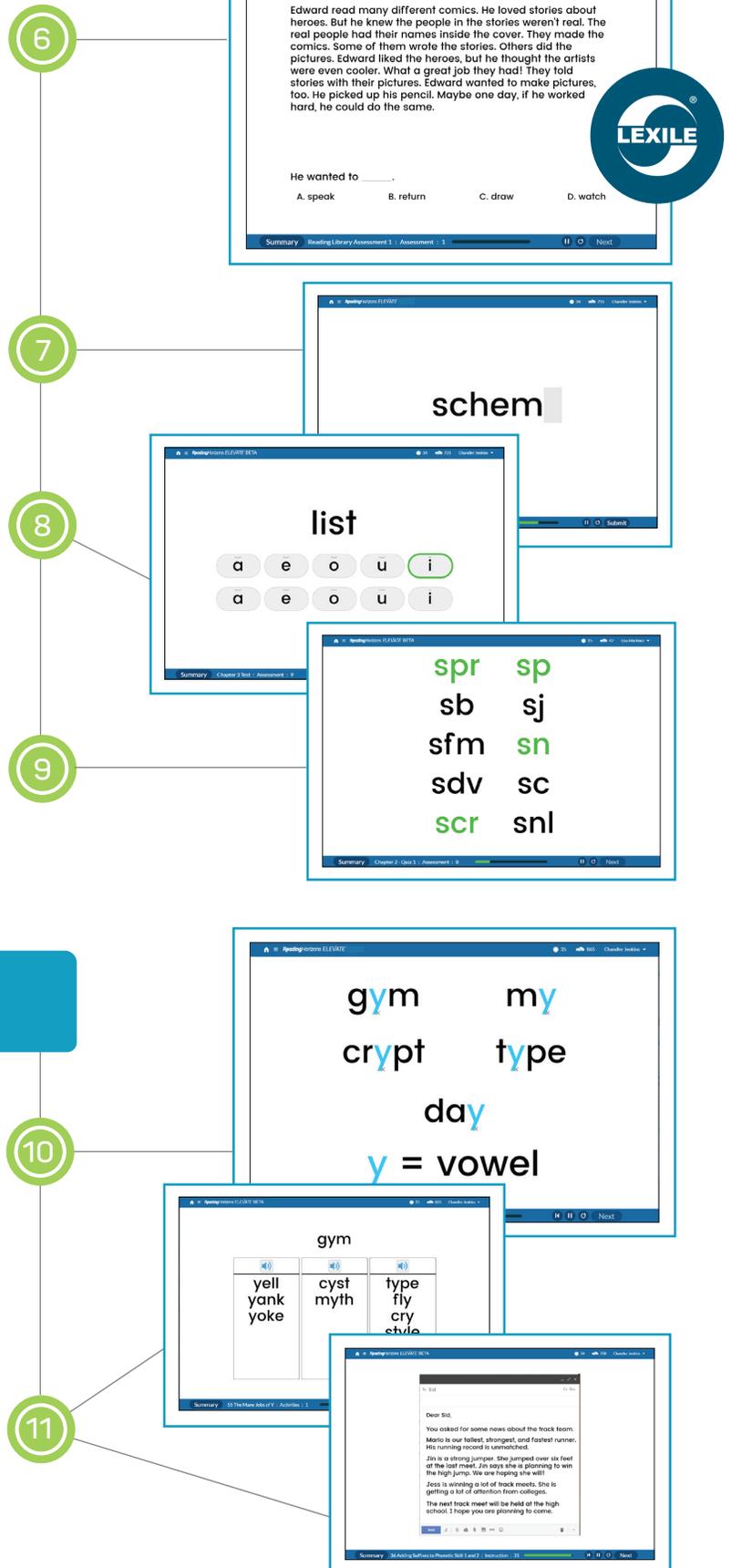
Chapter Tests ensure students have mastered the content of the lessons in each chapter. Skills that require additional reinforcement are presented in review sections where students have an opportunity to improve their test results.

Chapter Quizzes are administered twice during each chapter to provide feedback on a student's current understanding of recently taught skills.

LESSONS

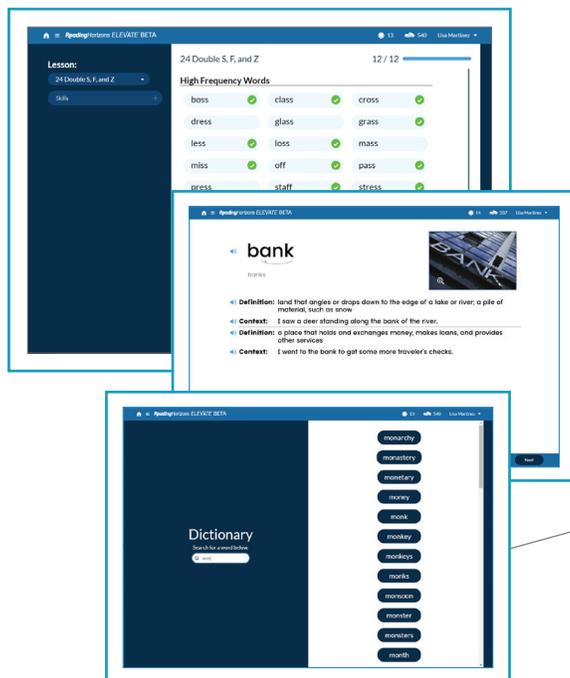
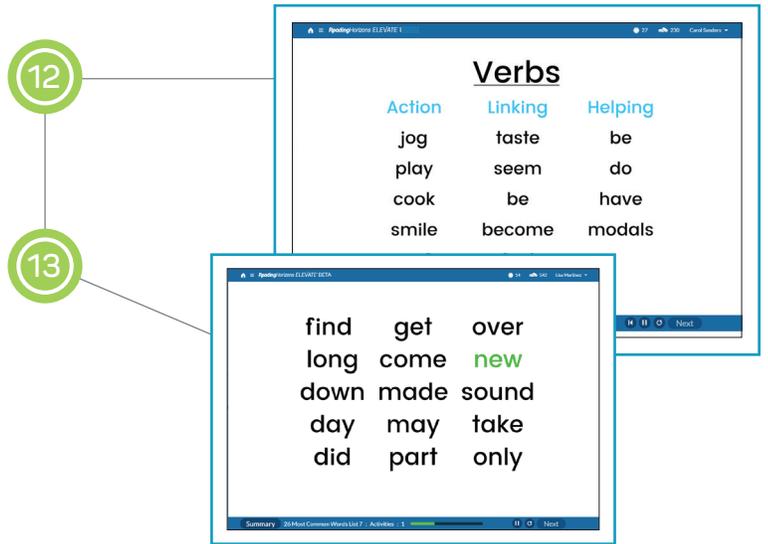
Skill Lessons instruct students on the strategies taught in the Reading Horizons method, including the 44 Sounds of the Alphabet, the Five Phonetic Skills, and the Two Decoding Skills. Once students master these skills, they are empowered to read the majority of words in the English language.

Self-selected **Practice Activities** reinforce each skill taught in the lessons. These activities are patterned after **Real-Life Reading Contexts** to help students transfer the skills into fluent reading.



Reference Lessons help students build a better foundation in English grammar. These lessons can be accessed by students at their discretion or as assigned by the teacher.

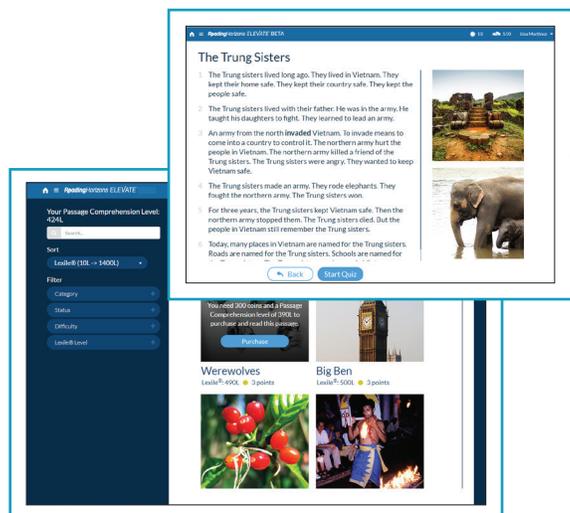
Twenty **Most Common Words (MCWs) Lessons** teach students the words used most frequently in the English language. Depending on assessment results, students will self-select activities that help them improve the spelling, reading, and rapid recognition of these terms.



VOCABULARY

The **Vocabulary section** teaches students how to decode and pronounce high-frequency words and academic vocabulary—students see and hear definitions and context sentences for each vocabulary word. Graphics are provided where possible to illustrate vocabulary words.

The **Dictionary** tool allows students to search over 12,000 high-interest vocabulary words and see them decoded and defined.



LIBRARY

The **Reading Library** contains 330 illustrated, expository passages that have been assigned Lexile measures. These passages simulate the types of reading students encounter in textbooks, magazines, and websites. Reading passages give students opportunities to transfer the skills learned in the *Reading Horizons Elevate*® lessons. (For more information, see page 10.)



GAMES

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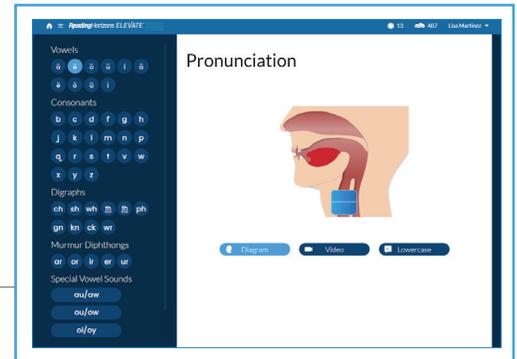
Games provide a fun way to improve reading and language skills while accommodating students who learn best through kinesthetic and tactile modalities of instruction.

ELL ENHANCEMENTS

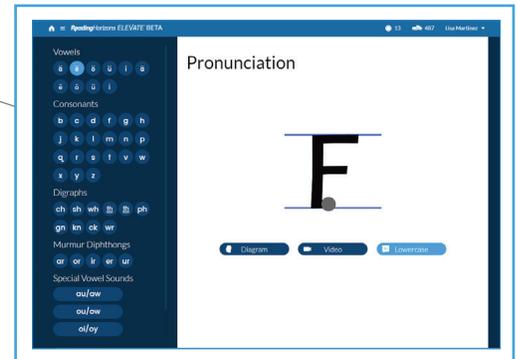
The **Pronunciation Tool** shows students how to produce the sounds of English through animated illustrations and full-motion videos.

With the **Pronunciation Tool**, students can access the **Letter Formation Tool** and learn how to form the upper and lower case versions of each letter in the alphabet.

18



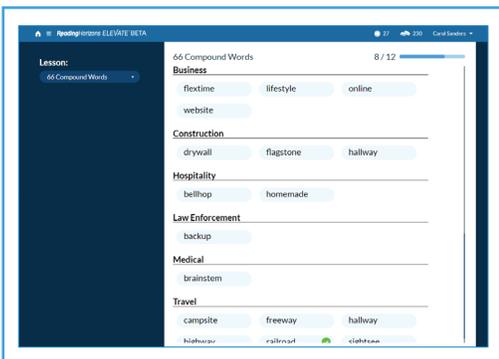
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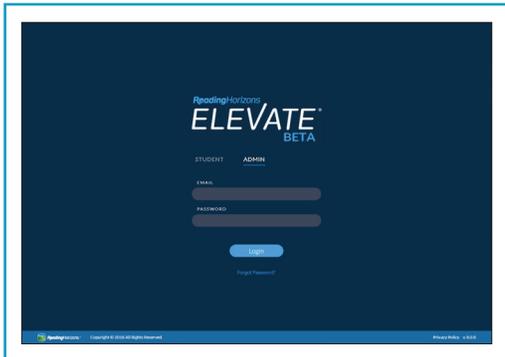
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English Language Learners can access **Language Translations** of lesson material in Spanish, Japanese, and Mandarin Chinese to enhance comprehension of instruction. (Language translations are purchased as a software add-on.)

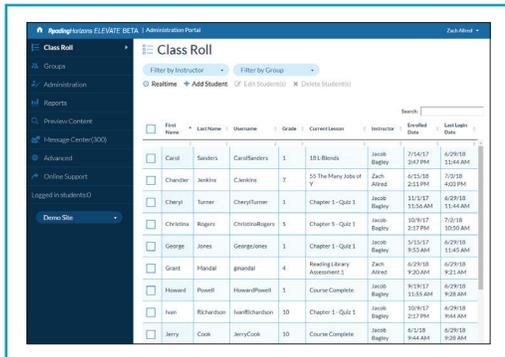
The **English for Specific Purposes (ESP)** database provides students with basic terms common to eight fields of work: Culinary, Travel, Law Enforcement, Hospitality, School, Business, Medical, and Construction. ESP terms are grouped with the specific reading skill being learned.

ADMINISTRATION PORTAL



22

The **Administration Portal** is designed to help teachers and administrators support and track student progress through the Reading Horizons Elevate® Software. Through this portal, you can manage the class roll, create student groupings, access reports, preview lesson content, check the message center, and connect with online support.



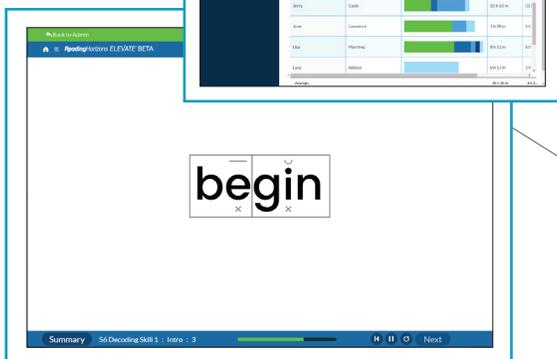
23

The **Class Roll** provides a quick view of all of the students that are enrolled in the software. Teachers add, edit, and delete student accounts through the class roll. Instructors can customize each student account to limit access to games, edit passing requirements, override lessons, and enable different options to ensure software instruction and pace are appropriate.



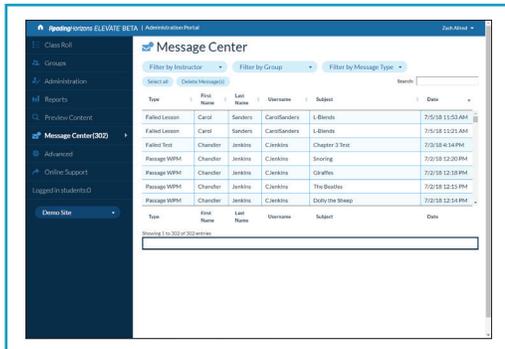
24

The **Reports** section of the administration portal provides teachers and administrators a view of student progress. Reports can be viewed for the entire class roll, specific student groups, or for individual students.



25

The **Preview Content Tool** allows you to view what students are learning in the software. Teachers can also use this tool to project and complete a lesson with their entire class or a group of students.



26

The **Message Center** alerts instructors when a student is struggling with a specific lesson or test. This way teachers can quickly intervene with targeted instruction.

Scope and Sequence

The following chart outlines the Reading Horizons Elevate® **Scope and Sequence** that creates the instructional framework for both the direct instruction materials and the interactive software.

| Chapter 1 | Chapter 2 | Chapter 3 |
|----------------------------|--|--|
| Voiced and Voiceless • | L-Blends • | Short and Long Vowels • |
| Letter Group 1 • | R-Blends • | Phonetic Skill 1 • |
| Building Words • | S-Blends • | Phonetic Skill 2 • |
| Nonsense Words • | Two Extra Blends • | Adding Suffixes to Phonetic Skills 1 and 2 • |
| MCW List 1 • | MCW List 6 • | MCW List 9 • |
| Letter Group 2 • | Determiners • | Nouns • |
| Sentences and Intonation • | Double S, F, and Z • | Vowel Families <i>O</i> and <i>I</i> • |
| MCW List 2 • | Special Vowel Combinations • | Three Sounds of <i>-ED</i> • |
| Letter Group 3 • | MCW List 7 • | MCW List 10 • |
| Capitalization • | Commas • | Verbs • |
| MCW List 3 • | Plurals • | Phonetic Skill 3 • |
| Letter Group 4 • | Possessives • | Phonetic Skill 4 • |
| MCW List 4 • | MCW List 8 • | Another Sound for <i>C</i> and <i>G</i> • |
| Letter Group 5 • | Digraphs <i>CH, SH, WH, TH, and TH</i> • | Adding Suffixes to Phonetic Skills 3 and 4 • |
| Spelling with C and K • | Sentence Structure • | MCW List 11 • |
| Alphabetical Order • | | Adjectives • |
| MCW List 5 • | | Sounds of <i>GH, IGH, and IGHT</i> • |
| | | Adverbs • |
| | | Phonetic Skill 5 and Adjacent Vowels • |
| | | Adding Suffixes to Phonetic Skill 5 • |
| | | MCW List 12 • |
| | | Direct and Indirect Quotations • |

LESSON KEY

- = Skill Lesson
- = Most Common Words Lesson
- = Reference Lesson

| | | |
|------------------------------|---|--|
| The Many Jobs of Y • | Murmur Diphthong <i>AR</i> • | Decoding Exceptions • |
| Decoding Skill 1 • | Murmur Diphthong <i>OR</i> • | Double Consonants and <i>-KE, -CK, -K,</i> and <i>-C</i> • |
| MCW List 13 • | Murmur Diphthongs <i>ER, UR,</i> and <i>IR</i> • | Letter Combinations That Split • |
| The Schwa • | Synonyms, Antonyms, and More • | Spelling with <i>-SS, -CE,</i> or <i>-SE</i> • |
| Syllable Stress • | MCW List 16 • | The Sounds of <i>EU</i> and <i>EW</i> • |
| The Last Job of Y • | Exceptions to Murmur Diphthongs • | Vowels That Reverse • |
| Decoding Skill 2 • | MCW List 17 • | Other Sounds of <i>EA</i> and <i>IE</i> • |
| MCW List 14 • | More Digraphs <i>PH, GN, KN, CK,</i> and <i>WR</i> • | |
| Contractions • | MCW List 18 • | |
| -LE at the End of a Word • | Digraph Blends • | |
| Decode Words of Any Length • | Digraph Words with Plural Endings • | |
| Compound Words • | MCW List 19 • | |
| MCW List 15 • | Special Vowel Sounds <i>AU/AW, OU/OW,</i> and <i>OI/OY</i> • | |
| Conjunctions • | Special Vowel Sounds <i>OO</i> (as in look) and <i>OO</i> (as in zoo) • | |
| | More Special Vowel Sound Skills • | |
| | MCW List 20 • | |
| | Adding Suffixes to Words Ending in Y • | |
| | Root Words, Prefixes, and Suffixes • | |
| | Other Suffixes • | |
| | Practicing Multisyllabic Words • | |

LESSON KEY

- = Skill Lesson
- = Most Common Words Lesson
- = Reference Lesson



Reading Horizons