Reading Horizons Grade 2
English Phonics Program Summary

Section 1. Phonics-Related Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) Alignment

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade K	100%	100%	Not Reviewed	Not Reviewed
Grade 1	100%	100%	Not Reviewed	Not Reviewed
Grade 2	100%	100%	Not Reviewed	Not Reviewed
Grade 3	100%	100%	Not Reviewed	Not Reviewed

Section 2. Instructional Approach

- The materials include systematic, year-long plans for phonics instruction.
- The materials provide direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.
- The materials include detailed guidance that supports teacher's delivery of instruction.
- The materials include frequent and distributed review of phonics skills with cumulative practice opportunities with decodable text.

Section 3. Content-Specific Skills

- The materials provide systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.
- The materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.
- The materials connect phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness.

- The materials provide frequent opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level phonics skills to read decodable connected texts with accuracy and automaticity.

Section 4. Progress Monitoring

- The materials include developmentally appropriate diagnostic tools (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.
- The materials include integrated progress monitoring tools, with specific guidance on frequency of use.
- The materials include guidance for teachers to analyze and respond to data from diagnostic tools.

Section 5. Supports for All Learners

- The materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.
- The materials include a variety of instructional methods that appeal to a variety of learning interests and needs.
- The materials include some supports for Emergent Bilinguals to meet grade-level learning expectations.

Section 6. Additional Information: Resources

- The materials provide guidance on fostering connections between home and school.
- The materials incorporate technology into the lessons to enhance student learning.

Section 7. Additional Support

- The publisher submitted the technology, price, professional learning, additional language supports, and evidence-based information.

Reading Horizons Grade 2
English Phonics Program Summary

Indicator 2.1

Materials include systematic, **year-long plans for phonics instruction**.

1	Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year.	M
2	Materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year.	M
3	Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include systematic, year-long plans for phonics instruction.

Materials include a scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. Materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year. Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words).

Evidence includes but is not limited to:

Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year.

- The materials include a cohesive scope and sequence that outlines how phonics skills are taught throughout the units and year. For example, the program has a "Content and Sequence" for grades 1–3 that consists of 6 chapters and 100 lessons. The lesson states what skill is being taught or referenced: "Lesson 33: Phonetic Skill 2. This lesson teaches that when a vowel is followed by two guardian consonants and nothing more, the vowel will be short, e.g., jump. Students learn how to read and prove Phonetic Skill 2 words."
- The materials include suggested pacing for second grade. It lists the week, lessons to teach, days, and assessments. For example, "Week Three Chapter Two, Use data from the pretest to determine which skills need instruction and which need a quick review. Five days: typically one day per skill needing more support. Special Vowel Combinations Assessments: Check-Ups."
- The materials include information or an overview of the phonological awareness and phonics objectives. The objectives are aligned to grade-level TEKS, which are covered in the "TEKS Resource System Phonics Scope and Sequence." This document shows, for example, that for Unit 2, student expectations are to decode words with short and long vowels and trigraphs.
- Specific phonemic awareness objectives are found in the "Phonemic Awareness Supplement," which includes a weekly overview for the whole year with two tasks covered each week.

Reading Horizons Grade 2
English Phonics Program Summary

- The materials also include a comprehensive "Key Lesson" side-by-side chart that includes specific skills that are hyperlinked for access to the lesson guides. The "Reading Horizons Component List" provides a comprehensive list of teacher, student, assessment, and research materials, as well as the required book list. This document details how the different components work in tandem.

Materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year.

- Materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year. The Key Lessons section of the "Component Navigation Guide" provides a vertical alignment of K–3 phonological awareness skills. Main concepts are shown throughout the grades, divided by alphabetic knowledge (only K), alphabetic principle (K–1), grade-level sound-spelling patterns (K–3), high-frequency words (K–3), syllabication (1–3), morphological awareness (1–3), and word reading fluency (K–3). For example, this document shows how grade 1 decoding and encoding lessons build on kindergarten alphabetic knowledge skills.
- At the beginning of the "Phonemic Awareness Teachers Supplement" is a vertical alignment scope and sequence for grades K–2, demonstrating the progression of skill development from year to year. At the second grade level, in Week 40, students will delete final phonemes.
- The lesson plans at the beginning of the year review and build upon the previous year's lessons. The "Sound City" scope and sequence for grades K–2 shows which lessons are taught at which grade level and when. For example, blending and segmenting phonemes happens during Week 17 of first grade and is reviewed during Week 7 of second grade.

Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words).

- Lesson objectives follow a systematic progression from simple to complex concepts, building the prerequisite skills students need to read more complex words throughout the year. For example, according to the scope and sequence, during Week 1 of second grade, students blend and segment phonemes using CCVC words. During Week 3, they blend and segment phonemes using CVCC words. Blending and segmenting phonemes in CCVCC words is introduced in Week 7. The skill of blending and segmenting phonemes progressively gets more complex by adding CCCVC words in Lesson 10. During the advanced lessons, the materials also introduce deleting, adding, and substituting initial phonemes.
- In Chapter 8, Lesson 82, students progress to a more complex skill by decoding multisyllabic words. This lesson provides opportunities to practice decoding multisyllabic words using the skills learned up to this point of instruction. Using "Decoding Skills" 1 and 2, students can decode words of any length. This lesson teaches that if there is one consonant following the vowel, it will move on to be with the vowel in the next syllable; if there are two consonants following the first vowel, they will split (unless they form a Blend or Digraph). Students review that blends and digraphs "stay and move as a unit together" in multisyllabic words.

Reading Horizons Grade 2
English Phonics Program Summary

Indicator 2.2

Materials provide **direct (explicit) and systematic instruction** in developing grade-level phonics skills within and across lessons.

1	Lessons include detailed guidance for each component of the gradual release of responsibility model.	M
2	Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.

Lessons include detailed guidance for each component of the gradual release of responsibility model. Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.

Evidence includes but is not limited to:

Lessons include detailed guidance for each component of the gradual release of responsibility mode.

- Lessons include detailed guidance for each component of the gradual release of responsibility model. Lessons assist teachers in using the gradual release of responsibility by including subtitles in the teacher guide. Each skill lesson has sections labeled "Review," "Teacher Instruction," "Guided Practice/Dictation," "Transfer/Individual Practice," and "Reinforcement and Differentiation Activities."
- Lessons include specific and precise terms, phrasing, and statements that teachers can use during core instruction to model and guide students' practice and application of new phonics skills. In Lesson 83, students learn about digraphs. The teacher starts by saying, "You have had a lot of practice spelling and proving (coding) words with the '*ck*' digraph, so you already know that in the digraph '*ck,*' both of the letters make the same sound. But because this is a digraph, you pronounce only one /k/ sound. It is not necessary to mark one letter silent. If helpful, you can make the '*c*' silent like you mark the first consonant silent in other digraphs." The teacher writes the word *luck* on the board and models how to code it for the class. There is an option to repeat this for the words *back* and *truck.* There is also a guided section where the teacher and students work together to code new words. For example, the teacher says, "Let's prove (code) the word *wrist* together. What will we mark first?" After the students respond, the teacher places an arc under digraph *wr.* This process is continued until the whole word is coded.
- During Guided Practice/Dictation, the teacher starts by dictating digraphs before moving on to words. The teacher walks students through the first few words so they can successfully complete the activity on their own. The "Whole Group Transfer Cards" is another guided activity; the teacher projects the transfer card, and the class practices chorally naming the digraphs and their sounds, words, and sentences that contain digraphs.

Reading Horizons Grade 2
English Phonics Program Summary

- The lessons include detailed guidance for teachers on how students can practice and apply new skills through independent practice. Each lesson includes "Student Transfer Cards" as an independent activity to complete with a partner or by themselves. In Lesson 83, there are four independent practice pages where students practice decoding and encoding words with digraphs. Students can also practice decoding independently by reading the decodable book, "Sir Walter," which contains the new skill as well as previously taught phonics skills.

Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.

- Materials include a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials. For example, the "Teacher's Manual" includes a "Notes" section in the margins that is highlighted in green and is easy to see and read. The notes explain how to introduce new content to students, suggest additional ways to support teachers, and clarify possible misconceptions students might have about parts of the lesson. In Lesson 71, adding suffixes ending in *y*, the teacher models adding *-ing* to *dry*. The Notes section says, "Again, the suffixes *-er, -est*, and *-ing* keep their vowel sounds. As a result, verbs that end in *y* plus these suffixes will have two vowel sounds next to one another: /i/ and the sound of the vowel in the suffix."
- There are useful annotations and suggestions in the margins throughout the lesson with more details on how to support students during instruction. For example, in Lesson 86, students learn the special vowel sounds *au* and *aw.* The "Teacher Instruction" section includes previous phonics rules and helpful hints, like "To help students remember the sound of /*aw*/, introduce it as the sound you make when you find something wonderful or when you yawn." The "Guided Practice/Dictation" section also includes annotations and suggestions, like "If you use this procedure to dictate words with /*aw*/ in the middle, you will need to indicate whether the sound is spelled '*au*' or '*aw*,' unless you have previously asked students to memorize the spelling of these words." The "Transfer/Individual Practice" section has annotations and suggestions such as, "if you have technology available, project the Little Book onto the wall, using an interactive whiteboard or projector."
- The Teacher's Manual includes previously taught routines in the margins for teachers to reference during instruction if needed. In Chapter 5, Lesson 88, the materials include the note, "If your students are unsure of how to prove a single-syllable word with a Special Vowel Sound, follow the summarized steps below."

Reading Horizons Grade 2
English Phonics Program Summary

Indicator 2.3

Materials include **detailed guidance** that supports teacher's **delivery of instruction**.

1	Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills.	M
2	Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill.	M
3	Materials include specific guidance for providing students with immediate, corrective feedback.	M
4	Materials provide detailed guidance for connecting previously taught phonics skills to new learning.	M
5	Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include detailed guidance that supports teacher's delivery of instruction.

Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills. Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill. Materials include specific guidance for providing students with immediate, corrective feedback. Materials provide detailed guidance for connecting previously taught phonics skills to new learning. Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.

Evidence includes but is not limited to:

Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills.

- The materials include information for teachers about common misconceptions related to specific phonics skills. For example, Lesson 25 on special vowel combinations points out that the pronunciation of the -*ull* special vowel combination can vary according to dialect. It states, "In some areas of the country, the -*ull* combination in bull, full, and pull is pronounced like the Special Vowel Sound *oo* that you hear in look. Consider the way these words are pronounced in your area, and teach accordingly." In Lesson 62, there is a note about the schwa that explains, "The schwa actually encompasses a range of sounds from that of short *u* to short *i*, but it most frequently sounds like short *u*." Additionally, the materials emphasize, "Phonics lessons focus on sounding out words and decoding each phoneme in the word, not using the initial sound, picture, or context to guess words." The marking system used by the program emphasizes moving from left to right and identifying patterns before decoding the word.

Reading Horizons Grade 2
English Phonics Program Summary

- The materials share guiding principles related to specific skills. Several videos provide teachers with information on specific phonics skills. Some examples of videos include "Many Jobs of Y," "The Schwa," "Murmur Diphthongs," "Special Vowel Sounds," and "Video of the 42 Sounds." Additionally, phonics lessons include simultaneous instruction of the letter name, sound, and correct formation.
- The materials share guiding principles related to high-frequency words. High-frequency word instruction includes reading and writing of connected text to emphasize understanding the words' function and meaning. In every "Most Common Words" (MCWs) lesson, the materials emphasize, "Provide opportunities for students not only to read but to write MCWs in context. In students' writing, look for correctly spelled MCWs that have been taught previously."
- The materials include information for teachers related to each specific phonics skill. For example, in Lesson 31, students learn about short and long vowels. A note for the teacher in the guide explains that "each of the five vowels has at least three sounds, short, long, and schwa. For additional explanation of the schwa sound, see Chapter 4, Lesson 62."

Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill.

- The materials include a variety of instructional strategies with consistent routines for each phonics skill. For phonemic awareness, the program includes different routines. The program suggests playing the "Eraser Game" daily and includes a guide with sentence stems for different skills to target. Another routine used multiple times throughout the curriculum is the activity "Say-It-Slide-It-Change-It." Using counters and a copy of an Elkonin box, the teacher models saying a word, isolating each sound, and moving counters. After the teacher practices a skill, such as deleting or substituting a sound and making a new word, students follow instructions to build a word and apply the skill.
- Phonics strategies include using a unique marking system to code words. Other strategies include using word sorts for categorizing patterns; games; review with sound-letter cards; and word cards for students to practice marking, decoding, and encoding. The materials include instructions for each one of these activities. For example, in the "Resources" section, the "Example Transfer Card Activities" document includes general instructions and detailed activities for different purposes: "Whole Class Transfer Cards (WCTCs) should be read chorally, and Student Transfer Cards (STCs) should be read independently or with a partner on a daily basis."
- The materials include an explanation or overview of the instructional routines used consistently throughout the program. Materials include videos that explain the routine for the dictation process using kinesthetic cues and a video for how to use Student Transfer Cards. In the daily guided dictation, students stand up and use a whiteboard and dry-erase markers to encode words and use a unique marking system to code them from left to right as they identify likely and unlikely patterns. The "Teacher Supplement" provides teacher instructions: "Engage the students' attention… Dictate the information twice (letter name, sound, etc.). Use hand motions to draw attention to your mouth and the pronunciation of the sound/word. As you dictate, extend your fingers and hands away from your mouth and toward the students. Have students repeat twice (on your signal). As students repeat the dictation, hand motions are reversed, with

your hands coming toward your mouth, as if drawing in or receiving information from the students."

- The "Quick Guide to Effectively Teaching Most Common Words" includes steps to introducing each word in the list. "Start with the pronunciation of the word and focus on the phonemes. Access what they know about the letter/sound correspondence and focus on what letters represent the sounds in the specific word. Discuss the meaning and use of the word in context."

Materials include specific guidance for providing students with immediate, corrective feedback.

- Materials include guidance on providing immediate, corrective feedback within the phonics lessons. For the process of guided dictation included in every phonics skill lesson of the program, the materials emphasize having all students work on the board or stand on individual whiteboards placed around the room for the teacher to "be able to see their work and give immediate, corrective feedback." For example, in Lesson 40, during the "Guided Practice/Dictation" section, a note states, "Make sure students are reading each word aloud after it is proven (coded). Be sure that when students are pronouncing words, they continue to slide from the first consonant to the vowel sound and then add the following consonants."
- The materials provide specific examples of how to provide immediate, corrective feedback. In the "Teaching the Method" guide, the "How to Effectively Correct Students at the Board" section includes numerous suggestions, such as "corrections should be positive and immediate when possible." It also states that students shouldn't erase their words until the teacher instructs them to do so. It says, "When corrections need to be made, students can rewrite the word or sound next to their original work and can make an immediate comparison." This document includes another section titled "Attitude Makes the Difference," with 17 guidelines on how the teacher should give suggestions. One example from the list states, "Praise often! It will move students ahead. Criticism and sarcasm can quickly destroy progress."
- The Teaching the Method document explains how to provide feedback when several members of the class have made the same error by providing an example of students writing *fa* instead of *fo*: "Seeing the error, a teacher could then say, 'Class, what is the sound of the vowel *a*?' The class would say the sound of a: /a/ (as in at). 'So, what is the sound of *f-a*?' The class would say, /fa/ (as in fat). 'What is the sound of the vowel *o*?' The class would say /o/ (as in on). 'Then what is the sound of *f-o*?' The class would reply, /fo/ (as in fog). 'Would those of you who wrote *f-a* also write *f-o* next to it, and let's say the sound of the two slides again? *F-a* says /fa/, and *f-o* says /fo/.' An immediate comparison has been made, and re-teaching has been accomplished. The teacher could go further and have students make words with *fa* and *fo* to complete the learning process."

Materials provide detailed guidance for connecting previously taught phonics skills to new learning.

- The materials provide detailed guidance for connecting previously taught phonics skills to new ones. For example, students are reminded to code a pattern they have learned. In Lesson 59, students learn the sounds *y* can make. The teacher starts by explaining that "you have already learned the first sound of *y*." The teacher reviews that *y* makes the /y/ sound when it is the first letter of a word. The teacher then states, "If *y* is not the first letter in a word, it is a vowel." In

Reading Horizons Grade 2
English Phonics Program Summary

Lesson 74, students review and practice syllable division in VCCV and VCV patterns using the previously learned coding system.

- The materials include specific references in lesson plans and scripts to previous learning. Before introducing vowel teams, Lesson 50 in Chapter 2 starts with a review of the previous lessons on syllable types, including VC, VCC, CV, and VCe patterns. The teacher asks students about each skill. For example, "What is Phonetic Skill 1? (When a vowel is followed by a single guardian consonant, the vowel sounds short)." Then the teacher introduces the new skill: "In a word that follows Phonetic Skill 4, two vowels are separated by a consonant, as in *hope* and *ride*. In this lesson, you will learn about words that have two vowels that are not separated by a consonant. These vowels are right next to each other. In Phonetic Skill 5, the vowels are adjacent."

Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.

- The materials include guidance on the recommended length for each lesson. The Teacher's Manual emphasizes the importance of mastery before moving on. The guide states, "Reading Horizons Discovery lessons are not taught in a single session. Most lessons are taught and reinforced over a period of several days. The time frame serves to guide the average amount of time used." The lesson manual suggests spending 30 minutes a day, not including the differentiated/enrichment resources.
- The materials provide specific guidance on how much time to spend on each lesson component and include specific pacing suggestions for components (stages) of the gradual release of responsibility. A sample lesson plan in the "Component Navigation Guide" suggests starting the day with a 5-minute Phonemic Awareness Warm-Up. At the beginning of each phonics lesson, there is a pacing guide with the recommended amount of time for each component. An example pacing of Lesson 74, on spelling with *c*, recommends 5 minutes for Review, 10–15 minutes for Teacher Instruction, 5–10 minutes for Guided Practice/Dictation, 3–5 minutes for Whole Class Transfer Cards, and for Student Transfer Cards usage, it states "Times will vary." For Differentiation/Reinforcement Activities, it states "as needed."

Reading Horizons Grade 2
English Phonics Program Summary

Indicator 2.4

Materials include **frequent and distributed** review of phonics skills with **cumulative practice opportunities with decodable text**.

1	Materials include intentional cumulative review and practice activities throughout the span of the curriculum.	M
2	Practice opportunities include only phonics skills that have been explicitly taught.	M
3	Decodable texts incorporate cumulative practice of taught phonics skills.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include frequent and distributed review of phonics skills with cumulative practice opportunities with decodable text.

Materials include intentional cumulative review and practice activities throughout the span of the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills.

Evidence includes but is not limited to:

Materials include intentional cumulative review and practice activities throughout the span of the curriculum.

- The materials include intentional practice and review of decoding and encoding using previously learned and newly learned phonics skills throughout the year. For example, the materials begin each lesson with a short review. The review is a time for students to retrieve prior knowledge and show mastery of previously taught skills. For example, in the Review section of Lesson 74, students review encoding words with the /k/ sound. The teacher dictates sentences that contain words with this sound. As a class, they analyze the different spellings they have used, such as *ck, k, nk,* and *ke.* This review lesson was intentionally placed because, in Lesson 74, students learn about a new spelling pattern for the /k/ sound. Additionally, dictation lists and "Student Transfer Cards" used in every phonics lesson of the program consistently include word lists with the new skill introduced in the lesson and a word bank or sentences with previously taught skills. For example, in Lesson 74, students practice encoding a variety of previously learned skills, including adding inflectional endings and open/closed syllable patterns.
- Each lesson includes games in the "Reinforcement and Differentiation Activities" that reinforce skills that have previously been taught and newly learned phonics skills. For example, in Lesson 23, one of the games is called "Popcorn." Students spell words one letter at a time by popping up when it is their turn to say the letter. After the last letter has been said, the next person says, "popcorn," and the next person is out. Once a student is out, they continue to engage in the game by spelling the word on their whiteboard. The teacher uses previously learned or newly learned words.
- Lessons use consistent routines to introduce and review phonics skills that include different modalities. As students practice new skills during guided dictation, the lessons guide them in using the marking patterns they have previously learned. For example, Lesson 82 reviews the

Reading Horizons Grade 2
English Phonics Program Summary

routine for decoding syllables when teaching how to decode multisyllabic words. This routine is used throughout the program when introducing new syllable types and practicing multisyllabic words. The script says, "Using the skills you have learned so far, you can decode words with more than two syllables. You use the same method that you use with two-syllable words: mark under the word, return to each vowel (left-to-right), separate the syllables, and apply the Five Phonetic Skills. Because these words have more than two syllables, it's possible that you'll use both Decoding Skills in one word." During small-group teacher-led instruction or student centers, additional routines with different modalities include games, writing, and reading with transfer cards, decodable readers, and practice pages.

Practice opportunities include only phonics skills that have been explicitly taught.

- Practice opportunities include only phonics skills that have been explicitly taught. For example, after learning the schwa sound in Lesson 62, students encode words with the new pattern and previously learned patterns, such as open syllables, closed syllables, silent *e* syllables, and two-syllable words. Words students write include *ago*, *pilot*, *tyrant*, and *divide*. Then students read words and sentences that contain this pattern and previously learned patterns using "Transfer Cards." Students practice as a whole class and then with a partner. Some of the words in this lesson include *bacon, scuba, item, total,* and *private*. One of the sentences is, "A dozen rolls are baking in the oven." For reinforcement or differentiated practice, the program includes the book "The Zebra," which has a decodability of 97% and includes 18 skill words with the schwa sound, 65 high-frequency words learned previously, and 8 challenge words.
- Students apply the focus skill for the lesson or skills from previous lessons during guided and independent practice. During the "Dictation" portion of the lesson, students practice writing words and sentences that contain the current focus skill and skills from previous lessons. For example, in Lesson 73, students learn about spelling with two-syllable words. The dictation is broken up into different sections based on the second syllable type. Students practice encoding words such as *canvas*, *moment*, *jumbo*, *athlete*, *appeal*, *decide*, *happy,* and *gypsy*. Students also practice words with blends, final stable syllables, and inflectional endings.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Decodable texts incorporate cumulative practice of taught phonics skills by increasing in complexity. They only include taught phonics skills. For example, the lesson plans include resources such as decodable sentences that are specifically connected to the phonics objective. After introducing the VCV syllable division pattern in Lesson 61, students begin coding multisyllabic words. The materials include sentences with multisyllabic words in guided dictations and Transfer Cards in subsequent lessons for review and to build on new skills. Student transfer cards in Lesson 64 include sentences with multisyllabic words with VCV and VCCV patterns, such as "Making a fruity drink is easy if you use a blender."
- Decodable texts align closely with the scope and sequence of the lessons, connecting previously taught objectives to new ones. The program includes 54 "Little Books" students can use independently to practice decoding that are aligned to the program's sequence of instruction. The books have a decodability of 90% or above. For example, in Lesson 73, students learn about two-syllable words. Students practice reading the words *cabbage, cement, cheetah, relax,*

Reading Horizons Grade 2
English Phonics Program Summary

wildlife, zebra, and *provide* in the book "Kenya." This book also has 51 high-frequency words that have previously been taught, which include *living, long, work, made,* and *years.*

- The decodable texts increase in skill complexity as well as length. For example, in Lesson 18, the decodable book "A Fox" has 74 total words and focuses on the skill of L-blends, which includes words such as *plant, plants, plum, plums, plump, plus,* and *sled.* In Lesson 95, students read the book "Neima's Necklace," which has 399 total words. The focus skill is *ea*, *ie,* and *ei* and includes the skill words *breath, shrieked, spear, relief,* and *retrieved*.

Reading Horizons Grade 2
English Phonics Program Summary

Indicator 3.B.2

Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of **phonemic awareness** skills, as outlined in the TEKS.

1	Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes.	M
2	Materials include scripted direct (explicit) instruction for teaching phonemic awareness.	M
3	Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.	M
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.

Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include scripted direct instruction for teaching phonemic awareness. Materials include direct detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

Evidence includes but is not limited to:

> **Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes.**

- The scope and sequence starts with a review of the phonemic awareness skills that were covered in grade 1. In Weeks 1–8, students focus on previously learned skills, such as phoneme blending, segmenting, substitution, and deletion of three- and four-phoneme words. Starting in Week 7, students work on blending and segmenting five-phoneme words. In Week 10, the skill becomes progressively more difficult, with students substituting the initial phoneme with an initial consonant blend. In Week 19, students substitute the vowel phoneme in a four-phoneme word. In Week 20, students delete the second phoneme in words with an initial consonant

Reading Horizons Grade 2
English Phonics Program Summary

before substituting the second phoneme in words with initial consonant blends in Week 22. During Week 31, students delete the second phoneme in a five-phoneme word.

Materials include scripted direct (explicit) instruction for teaching phonemic awareness.

- Lessons identify the skills to be learned and communicate the objectives clearly to students. Each lesson identifies the objective below the task's number and embeds it in the script. For example, in Week 4, the teacher begins the lesson by stating the objective: "Today, we will practice the important skill of blending. When we connect the sounds in words, we want to glide them together without stopping."
- Lesson plans include specific and precise terms, phrasing, and statements for teachers to use during instruction and follow the gradual release of responsibility model. For example, in Week 4, the scripted lesson provides instructions on deleting the first phoneme in three- and four-phoneme words: "We will take the first sound away from a word that starts with a blend. You will need to listen carefully because sometimes it can be tricky to separate blends. Listen to the word *speak*. If I take the /s/ away, my new word is peak."
- Lessons follow the gradual release model. For example, after learning to delete initial phonemes in Week 6, the script includes an activity called "Say-It-Slide-It-Change-It." The script prompts the teacher to give each student five counters and a copy of an Elkonin box. The teacher says, "I am going to say a word and slide a counter into the box for each sound I hear in the word. The word is *can*. Repeat the word. (*can*) The first sound I hear is /k/. I will slide my first counter in the box while making the /k/ sound." The teacher continues with each sound and adds, "Now I am going to take the first sound by sliding the counter out of the box. Let's blend the sounds that are left and find the new word: /ă/ /n/. The new word is *an*. What is the new word? (*an*) Let's try a word together. The word is *blot*. Repeat the word. (*blot*) We will slide the /b/ sound into the first box." After deleting the /b/ sound to make *lot*, students practice as the teacher provides the words and sound to delete. For example, "scope without /s/ (*cope*), space without /s/ (*pace*)."

Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.

- Materials provide specific and precise terms, phrasing, and statements that teachers can use during core instruction for connecting phonemic awareness skills to the alphabetic principle. For example, in Lesson 90, students practice encoding words that end with the /k/ sound. The teacher asks the students to spell the word *book* together. The teacher starts by asking students to identify the first sound in the word and then which letter or letters make this sound. The teacher repeats for the medial position. The teacher then asks, "Which letter/letters will we use for the /k/ sound and why?" Then the teacher says, "Now, I will say two words. Listen for the vowel sound in each word. Then tell me which word will end with *k-e*." Students take turns spelling each answer on the board and coding the words. They continue practicing during guided dictation with words such as *take*, *bike*, and *strike*.
- In the "Component Navigation Guide," the materials link to the "Eraser Game" to practice connecting phonemic awareness to decoding and encoding as a daily practice. The instructions

Reading Horizons Grade 2
English Phonics Program Summary

state, "During the Eraser Game, build in phonological and phonemic awareness practice to provide students an opportunity to connect speech to print." During the game, students write a list of words on their whiteboards, and the teacher guides students in tasks that include previously learned phonemic awareness skills, including blending, segmenting, adding, deleting, and substituting phonemes. Examples include:

- o "I will say a word slowly; point to the word I say: /s/, /k/, /ĭ/, /m/." Students point to the word skim, read it twice, and erase the word.
- o "Point to the word that has five phonemes." Students point to the word blast, read it twice, and erase the word.
- o "Point to the word that would say troll if we add /t/ to the beginning." Students point to the word roll, read it twice, and erase the word.
- o "Point to the word that would say pan if I took out the /l/ sound." Students point to the word plan, read it twice, and erase the word.
- o "Point to the word that would say chip if I changed the /sh/ to /ch/." Students point to the word ship, read it twice, and erase the word.

Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

- ● Materials include a variety of activities specifically designed to help students develop, practice, and reinforce their understanding of phonemic awareness skills through cumulative review. In the "Phonemic Awareness K–2 Manual," the lesson guide includes a game or activity every Friday that allows students to practice and reinforce previously learned skills. For example, in Week 56, the class plays "People Puppets." In this game, the students are puppets and can only speak their sounds when they are gently tapped on the shoulder. After the class blends the phonemes in the first word (*flips*), the teacher changes the "puppets" to create new words. The student representing the fourth sound sits down, and another student is selected for the fourth sound and given the sound /k/. The script adds, "Continue playing People Puppets by changing the vowel student for each word. You can also change the first, second, and last sound student for each of the word lists below." The words provided are *crept/crest, flint/flipped, clams/clans, sleeps/sleets, grabs/grams, grates/grapes,* and *brains/braids*.
- ● The materials suggest or provide resources, including manipulatives, to practice and reinforce students' phonemic awareness skills. The program includes printable Elkonin boxes for students to use with a variety of phonemic awareness activities. For example, in Week 24, on Friday, students use the Elkonin boxes to substitute the initial phoneme. There is a list of words to use that includes *clue/crew, snail/scale, grow/glow, swear/spare,* and *grass/glass*.

Reading Horizons Grade 2
English Phonics Program Summary

Indicator 3.C.1

Materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of **grade-level sound-spelling patterns**, as outlined in the TEKS.

1	Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.	M
2	Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.

Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

> **Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.**

- The materials provide a "Content and Sequence" with clear phonics objectives for lessons, chapters, and grade levels. The materials are placed together for grades 1–3 to show vertical alignment within these grade levels. In grade 2, students receive one lesson from Chapter 1 on spelling with *c* and *k* and proceed to Chapter 2 with letter blends, special vowel combinations (-*ll*, -*ng*, -*nk*), and digraphs (*th*, *ch*, *sh*, *wh*, and *ph*).
- The objectives are aligned to the grade-level TEKS sound-spelling patterns, progressing from one-syllable CCVC and CVCC words to words with silent letters, such as *knife* and *gnat*. Later, they introduce multisyllabic words with closed syllables, open syllables, VCe syllables, and vowel teams.
- The materials progress from simple to more complex sound-spelling skills. Chapter 3 introduces long vowels (*CV*, *VCe*, and *ai*, *ay*, *ea*, *ee*, *oa*, *oe*, *ui*, *ue*, *ie*), spelling with final -*ck* and -*k*, vowel

families (-*old*, -*olt*, -*ost*, -*ind*, -*ild*), digraph blends (*shr*, *thr*, *phl*, *phr*, *chl*, *chr*, and *sch*), and letter combinations with *gh* (*gh*, *igh*, *ight*). Lesson 31 begins with the students reviewing vowel sounds. The materials state, "Vowels are special letters because they make more than one sound." The teacher refers to the vowel poster and says, "I will write the vowels on the board as you say its sounds." The teacher shows the students how to add markers over the vowels to indicate long or short. In Chapter 3, Lesson 50 introduces vowel teams, and Lesson 57 introduces the sounds of *gh* and *igh*.

- Chapter 4 includes the many jobs of *y*, the schwa, and starts using two-syllable words in Lesson 66. In Lesson 68, students learn to decode *cc* and final stable syllables. Chapter 5 starts with r-controlled vowels. Lesson 82 is focused on decoding words with three syllables. Next, the program includes more digraphs (*gn, kn*, and *wr*), special vowel combinations (*au, aw, ou, ow, oi, oy, oo*), and spelling with -*ke*, -*ck*, -*k*, and -*c.* Chapter 6 provides a lesson on other sounds for *ea*, *ie*, and *ei*.

Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns.

- The materials clearly communicate the objectives for the lesson and spiral back to connect the new pattern to previous sound-spelling patterns. In Lesson 18, the teacher script states, "You have learned all of the letters and sounds of the alphabet. Now you can join some of these sounds together to form Blends. A Blend is two or three consonants standing together. Each consonant keeps its own sound."
- The materials include specific and precise terms, phrasing, and statements teachers can use during core instruction. For example, "There are 26 letters in the alphabet, but there are 42 sounds." Also, "Five letters are the main vowels in English. They are the letters *a, e, u, o*, and *i*."
- The materials provide teachers with important points to emphasize about grade-level sound-spelling patterns. For example, in Lesson 23, the teacher explains, "When there is an *s, f*, or *z* sound at the end of a one-syllable word, the last letter is usually doubled when spelling the word. There are no additional markings for words that follow this rule."
- The lesson sequence follows the Gradual Release of Responsibility Model. In Lesson 32, Phonetic Skill 1, the teacher explains how to mark CVC, CCVC, and CVCC words: "Because the guardian consonant's job is to keep the vowel short, now we can make the short vowel mark above the letter *i*." Next, the teacher models with *stop* and *such* and then dictates the spelling of real and nonsense words, including *fan*, *gox*, *frog*, and *crep,* for students to encode, mark, and read aloud. During the transfer section of the lesson, students mark and read aloud words and short sentences individually or in pairs.

Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

- The materials clearly communicate the objectives for the lesson and spiral back to connect the new pattern to previous sound-spelling patterns. In Lesson 32, the teacher says, "Now that you know the long and short vowels, you can learn how to tell whether a vowel is long or short when you see it in a word. There are Five Phonetic Skills that will help you to know if a vowel is long or short. Today, you will learn Phonetic Skill 1: When a vowel is followed by a single guardian consonant, the vowel will be short."

Reading Horizons Grade 2
English Phonics Program Summary

- The materials include a variety of activities to develop, practice, and reinforce students' knowledge of sound-spelling patterns. Each lesson starts with a review of previously taught patterns, followed by instruction, dictation (guided practice), and transfer (independent practice). Lessons provide reinforcement activities and resources, including games, practice pages, decodable texts, and computer software.
- Every guided practice includes dictation of words with previously learned skills. In Chapter 5, Lesson 89, the teacher introduces the two sounds of *oo,* shows how to mark this pattern (with one *x* between the two vowels and an arc under both), and the class practices spelling, proving, and reading the words *pool, boot, foot, wood,* and *cook.* In guided practice, the teacher dictates words with both *oo* sounds, stating which sound to use beforehand. During Transfer*,* students prove and read words and sentences, including two-syllable words they learned previously (*book*, *pool*, *food*, *harpoon*, shampoo, and "We will cook the food at noon"). A practice page provides a word bank and sentences for students to complete, such as "I will be in my…reading."
- Materials provide a variety of games that include taught sound-spelling patterns and build on previous instruction. Game instructions are located in the daily review section or reinforcement section of the lesson. For example, in the suggested game "What's Real," the objective is to find real words within a nonsense word. Students select and write a nonsense word on the board using a list of nonsense words. Then students make that word at their desks, using their 42 Sounds Cards found on the Enrichment CD, and in one to three minutes, they see how many real words they can create from the letters of the nonsense word. They must form the word at the desk, write it down on paper, and then form another word at the desk and write it on paper, continuing in that manner. For example, from *florg,* students can make *log*, *frog*, *for*, and *flog*.

Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation and in decodable connected text that builds on previous instruction. For example, in guided practice, students code and read words in isolation using coding marks. During individual practice, students use "Transfer Cards" and practice pages, which include words and sentences for students to read. Games are included for reinforcement.
- In Chapter 2, Lesson 27, students learn digraph *th*. After guided practice and transfer activities, they complete a practice page asking them to "Write a sentence with one of the *th* Digraph words. Then read the sentence."
- Materials provide a consistent activity through a variety of resources to support decoding and encoding words that include taught sound-spelling patterns both in isolation and in decodable connected text. Students start reading and writing words in isolation in the first lesson. Every lesson includes direct instruction, guided dictations, and Transfer Cards. All the components of each lesson on sound-spelling patterns follow the routine of marking words and reading them aloud. Some lessons include additional materials. For example, Lesson 43 includes a practice page where students circle words with the silent *e* pattern and match them to a picture.
- Starting in Lesson 6, Whole Class Transfer Cards and Student Transfer Cards include one or more sentences with words that cover previously taught sound-spelling patterns for students to mark

and decode.

- Students also practice decoding within sentences and decodable texts. Starting in Lesson 10, the guided practice dictations include sentences for students to encode. This lesson's dictation includes sentences with all the short vowels taught in the first nine lessons of first grade.

- In Chapter 5, Lesson 83, students spell *ph*, *gn*, *ck*, *wr,* and *kn* digraphs. During guided practice, the teacher dictates sentences with digraphs, double consonants, short vowels, long vowels, and some two-syllable words: "There is a gnat on my knee; Phil will dress up like a knight; The teacher will assign an oral report; Jack wrote a story titled 'The Wrath of the Gnome.'"

- Lessons have additional resources, such as the corresponding "Little Books," which can be read in whole class or individually.

Reading Horizons Grade 2
English Phonics Program Summary

Indicator 3.C.2

Materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing **regular and irregular high-frequency words**.

1	Materials provide a systematic sequence for introducing regular and irregular high-frequency words.	M
2	Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.

Materials provide a systematic sequence for introducing regular and irregular high-frequency words. Materials provide scripted direct instruction for decoding and encoding regular and irregular high-frequency words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing regular and irregular high-frequency words.

- The materials provide a systematic sequence for introducing high-frequency words following Fry's Frequently Used Word List. The grade 2 scope and sequence teaches up to 280 high-frequency words, including words taught in previous grades. The curriculum contains sets of "Most Common Words" (MCWs) presented throughout the course. Students begin reviewing MCWs List 7, previously taught in first grade, and teachers can use the lessons from the grade 1 materials as necessary.
- The introductory lesson plans address the decodable and non-decodable parts of high-frequency words. The "Quick Guide to Effectively Teaching Most Common Words" provides a routine with steps for teaching all the MCWs. The script prompts the teacher to:
  - Connect each sound to print (orthographic mapping).
  - Identify which parts of the high-frequency words are decodable.
  - Identify irregular spellings, letters, or letter combinations that don't match the sound.
  - Underline the word indicating it is an MCW.

Reading Horizons Grade 2
English Phonics Program Summary

- o Analyze each word with students.

Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words.

- The materials provide generic, scripted instruction for teaching students how to decode regular and irregular high-frequency words. Every MCWs lesson includes the same four steps: "analyze each word using the provided questions, remind students they only need to mark the phonetic parts of the most common words, define the word and create a visual, and use the most common word in context." Analysis questions are provided for each word, including "What do you already know about this word? Does this word have sounds that you already know how to spell?" Examples of analysis for each word are scripted for teachers to reference up to Lesson 85, when most new words are decodable. The Teacher's Manual states, "Emphasis should be placed on helping students recognize Most Common Words quickly, effortlessly, and automatically."
- The materials provide partially scripted instruction for the guided practice section of each lesson in which students engage in intertwined decoding and encoding of high-frequency words. This section suggests multiple activities for the teacher to choose from to promote reaching three main objectives: read the words with sight-to-sound correspondence, correctly read and spell them in context, and recognize them with automaticity. Suggestions of decoding activities include "Have students circle, underline, or use a marker to highlight the MCWs found in a prescribed reading selection." Suggested encoding activities include "Write sentences on the board… Insert a blank where an MCW belongs in each sentence. Have students fill in the correct MCW" and "Have students write context sentences of their own." The materials state, "Provide opportunities for students to not only read but write MCWs in context."

Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

- The activities and resources support students' development of high-frequency word knowledge through cumulative review. Every lesson includes an analysis of each MCW using a list of questions that prompt students to consider which parts of the words have been previously taught and to connect the MCWs to other words learned before when applicable.
- The materials include activities and resources for practicing and reinforcing decoding and encoding high-frequency words through cumulative review. Each MCWs lesson includes a review of high-frequency words at the beginning using a game. Also, most lessons include sentences with MCWs taught previously in the guided dictation, Transfer Cards, and practice pages. The "Little Books" are also available for students to practice MCWs and phonics skills taught up to that point in decodable text.
- The program asks students to review MCWs daily, using their Most Common Words Flashcards in print or using the computer software. The flashcards can also be used to build a word wall to reinforce all the MCWs taught.

Reading Horizons Grade 2
English Phonics Program Summary

Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

- Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation and in connected text. Each MCWs lesson suggests a variety of activities to decode, including using MCWs cards, providing reading materials for students to identify the MCWs, playing games, and asking students to notice how frequently MCWs occur in a text. Reinforcement activities include online software with digital flashcards and Little Books in which students read the MCWs in connected, decodable text. Also, Whole Class Transfer Cards with word lists and sentences are read chorally in every lesson.
- Each MCWs lesson suggests a variety of activities for students to write high-frequency words in isolation and connected text. Some suggested activities are as follows:
    - Dictation of words in isolation
    - "Sky-write" words with the index finger
    - Have students trace and write each MCWs independently
    - Write sentences and have students fill in the correct MCW
    - Have students write sentences of their own
    - Use sound cards to spell MCWs
- Student Transfer Cards with isolated words and sentences are used for individual reading practice or to spell as a partner dictates them. Practice pages provide additional opportunities to read and write MCWs in connected text.

Reading Horizons Grade 2
English Phonics Program Summary

Indicator 3.C.3

Materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of **syllabication** to decode and encode one-syllable or multisyllabic words.

1	Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.	M
2	Materials provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.

Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. Materials provide scripted direct instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.

- Lesson objectives progress from easier to more complex skills. Grade 1 materials provide opportunities for students to apply their knowledge of syllable types to decode and encode single-syllable words, while grades 2 and 3 materials build on that knowledge for decoding and encoding multisyllabic words.
- The sequence for introducing syllable types and syllable division principles in first grade is aligned to the TEKS. In grade 2 materials, students decode and encode multisyllabic words that use open and closed syllables, which were learned in first grade, r-controlled syllables, and the

final stable -*le.* The materials introduce syllable division patterns in two-syllable words in Lessons 61, 63, and 73. The division patterns introduced include multisyllabic words with CVC, VCV, VCCV, VCCCV, final stable syllables, and r-controlled syllables.

Materials provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words.

- The materials include principles of explicit instruction in identifying syllable types and applying that knowledge to decoding and encoding. Lesson 77 introduces r-controlled syllables. The materials connect the previously learned r-controlled vowel *ar* to the r-controlled vowel *or*. The teacher states, "The first murmur diphthong (r-controlled vowel) you learned was '*ar*.' The next murmur diphthong (r-controlled vowel) you will learn is '*or*'... The sound of '*or*' murmur diphthong is the same as the most common word *or.*"
- The materials provide teachers with important points to emphasize for decoding and encoding words by applying knowledge of syllable types. In Lesson 77, the materials provide steps to coding the r-controlled syllable type. The teacher says, "Remember to mark (code) a murmur diphthong (r-controlled vowel), write an '*x*' under the vowel, and arc it with the '*r*.'"
- The materials provide teachers with important points to emphasize for decoding and encoding words by applying knowledge of syllable division principles. In Lesson 77, when the teacher models coding the word *forest,* the teacher starts by having students count the consonants after the vowel. The teacher reminds students that *or* is considered a vowel sound. After students identify that there are no consonants that follow, the teacher states, "because there are no consonants after the murmur diphthong (r-controlled vowel), just separate the two vowels." The teacher models this division by drawing a line between the two.

Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

- The materials include a variety of activities to develop, practice, and reinforce the identification of syllable types and the application of syllable division principles to decode and encode words through cumulative review. In every skill lesson, students code words during guided and independent practice using a consistent marking system and follow steps to apply their knowledge of syllabication to decode and encode words with a new skill and previously learned skills. For example, in grade 2, students practice syllable division with vowel teams and review other syllable types, such as silent *e*. The students go through the following steps: "1. Work under the word, left to right. 2. Arc any Blends or rainbows. 3. Mark the first vowel with an *x*. 4. Mark the second vowel with an *x.* 5. Work up and around the word, right to left. 6. If a word with an adjacent vowel in the middle also ends in silent *e,* mark the *e* silent. 7. Draw a straight line through the second adjacent vowel and the *x* underneath it. 8. Mark the first vowel long. 9. Say the sound of the vowel. 10. Say the whole word."
- The materials include a variety of resources to develop, practice, and reinforce syllable division skills. In Lesson 73, students learn to decode two-syllable words from a variety of syllable types. During the "Dictation" portion of the lesson, the teacher reads two-syllable words from a variety of syllable types. The program breaks up the word into small chunks. The first section of the dictation focuses on students encoding words with a closed syllable in the second syllable, then

an open syllable in the second syllable, VCe syllable in the second syllable, and then a vowel team in the second syllable. Students write down each word and code the word accordingly to the coding rules they have already learned. Students always start by marking all the vowels with an *x* and then code from left to right. Examples of words students code during this lesson include *open, silent, jumbo, inside,* and *repeat*. In Lesson 73, students learn to decode two-syllable words from a variety of syllable types. On a practice page, students code two-syllable words from a variety of syllable types. After students code each word, they read the words they coded. Examples of words include *handle, bugle, diffuse, oven,* and *cyclone*.

- Every skill lesson includes Whole Class Transfer Cards, Student Transfer Cards, and practice pages used to develop, practice, and reinforce syllabication skills. These resources include word lists for students to code and decode with the class, individually, and in pairs.
- Other resources to practice and reinforce skills include decodable readers, a software program, and a list of suggested and adaptable games.

Materials provide a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- Materials provide a consistent activity through a variety of resources to support decoding and encoding multisyllabic words in isolation. Students start reading and writing two-syllable words in Chapter 4, Lesson 61. Every lesson after that includes guided dictations and Transfer Cards with multisyllabic words. Each lesson on phonics skills follows the routine of marking, or coding, words and reading them aloud. Lessons include practice pages where students practice coding multisyllabic words and decoding them in isolation. For example, in Lesson 76, students learn r-controlled syllables. The guided dictation and Transfer Cards include multisyllabic words and syllable division patterns previously taught, such as *arcade*, *arctic*, and *cargo*. Students can decode the word lists on the Transfer Cards independently or work with a partner to take turns dictating the words to each other to practice encoding. Games, practice pages, and lessons in the software program provide opportunities to decode words in isolation, following the patterns from each lesson.
- The materials provide a variety of activities and resources to decode and encode multisyllabic words in a connected text that builds on previous instruction. Student Transfer Cards include sentences for students to read independently or dictate to a partner. In Lesson 76, sentences include multisyllabic words with r-controlled syllables taught in the lesson, as well as previously taught syllable types and syllable division (VCV and VCCV patterns). Sentences include "I thought that the car alarm would never stop beeping!" and "The cargo plane will depart before dark."
- The program includes 54 decodable books that students can use independently to practice decoding two-syllable words and multisyllabic words in connected text. For example, in Lesson 69, students practice decoding words with the final stable syllable *-le* and then read a decodable text called "Be Nice to Dogs," which includes words such as *able, apple, fables, giggle, muzzle* and *hassle*.

Reading Horizons Grade 2
English Phonics Program Summary

Indicator 3.C.4

Materials connect phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing **morphological awareness**.

1	Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.	M
2	Materials provide direct (explicit) instruction for supporting recognition of common morphemes.	M
3	Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.	M
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
5	Materials provide a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials connect phonics instruction to meaning by providing systematic and direct instruction, practice, and review related to developing morphological awareness.

Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials provide direct instruction for supporting recognition of common morphemes. Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.

- The program begins with less complex morphology lessons in grade 1 and progresses to more complex objectives in grades 2 and 3. In grade 2, students review inflectional endings learned in first grade (*-ed, -s*, and *-es*) and learn prefixes, including *un-, re-*, and *dis-*, as well as additional inflectional endings, including *-er* and *-est*. The "Component Navigation Guide" for grade 3 includes a lesson on adding suffixes to words ending in *y*, as well as other suffixes (-tion, -sion,

and -ous).

- The lessons on morphemes build upon prior learning. Lessons on how to add suffixes to different word patterns (CVC, CVCC, VCe) and the three sounds of *-ed* overlap in grades 1–3. Reference Lesson 79 includes mini-lessons on prefixes and base words, which are taught both in second and third grades. The document marks the end of second-grade instruction and includes a mini-lesson on suffixes for third grade. Also, lessons within the grade level build on previously taught morphemes. For example, Lesson 55 teaches how to add the suffixes learned at this level to words ending in a VV pattern.
- The lessons are taught in a logical order and aligned to the TEKS, which state that the students "will be able to decode words with prefixes, including *un-, re-*, and *dis-*, and inflectional endings, including *-s, -es, -ed, -ing, -er,* and *-est*."

Materials provide direct (explicit) instruction for supporting recognition of common morphemes.

- The program includes direct (explicit) instruction on specific morphemes. In Chapter 5, Lesson 79, the materials introduce the concept of root words: "The root of a word is the main or basic part of the word. Some roots can be words by themselves, like the word act. But often, a root will have other parts added to it. Each root in a word means something. The root act means do, and the word cycle means to circle." The lesson continues with the definition of a prefix, and students practice identifying root words by circling the root in words such as *bicycle*, *tricycle*, *impossible*, and *misbehave*.
- Lessons employ the gradual release of responsibility model and suggest a variety of practice activities that intertwine decoding and encoding common morphemes to build automaticity and accuracy. In Lesson 71, students learn how to add suffixes to words ending in *y*. In the "Guided Practice/Dictation" section, the teacher starts by modeling the first dictation practice with the word *betraying*. The teacher says, "Write *betray, betray*. Prove the word. Write it again. Add -*ing*. Underline the suffix. Say the word." The teacher walks the students through the first few. In the "Whole Class Transfer Card" section, the class reads words and sentences together, including *play, applied, decaying,* and *craziest*. Additional practice activities include Transfer Cards, practice pages, decodable "Little Books," games, and a software program.

Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.

- The materials provide clear, direct lessons on morphemes with scripted language that emphasize word meaning. In Chapter 3, a mini-lesson script on present tense provides two sentences: "Devon rides his bike to school" and "Devon is riding his bike to school." Then it explains, "The verbs in each sentence tell the reader or the listener that Devon is riding his bike at this present time. In the first sentence, we add an *-s* to the verb ride to make the present tense. In the second sentence, the verb ride ends in *i-n-g*. The word *is* comes before the verb riding. The reader or listener will know that Devon is riding his bike to school right NOW."
- The materials support students in connecting meaning to affixes and building new words. In Lesson 37, the teacher writes the word *run* on the board and has the students mark the patterns within the word. The teacher models adding the suffix *-ing.* The teacher guides students into

writing the word with suffix *-ing* and asks the students to create a sentence with the word *running*. This process is repeated for adding the suffix *-er.*

- Students engage in multiple reading and writing activities that focus on the application of base words and affixes. Every lesson includes a guided dictation where the teacher dictates a word and prompts students to use it in a sentence. Materials also include practice pages. For example, in Lesson 84, students practice making words plural by adding *-es (benches, dishes)* and reading the new word. They also read sentences and circle the morphemes. Additional practice activities include decodable "Little Books," games, and a software program.

Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

- Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills through cumulative review. Each lesson includes guided dictations, Transfer Cards with words and sentences to read and dictate, games, practice pages, and a software program with lessons and decodable books.
- The materials provide a variety of activities and resources to cumulatively reinforce morphological awareness skills. After introducing how to add suffixes to words ending in one consonant sound and two consonant sounds, Lesson 48 starts reviewing these two skills. Then the teacher introduces the new objective: "You already learned how to add the suffixes *i-n-g*, *e-d, e-r,* and *e-s-t* to words that follow phonetic skills 1 and 2. Now you will learn how to add suffixes to words that follow phonetic skills 3 and 4." The guided practice includes words for dictation with previously learned skills (*ship/shipped* and *stand/standing*). Students can also practice reading these patterns in the decodable Little Books "The Skipping Fish" and "A Close Call."

Materials provide a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- The materials provide a variety of activities and resources that involve decoding and encoding morphemes in isolation. All lessons include guided dictation, games, practice pages, and lessons in the software program with word lists and provide opportunities to decode words in isolation. Transfer Cards are also used for dictation in student pairs.
- The materials provide a variety of activities and resources that involve decoding and encoding morphemes in connected text. In Chapter 4, Lesson 71, students practice encoding words with suffixes in sentences such as "The babies cried while they were teething." Later in the lesson, students use Transfer Cards with word lists and sentences to decode morphemes in connected text, including sentences such as "We stayed at home and played with the twin babies." To practice encoding with Transfer Cards, students are paired up and take turns dictating the words and sentences to each other.
- Materials include decodable connected text that builds on previous instruction. The books incorporate phonics skills, high-frequency words, and morphemes that have been previously taught and the new skill being introduced. For example, the book "Inventions from the Middle

Reading Horizons Grade 2
English Phonics Program Summary

Ages" includes new suffixes (*-tion, -sion*, and *-ous)* and previously taught morphemes (*-ed, -s,* and *-es*).

- Some games, practice pages, and lessons in the software program provide opportunities to decode words in isolation.

Reading Horizons Grade 2
English Phonics Program Summary

Indicator 3.D.1

Materials provide frequent opportunities for students to practice and develop **word reading fluency**, by using knowledge of grade-level phonics skills to read **decodable connected texts** with accuracy and automaticity.

1	Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson.	M
2	Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.).	M
3	Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide frequent opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level phonics skills to read decodable connected texts with accuracy and automaticity.

Materials include embedded guidance for teacher modeling and practice with word lists, decodable text, and sentences. Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.). Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.

Evidence includes but is not limited to:

Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson.

- The lesson plans include explicit modeling and demonstration of skills with word lists, decodable sentences, and decodable texts that are carefully sequenced to be consistent with letter-sound relationships that have been taught to the reader. In Lesson 22, the teacher uses the words quit, twin, and twist to demonstrate. In Chapter 3, Lesson 50, the teacher introduces adjacent vowels and models with the word *boat*. The lesson continues with the students coding words following phonetic skills 1–5 by marking the letters in them, including *claim, beat, heat, groan,* and *fruit*.
- The lesson plans include guided practice with word lists and decodable sentences. Lesson 22 includes a list of words and sentences for dictation. The word list also includes a list of nonsense words. An additional list of words and sentences is included for extra practice.
- The lesson plans include independent practice with word lists, decodable sentences, and decodable texts. In Lesson 22, the "Whole Class Transfer Cards" and "Student Transfer Cards" include word lists and decodable sentences. This lesson includes a decodable "Little Book" titled "Twig and Twix" for independent practice.

Reading Horizons Grade 2
English Phonics Program Summary

Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.).

- The materials guide teachers to provide practice with word reading fluency in small groups. For example, in Lesson 77, the teacher can use corresponding Little Books from Lesson 76 and Lesson 77.
- The materials guide teachers to provide partner practice with word reading fluency. For example, Student Transfer Cards are designed for students to work with a partner. In Lesson 77, students read the murmur diphthong -*or* in words and read the blends in sentences.
- The materials include independent practice with word lists, decodable phrases/sentences, and decodable texts. For example, Reading Horizon Software is provided for students to complete on their own. The software lessons "follow a deliberate sequence of instruction, practice activities, and assessments." "When a student shows signs of struggle, the software reviews instruction, notifies the teacher, and offers additional practice opportunities."
- The assessments for software lessons include word lists, decodable phrases/sentences, and decodable texts.
- In Chapter 5, Lesson 86, the materials include extended diction practice for small group instruction. In this lesson, students learn about the Special Vowel Sounds *a-u* and *a-w*. The program states, "Not all students will be proficient after the 30-minute lesson. Many students may require reteaching or multiple exposures to become proficient with decoding skills. We recommend providing these additional opportunities during small-group teacher-led instruction or student centers (e.g., games, Elkonin box practice, writing and reading sentences/paragraphs with Transfer Cards, *Little Books*, Practice Pages)."

Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.

- The materials provide a variety of grade-level connected decodable texts. For example, in Lesson 64, Little Books are introduced for this grade level. The introduction states, "Each Little Book story was written to maintain a target range of 90%-100% decodability. This means that 90%-100% of the words used in each story incorporate the skills that students have been taught up to that point in the Reading Horizons Discovery® sequence of instruction."
- The materials provide a software program for students to continue with embedded sentences and decodable books at their own pace. The software program has a library. "The Library contains 74 stories that reflect the themes of each chapter. In the Library, students can practice transferring the skills they are learning in the lessons to connected text and improve their fluency and comprehension. After students read a story, they answer comprehension questions to measure understanding."
- The grade 2 materials provide digital and hard copies of grade-level decodable texts. For example, in Chapter 6, Lesson 55, students who are on and above grade level independently read the Little Book "Neima's Necklace." The book is 98% decodable and includes a word count of 399 words, 27 skill words, 85 Most Common Words, and five challenge words.
- The texts are aligned to the phonics scope and sequence for word-reading fluency. For example, each decodable Little Book follows the phonics scope and sequence. Lesson 77 introduces

Reading Horizons Grade 2
English Phonics Program Summary

murmur diphthong *or*. The book introduced is "Cora and the Unicorn." The lesson also gives another optional book from Lesson 62.

Reading Horizons Grade 2
English Phonics Program Summary

Indicator 4.1

Materials include developmentally appropriate **diagnostic tools** (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.

1	Materials include a variety of diagnostic tools that are developmentally appropriate.	M
2	Materials provide clear, consistent directions for accurate administration of diagnostic tools.	M
3	Materials include data-management tools for tracking individual and whole-class student progress.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include developmentally appropriate diagnostic tools (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.

Materials include a variety of diagnostic tools that are developmentally appropriate. Materials provide clear, consistent directions for accurate administration of diagnostic tools. Materials include data-management tools for tracking individual and whole-class student progress.

Evidence includes but is not limited to:

Materials include a variety of diagnostic tools that are developmentally appropriate.

- The materials include a variety of diagnostic tools for measuring phonological awareness and phonics skills that are developmentally appropriate. The "Spelling and Word Recognition Assessment" assesses features such as subskills within words and assesses single-word decoding ability. This growth assessment is administered four times a year and is used as a benchmark to determine if students are on track based on the skills they should know for each grade level at the appropriate time of the year. The Spelling Assessment is given again at the end of every two chapters and is given as a final assessment at the end of the student's track. In second grade, students take this assessment four times. A "Phonemic Awareness Online Assessment" is available to assign to students and assesses rhyme, syllables, initial sound, final sound, medial sound, blending, and segmenting.
- The "Reading Assessment" uses the Lexile® Framework for Reading to find each student's Lexile measure. There are three versions of the assessment intended to be taken at the beginning, in the middle, and at the end of the year (as assigned by the teacher or administrators) to validate student gains and connect students with texts that match their individual reading level. A student can be reassigned to take an assessment for progress monitoring, but only up to three scores are recorded throughout the year.

Reading Horizons Grade 2
English Phonics Program Summary

Materials provide clear, consistent directions for accurate administration of diagnostic tools.

- The materials include guidance to help the teacher efficiently administer the assessment. On www.rhaccelerate.com, teachers can access videos that explain the assessment and how to assign it. The implementation guide advises, "Prep students to take initial assessments by previewing content with them. Ensure students get logged in to the software," and "Use the Class Roll Report to ensure students get logged into the software." In the "Software Demo Account – Texas Resource Review," the instructions explain that when students log on to the online platform, they click the green "Next" button, which takes them to the assessment they need to take. It also explains that the assessments should take 30–35 minutes on average or could take less time if students get the determined number of questions incorrect. Assessments can be reassigned, but only three scores are kept. The resource video on "Assessments" guides the teacher on how to reassign assessments.
- The online diagnostic assessment has clear directions for students and teachers. For example, in the "Spelling and Word Recognition Assessment," the test clearly states the directions: "It's time for a spelling test. I will read a word and use it in a sentence. Type the word I say and then submit your answer by clicking the arrow button. If you make a mistake when spelling, make sure you correct it before you submit your answer. Click the arrow button when you are ready to begin."
- The materials include detailed information that supports the teacher's understanding of the diagnostic tools provided in the curriculum and the scoring procedures. Materials provide a "Software Assessment Reference Sheet" with a description of each assessment. Teachers and administrators can preview the assessments online. To support understanding of the assessment and scores, the tutorial video "Reports," available in the Online Resources, focuses on key reports: Class Roll report, Group Most Common Words Assessment report, Check-ups report, and Individual Student reports. For example, for the Spelling and Word Recognition Assessment, the video explains with a student example how the points were given in the spelling of the word *kind*. The program assessed the *k* spelling and the *ind* vowel combination. In the example, the student received two points for having a *k* at the beginning of the word. The video also explains icons and where to find all skills assessed.

Materials include data-management tools for tracking individual and whole-class student progress.

- The materials include data management tools to enable teachers to document individual and whole-class data regarding tracking progress on taught phonemic awareness skills. These tools do not include specific skills or student response analysis and do not give specific information regarding students' progress on taught phonological skills (the scores refer to the latest assessment taken). The group Phonemic Awareness (PA) assessment report allows the teacher to click on a PA skill, organized in order of complexity from rhyming to segmenting sounds. Group and student reports show the percentage correct, the total number correct, the total number of questions, the amount of time spent on the assessment, and the date. There is also a class average for each category at the bottom of the chart.
- In the Common Core student report, data tables are organized by specific skills. This report uses data from the phonemic awareness assessment and multiple other tests to break down student mastery of foundational skills by print concept (including recognizing and naming all the letters

Reading Horizons Grade 2
English Phonics Program Summary

of the alphabet), phonological awareness (including recognizing and producing rhyming words; count, pronounce, blend, and segment syllables in spoken words; blend and segment onsets and rimes of single-syllable spoken words; isolate initial, medial, and final sounds in CVC words; and add or substitute phonemes). This report does not include data from the beginning-of-year, middle-of-year, and end-of-year diagnostic assessments.

- The materials include Spelling and Word Recognition Assessment data-management tools to enable teachers to document individual and whole-class data to track progress on phonological awareness skills by listening to words orally, then responding by selecting the correct spelling. The report includes chart tables organized by sound-spelling patterns in order of complexity. A graph compares overall results from different times in the year. It does not show progression on sub-skills of the sound-spelling patterns. The report shows an average score, but progression for specific phonics patterns is not easy to track using this tool because the report shows student responses and errors in another chart and is specific to one test.

- The materials include some tools to help teachers understand the data and how to use it to track student progress. For example, the program color-codes student data by level of mastery and suggests multi-tiered supports for student progress. The Class Roll report shows the student status with color-coded dots. The Group Reading Assessment class report also shows Lexile levels from three different assessments. It does not provide specific skills. These reports can be downloaded to an Excel or CSV spreadsheet to generate charts.

- To support tracking student progress, the software includes the Message Center. Messages are generated by the software when a student fails a lesson or portions of a test and are sent to the teacher. The messages can be sorted by type, student name, subject, or date.

Reading Horizons Grade 2
English Phonics Program Summary

Indicator 4.2

Materials include integrated **progress monitoring** tools, with specific guidance on frequency of use.

1	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills.	M
2	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include integrated progress monitoring tools, with specific guidance on frequency of use.

Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills. Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

Evidence includes but is not limited to:

Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills.

- The materials include progress monitoring tools that routinely and systematically assess students' acquisition of grade-level skills. The program includes formal assessments (Spelling and Word Recognition, Reading Assessment) and formative assessments (Phonetic Awareness Assessment, Dictation, Transfer Cards, Check-ups, Most Common Words Assessment, Skill Tests, Chapter Tests, and Reading Records). Check-ups are available for each lesson, and each chapter has three skill checks. Chapter Tests appear in the students' sequence in the software at the end of each chapter. MCW assessments are separate and are given at the beginning of every chapter for grades 1–3 (Scores determine the instruction of MCWs lists given to the students within each chapter).
- The program includes a "Spelling Supplement" that integrates reading and spelling instruction and includes weekly pre- and post-assessments to guide instruction and show the level of student mastery of the skills taught during each of the 36 weeks. Both types of assessment track student mastery with spelling skill words that correlate to the skills lessons, spelling high-frequency words (including only those words that have been explicitly taught in the previous six weeks of instruction), and coding word patterns with the program's unique marking system. The program includes pages to keep track of student scores by individual test or from multiple tests.
- The materials recommend embedded systematic observations of students' everyday activities and interactions to track progress and assess skills in authentic situations. The program suggests teachers gather observational data for every lesson, including phonemic awareness skills and phonics skills. In the training lesson on "Using Observational Data," the program also recommends keeping track of phonemic awareness activities from the "Eraser game" to identify which tasks students struggle with. The tutorial recommends tracking two phonemic awareness

Reading Horizons Grade 2
English Phonics Program Summary

skills at a time (such as rhyming, syllable identification, initial consonant position, final consonant position, medial consonant position, phoneme blending, phoneme segmentation, and manipulation of sounds). It provides a data tracking sheet for the teacher to complete.

- The materials recommend embedded systematic observations of students' everyday activities and interactions to track progress and monitor the acquisition of grade-level phonics skills. The program includes weekly dictations and Transfer Cards, as well as spelling tests and reading records. According to the publisher, dictation activities and Transfer Cards can be used as screeners, progress monitoring, and formative assessment. The program encourages daily tracking and monitoring skills over time. One sheet is provided to track each specific word from dictation, and another sheet tracks student performance on sentences, Transfer Cards, and the "Eraser Game." During sentence dictation, teachers track the skill words and the high-frequency words. On the "Dictation Tracking Grid," the teacher gives each student a rectangle and records various observation notes about phonemic awareness, high-frequency words, and phonics skills. A "Blank Tracking Sheet" allows the teacher to track a variety of skills.
- Progress monitoring tools reflect multiple accurate methods for assessing students. For example, the teacher monitors student understanding of a specific phonics pattern with dictations, spelling assessments, and oral reading of decodable text using Student Transfer Cards and decodable readers. The materials include 20 running record forms for the teacher to use when listening to a student read the provided decodable readers. The materials provide running record instruction for teachers to use. There are also columns for teachers to tally up the number of current skills, previous skills, and challenge words that are missed.

> **Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.**

- The materials include suggested timelines for checking progress that align to the TEKS and the scope and sequence of the materials. For example, every lesson is correlated with an online lesson on the online software. The software gives students the lesson online and tracks progress on activities and assessments over the skill. Materials recommend assigning a check-up for every lesson and skill checks if a student is struggling.
- The materials guide teachers to monitor progress at a frequency appropriate for the age and skill development. The program suggests using observational data for every lesson: "To meet student needs, we highly recommend that the Dictation Sheets or Dictation Grids be used as an observational assessment tool to collect student data during direct instruction lessons. The Dictation Tracking Sheets and Grids allow teachers to track student performance during each lesson's Dictation and Transfer portions to provide proof of proficiency and help teachers determine which students need additional support in small-group instruction."
- The materials include specific suggestions for how often to monitor the progress of different groups of students or individuals. The program suggests monitoring children who are not receiving intensive interventions less frequently: "Individual Tracking Sheets can be used as a progress monitoring tool to ensure specific students are making progress based on assessments. Teachers may decide to only use these tracking sheets for students who continually struggle with reading and receive additional support during small-group instruction."
- The progress monitoring guidelines adhere to grade-level expectations but recognize that primary students experience variation in growth and learning. In the online software, the

Reading Horizons Grade 2
English Phonics Program Summary

assessment results inform students' experience in the lesson instruction. Throughout the assessments, a student who shows proficiency in certain skills will get the activities first for those specific skills rather than the instruction. Instruction will be given only if needed based on results from within the activities. In the Most Common Words (MCWs) assessment, if the student scores 85% or higher on a list within the assessment, the lesson instructing that list is overridden. Within the lessons, the activities track assesses students in the skill taught in a given lesson, and if the student scores below 85% on the activities, the instruction is given, followed by the activities a second time.

Indicator 4.3

Materials include guidance for teachers to **analyze and respond to data** from diagnostic tools.

1	Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.	M
2	Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data.	M
3	Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include guidance for teachers to analyze and respond to data from diagnostic tools.

Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs. Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data. Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.

Evidence includes but is not limited to:

Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.

- The materials include a data analysis section that supports the teacher's analysis of assessment data. For example, in the professional learning platform, under the Training tab of rhaccelerate.com, the materials provide videos that explain scoring and analysis in detail, including demonstration and explanation with sample student and class data. The materials do not include suggestions for how to examine patterns or trends in the data or guiding questions to ask when interpreting student data.
- The assessment tool results in data that are easily analyzed and interpreted. For example, the program color-codes student data by level of mastery. The Class Roll report and the Spelling and Word Recognition Report show the student status with color-coded dots and allow the teacher to sort the students into tiered groups (red: needs intensive intervention, yellow: needs intervention, green: on track). The program also suggests teachers use these colors or percentages in the printable data sheets.
- The assessment tools result in data reports that inform instruction and facilitate tracking student progress toward skill mastery. In the "Lesson Planner," the teacher can view where each student scores on each lesson from the online program assessment and progress monitoring tools. It indicates the number of students above, on, and below grade level. It also indicates the number of students who don't have data. From this view, the teacher can view the lesson, check-up results, and lesson results. This information is also summarized in a student view. Scores are color-coded to show levels of mastery, e.g., green for initial instruction/practice, yellow for the first time the student scores below 85% on activities, and red for the second time

Reading Horizons Grade 2
English Phonics Program Summary

the student scores below 85% on activities after additional instruction. Teachers can also view customized student progress reports from all assessments administered online.

- The online software includes a Message Center. When a student shows signs of struggle, the software reviews instruction, notifies the teacher, and offers more practice opportunities. The teacher can directly reassign a lesson, a refresher lesson, or another check-up from the Message Center.

Materials tools provide teachers with guidance on how to plan and differentiate instruction based on student data.

- The data-management tools allow teachers to color-code or organize student data to differentiate phonics instruction and easily group students according to online assessment results. The teacher can create, edit or delete groups at any time. All assessment data and check-ups can be filtered by groups. On the "Class Roll" report, students are color-coded by tier status. Students who have a yellow dot need intervention, and students who have a red dot need intensive intervention. The materials also give suggestions on how to group students during core instruction in class. For example, the manual states, "Strategically place strong students next to those students having difficulties."
- Another tool to differentiate phonics instruction is the guide to "Planning to Cover a Lesson Over Multiple Sessions," which explains in detail how to look at the Spelling and Word Recognition Assessment to gather data on student status on specific skills. The document states, "This data can help determine whether this lesson may need to be broken up."
- In the "Implementation Guide," the materials recommend using the data from the informal phonological awareness assessments to select appropriate games in the "Games Supplement" for additional practice. They also state, "Use data from phonological awareness assessments to inform your initial use of the Eraser Game."
- The materials include teacher guidance for differentiating instruction based on students' demonstrated understanding of specific phonological awareness or phonics skills. In the "Spelling Supplement," each lesson includes a table titled "Suggested Differentiated Activities and Instruction" in the "Teacher Resource Manual." Suggestions for direct instruction are included for students in each of four categories based on post-test results: "Above (91–100%), On (80–90%), Below: Emerging (60-79%), and Below: Intensive (0-59%)." For example, when students have difficulty with a spelling pattern and score below 59%, the materials recommend repeating the lesson, doing a guided dictation, practicing "Sound and Spell," and using the "Building Words" activity from the "Review Activities Manual." For independent practice, they recommend using the activity "Sort and Spell," the Transfer Cards from specific lessons, and the homework page.
- Using the data from the diagnostic reading assessment, the materials provide detailed suggestions on how to use the Lexile® measures. For instruction, it is recommended to choose text that is 50L above a student's level but no more than 100L above. For independent practice, choosing text 100L below a student's reading level is recommended. It is not recommended to go below 100L because the text would be too easy.
- The materials include teacher guidance for differentiating instruction after administering running records. Teachers complete a "Student Summary Sheet/Plan for Instruction" in which they mark the areas(s) for instruction (Current Skill, Previously Taught Skills Skill, or Most

Reading Horizons Grade 2
English Phonics Program Summary

Common Words), write the specific skill or lesson to teach, and check off activities for further instruction from a list of suggestions. Recommended next steps include:

- Reteaching identified skill(s) using software or using direct instruction
- Repeated reading of a decodable text (timed for automaticity or not timed for accuracy)
- Reading along in the software (with narration/highlights, read along with highlights only, or read without narration/highlights)
- Using "Student Transfer Cards"

Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.

- Materials provide a variety of research-based student resources that teachers can choose from to respond to student data. For example, the program provides direct instruction on phonics concepts followed by guided dictation and practice with decodable word lists and sentences in Transfer Cards and practice pages. Other resources include check-up tests for each skill, independent spelling tests, and online activities. The program includes suggestions or materials for literacy stations specifically targeting phonics concepts such as transfer cards in pairs, games from the "Games Supplement," and decodable readers. For example, "Student Transfer Cards can be used with a whiteboard and markers in an independent literacy center." Each lesson includes a "Reinforcement and Differentiation Activities" section with games, practice pages, software lessons, extended dictation, and skill checks to use as needed.
- The materials include an online component that gives students lessons based on their deficiencies. Teachers can also assign specific lessons to students. The Reinforcement and Differentiations Activities section is divided into three sections: below, on, and above grade level. It lists activities/resources for decodable books, games, practice pages, software lessons, and extended dictation/practice for each level based on their needs.

Reading Horizons Grade 2
English Phonics Program Summary

Indicator 5.1

Materials include **guidance, scaffolds, supports, and extensions** that maximize student learning potential.

1	Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills.	M
2	Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills.	M
3	Materials provide enrichment activities for all levels of learners.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.

Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills. Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills. Materials provide enrichment activities for all levels of learners.

Evidence includes but is not limited to:

Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills.

- The materials include research-based guidance that supports teachers in understanding developmental continuums across foundational phonics skills. In the Resources section, the video on "Differentiating Reading Instructions for Intervention and Special Education" states, "Introduce new letter or letter groups when a student(s) has demonstrated mastery of the current skill or concept and is ready to move on."
- Materials include guidance for scaffolding instruction and differentiating activities based on targeted areas that students have not yet mastered. The Teacher's Manual has suggestions for teaching prerequisite skills needed to access grade-level content. The Teacher's Manual states, "You may choose to assign the software lesson for the following week's related classroom teacher instruction to pre-teach the skill." Additionally, each lesson starts with a short review. The materials state, "It is important to verify that students have the prerequisite skills and knowledge to learn the new skill being taught in the lesson."
- The Teacher's Manual has suggestions for providing additional guided practice in small groups. Each lesson includes a chart with suggested "Reinforcement and Differentiation Activities" to be conducted in small groups or in centers, categorized by proficiency level. For example, in Chapter 5, Lesson 86, students who are below level play the "Newspaper Search" game to practice identifying the *au* and *aw* patterns. In this game, students receive a section of the newspaper and look for words that follow phonetic skills.
- The Teacher's Manual has suggestions for providing intervention in small groups. The "Recommendations for Small Groups and Center Work" document states, "Based on student

grade level, performance of skills, and the amount of sub-skills within lessons, choose one or two skills to teach for the week." This document provides a list of activities teachers can use for their teacher-led reading groups. For intensive intervention, recommended activities include Phonemic awareness tasks using Elkonin Boxes or manipulatives, games, and dictations with letter cards.

- The "Spelling Supplement" in the "Teacher Resource Manual" offers suggestions for differentiating activities based on targeted areas that students have not yet mastered. Each lesson includes a table titled "Suggested Differentiated Activities and Instruction" that includes suggestions for direct instruction for students "Below: Emerging (60-79%)" and "Below: Intensive (0-59%)." For example, when students have difficulty with a spelling pattern and score below 59%, the materials recommend repeating the lesson, doing a guided dictation, practicing "Sound and Spell," and using the "Building Words" activity from the "Review Activities Manual." For independent practice, the materials recommend using the activity "Sort and Spell," the Transfer Cards from specific lessons, and the homework page.
- Materials provide additional lessons for targeted instruction that include differentiated instructional approaches. The online software includes additional online "Refresher" lessons that summarize the concept and provide practice with three different activities and a story matching the skill. These are assigned to students who score below 85% on a skill and can also be assigned by the teacher.

Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills.

- Materials include guidance for teachers on including enrichment activities for students who have mastered grade-level foundational phonics skills. Lessons include recommendations on upward scaffolding to support the extension and application of learning. In the "Enrichment Resources," the "Additional Sentences for Dictation" section shows the dictation sentences that were included in the main lesson and then gives additional sentences that can be used to extend the learning.
- The online materials include a variety of student activities that can be assigned based on the achievement of students' grade-level mastery of phonics skills. The program assesses students in spelling and word recognition. Based on this online assessment, the student receives targeted lessons in the software. For skills the student has scored above 85% on, the program skips instruction and provides practice activities.
- The "Recommendations for Small Groups and Center Work" document has suggestions for providing enrichment activities in small groups. It states, "Groups of students who show proficiency during a Reading Horizons decoding lesson can complete Enrichment Activities that allow them to focus on encoding (spelling). For proficient students, teachers may also choose to work on language comprehension skills that have been modeled during whole-group instruction through the use of Little Books or through connected text." Examples of activities to use during small group for the "Approaching Group" include reviewing the skill, dictation, and playing the game recommended for the On-Level students from the differentiation table for the lesson. For the "Proficient Group," recommendations include writing prompts, reading decodable text or authentic text, and comprehension activities.

Reading Horizons Grade 2
English Phonics Program Summary

- The Spelling Supplement lessons in the Teacher Resource Manual also offer enrichment activities for students who have mastered grade-level foundational phonics skills. Each lesson includes a table titled "Suggested Differentiated Activities and Instruction." For example, in the Spelling lesson for Week 2, the suggested activities for students On Level (80 to 90%) include using a persuasive writing prompt, assigning a cloze passage, using Transfer Cards (from Lessons 10, 13, and 14), using the Sort and Spell activity, and using the homework page as independent practice. For students Above Level (91% to 100%), it suggests assigning a persuasive writing prompt, using a cloze passage, assigning a homework page, and practicing vocabulary. For direct instruction, the recommendation is guided dictation for both levels.

Materials provide enrichment activities for all levels of learners.

- Materials provide enrichment activities for all levels of learners in foundational phonics skills. Lessons provide additional activities and resources to support student choice and extend and explore new learning in collaborative groups or independently. For example, the materials include a "Game Supplement" document with instructions and suggestions for over 90 phonics games students can play. In the game "Bear It," the objective is to identify and read Most Common Words (MCWs) aloud and be the player with the highest number of Most Common Words Flashcards.
- Student packets include letter formation practice, Sort and Spell activities (words can be cut out and moved into the appropriate columns on the sort page), cloze passages with only words that the student has learned, writing prompts, building words activities with letter cards, and games.

Reading Horizons Grade 2
English Phonics Program Summary

Indicator 5.2

Materials include a variety of **instructional methods** that appeal to a variety of learning interests and needs.

1	Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content.	M
2	Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include a variety of instructional methods that appeal to a variety of learning interests and needs.

Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).

Evidence includes but is not limited to:

Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content.

- Materials engage students in the mastery of phonemic awareness skills through developmentally appropriate instructional approaches. The "Phonological Awareness Manual K–2" includes a section called "Scaffolding Instruction with Hand Motions and Manipulatives," where teachers can find scaffolds using hand motions and manipulatives grouped by task type to help students with phonological awareness activities.
- Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. Grade 2 lessons include using sound-letter cards, online activities, games, word sorts, cloze passages, and decodable cards and books. In Chapter 4, Lesson 64, students start by chorally reading a decodable text and identifying and sorting words that demonstrate the many jobs of *y*. The teacher may also choose other review activities, such as projecting the "Many Jobs of Y Refresher" from the software or playing "Act a Word" using words from the dictation list in Lesson 59. After direct instruction, students engage in guided dictation using whiteboards and coding the words with the program's marking system. Then students read "Transfer Cards" or use them to dictate parts of words and whole words to a partner. Additionally, students can read the decodable book "Lazy Lucy" and play games, such as "Newspaper Search" and "Walk the Plank." In the online software, students can review the lesson and play different activities, such as coding words with the marking symbols from the program, identifying the sound *y* makes in a word they hear, reading one short story, and clicking on words in which *y* has the sound of long *e*.
- The materials engage students in mastery of the content through a variety of instructional approaches when learning high-frequency words. Every lesson on high-frequency words recommends activities to promote sight-to-sound correspondence, such as using flashcards,

dictation, tracing, "sky-writing" (tracing the letter in front of them with their index fingers), and using the words in context.

Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).

- Each phonics skill lesson includes a table with instructional components and settings, including direct instruction in whole group, guided dictation in whole group, and a Transfer section that starts in whole group. Afterward, students read Transfer Cards independently or in pairs so they can dictate words to each other. Every lesson also recommends reinforcement and differentiation activities that can happen individually, in pairs, or in a small group with the teacher.
- Suggestions are provided for small group guided practice or small group activities. Non-negotiable activities include reading the Student Transfer Cards (independent center or teacher-led center), reading the decodable book aligned to the lesson, practicing most common words with flashcards or Transfer Cards, sentence writing, practice pages, and Assigned Check-Ups.
- Additional suggestions are provided for one-on-one and independent practice as needed. Activities that students can complete independently include online software, practice pages, games, and spelling activities, such as "Sort and Spell" and "Cloze Passages."

Reading Horizons Grade 2
English Phonics Program Summary

Indicator 5.3

Materials include supports for **Emergent Bilinguals** to meet grade-level learning expectations.

1	Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS).	PM
2	Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.	PM

Partial Meets | Score 1/2

The materials partially meet the criteria for this indicator. Materials include some supports for Emergent Bilinguals to meet grade-level learning expectations.

Materials include some linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS). Materials encourage some use of students' first language as a means to linguistic, affective, cognitive, and academic development in English, but not strategically.

Evidence includes but is not limited to:

Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS).

- Materials include some linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPS, but the accommodations are not sequenced or scaffolded through the lessons. The document "Meeting the Needs of Emergent Bilingual students" includes a table with general suggestions to support Emergent Bilinguals of different proficiency levels. For example, for Beginning and Intermediate students, the table shows, "Simplify sentences and speak slowly, provide picture dictionaries, make visual connections to the vocabulary through drawings, provide multiple opportunities to practice pronunciation, provide sentence stems," among other general statements. For Emergent Bilinguals at the Advance High level, suggestions include "Connect English words to students' first language, partner and seat students next to classmates with different proficiency levels, and use skill words in context sentences." Proficiency levels are not addressed throughout the lessons. The accommodations such as sentence stems and scripts are not provided throughout the instructional materials.
- Text and activities do not support various levels of English language proficiency. Phonics and skill lessons include lists of words that are the same for all students, one "Whole Class Transfer Card," and four Transfer Cards at the same level. The supplemental document on "Recommendations for Small Group and Centers" suggests that English Learners should use the "Student Transfer Cards" focused on vocabulary or phonemic awareness. Practice pages are not differentiated. The software does not provide differentiation for English Language Learners.

Reading Horizons Grade 2
English Phonics Program Summary

- The guide "Meeting the Needs of Emergent Bilingual Students" includes a compilation of general suggestions for teachers of Emergent Bilingual students in grades K–4. The document shows examples of how to give feedback and provides recommendations, such as using bilingual dictionaries, pre-teaching key vocabulary, providing sentence stems, using a vocabulary wall, asking the students to identify cognates with their native language, incorporating visuals whenever possible, providing additional time to complete a task, and use of graphic organizers. These activities and tools are not sequenced nor referenced consistently throughout the lessons.
- There are some suggestions targeted for English Learners in general, but the suggestions do not consider various levels of English language proficiency. The document "Teaching the Method" states, "It is extremely helpful for students, especially English Language Learners, to watch your mouth as you say words and/or sounds. Speak at an appropriate pace, and do not drop ending consonants. Sounds must be clearly pronounced for the listener to understand."
- Some phonics lessons include annotations with comments or suggestions regarding English Learners' instruction but do not consider various levels of English language proficiency. For example, in the "Sound City" curriculum, the lesson on consonant /r/ says, "Depending on the first language of some ELL students, the /r/ sound can be difficult to produce. Pay attention to the instruction regarding tongue placement and provide plenty of opportunity for practice and support. A phonics phone may also be useful as the student practices the sound." In the "Chapter 1 Manual," in the phonemic awareness "Rhyme" section, a note states, "Non-native English speakers may need to master the alphabet portion of Reading Horizons Discovery before they have the ability to hear individual sounds and words. For those students, integrate phonemic awareness activities within the Guided Practice/Dictation sections as you progress through the course." In Lesson 62, as students learn about the schwa sound, a note says, "most native English speakers will be able to use their ears to correctly identify where a schwa is needed unless they are pronouncing a word they have never heard." The note suggests that students use a dictionary or ask another person. In Lesson 76, students learn about murmur diphthong *ar*. A note says, "The term murmur diphthong may be difficult for English Language Learners to understand and pronounce." It suggests calling it r-controlled vowels or bossy *rs,* as long as students know the term murmur diphthong means the same thing when they complete the online program.
- Materials include one game named "ELL Memory," in which students practice letters or other phonics skills taught.

Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.

- Materials encourage some use of students' first language as a means to linguistic, affective, cognitive, and academic development in English. These suggestions are not strategically connected to specific lessons or grade levels. In the guide titled "Meeting the Needs of Emergent Bilingual Students," the publisher states, "Understanding the similarities and differences between English and other languages allows for a more efficient transfer of knowledge for students, thus, accelerating English acquisition and maximizing impact with students." It later adds, "We encourage you to pursue information regarding other languages your students speak with the resources in the References section or other sources." Some

Reading Horizons Grade 2
English Phonics Program Summary

examples of linguistic similarities between English and Spanish are provided in this document, including some consonant phonemes that are present in both English and Spanish and a definition of cognates and false cognates with examples and question stems to encourage students to identify and analyze cognates. The materials do not include information about language transfer in the Teacher's Manual or within the lessons. The suggestions available in some lessons do not address transferable and non-transferable skills.

Reading Horizons Grade 2
English Phonics Program Summary

Indicator 6.1

Materials provide guidance on fostering **connections between home and school**.

1	Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.	Yes
2	Materials provide specific strategies and activities for families to use at home to support students' learning and development	Yes
3	Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.	Yes

Not Scored

Materials provide guidance on fostering connections between home and school.

Materials inform families about the program and provide suggestions for how they can help support student progress and achievement. Materials provide specific strategies and activities for families to use at home to support students' learning and development. Materials contain resources to help teachers communicate with families in an ongoing manner regarding students' progress.

Evidence includes but is not limited to:

Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.

- Materials inform families about the program and provide suggestions for how they can help support student progress and achievement. The "Family Guide" is a letter for teachers to send home to families. This letter is available in English and Spanish. The document explains the main components of the program and invites families to learn more about the program on the website www.readinghorizons.com, where there is a Family section. It also provides a direct link to a tutorial video on how to log in. The letter states, "In order to help your child reinforce the skills learned in school, please encourage your child to use the Reading Horizons Online Software at home."
- The Family Guide letter includes a "Home Access" information sheet. On this page, the teacher fills in the username and password as well as the recommended number of minutes and days students should be completing the online program at home. The document includes more information about the software that can be completed at home. The "Addressing Student Questions" section emphasizes that parents should not read questions or passages or assist with selecting answers.
- The materials include a link for questions and help while navigating or using the software. The Family Guide states, "We encourage you to assist your student with any questions he/she has while navigating or using the software (there is a help video that is accessed by clicking the compass on the Clubhouse and technical help at www.ReadingHorizons.com/support)." This information helps parents assist students at home when they have technical questions and need support.

Reading Horizons Grade 2
English Phonics Program Summary

- The materials provide a parent letter to assist with spelling homework. The letter provides information about the spelling timeline and guidance on how to help the student at home. The letter is offered in English and Spanish.
- Printable decodable texts and homework pages that connect to the phonics and spelling lessons for that week and previous weeks are available to be sent home. They are located throughout the lessons in the "Planner" section and also in the Resources section of www.rhaccelerate.com.
- The materials provide a podcast called "Podclassed" to explore current educational topics from a variety of perspectives and to learn practical solutions for the current challenges facing educators. Each episode focuses on a specific topic in education. These topics are discussed by parents, educators, and experts and hosted by Laura Axtell, M.Ed. from Reading Horizons.

Materials provide specific strategies and activities for families to use at home to support students' learning and development.

- Materials provide specific strategies and activities for families to use at home to support students' learning and development. Materials include weekly packets that are sent home for students. These are located under "Enrichment Resources – Additional Student Activities." They are broken down by chapter and then by skill. Each "Homework Page" includes a concise overview of what was covered in that week of instruction on the first page. It states, "This information can serve as a review for the student and as a synopsis for anyone assisting in the home." It also suggests that students will need help reading the instructions at the top of the practice pages.
- For example, in "Second Grade Student Packet 6," there is a weekly packet for Voiced and Unvoiced *th* and digraphs *ch, sh, wh,* and *ph.* The first page is information for families. It explains all the components found in the packet and gives brief directions on how to complete each activity. Each information sheet states, "There are more than enough activities in each packet to keep a child engaged. You may find that the teacher will assign only certain pages each week. She or he may also send these packets home for a two-week period. Be sure to follow whatever instructions are communicated by the teacher."
- Spelling packets are sent home weekly to provide further practice and application. Each spelling homework page includes a word bank containing 15 skill words and 5 high-frequency words. The parent letter that explains the spelling connection to reading and homework guidelines states, "Encourage your child to write daily. Monitor whether the skills learned are being applied in his or her everyday writing."

Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.

- The materials include an introductory letter in English and Spanish that presents the program and its objectives, the student login information, and the recommended usage. There is also a letter for spelling and a weekly packet that informs families about the skills students are working on.
- The materials include standards-based reports that teachers can use to provide families with information about student progress. The publisher's website blog section has two posts related to which reports should be shared with families. The publisher says, "Student Report—This

report is good to share with families and future teachers," and "We recommend sharing the Student Report with families. There is a 'Batch Report' option that will allow you to download the report for all of your students." For the end of the year, another post states, "You will likely want to download reports for families, reports for your records, and reports to roll up to the student's teacher," and provides a list of the best reports to download.

- Materials also include paper assessments for "Chapter Tests" and "Skills Check." There is no guidance on what to do with these after students complete them, but they could be shared with parents.

Reading Horizons Grade 2
English Phonics Program Summary

Indicator 6.2

Materials incorporate **technology** into the lessons **to enhance student learning**.

1	Digital materials are accessible and compatible with multiple operating systems and devices.	Yes
2	Digital materials support and enhance virtual and in-person instruction.	Yes
3	Digital materials enhance student learning and are not distracting or chaotic.	Yes

Not Scored

Materials incorporate technology into the lessons to enhance student learning.

Digital materials are accessible and compatible with multiple operating systems and devices. Digital materials support and enhance virtual and in-person instruction. Digital materials enhance student learning and are not distracting or chaotic.

Evidence includes but is not limited to:

Digital materials are accessible and compatible with multiple operating systems and devices.

- Digital materials are accessible and compatible with multiple operating systems and devices. The computer software package is web-based and compatible with Windows, Mac OS, and iOS. The website is accessible with Chromebooks, iPads, PCs, Apple computers, and smartphones. Information on the compatibility and accessibility of the materials is found on the publisher's website.
- The materials offer iPad apps, including Clubhouse App, Library App, Vocabulary App, and Games App. Once downloaded, the student can access the four apps from the Clubhouse. All instruction is consistent between the software and the apps. The apps are compatible with iOS 8.1 or greater and require an internet connection.
- Using any of the operating systems and devices listed, educators can access tutorial videos for student log-ins and other components of the software at www.rhaccelerate.com under the Resources tab. Teachers also have access to presentation slides to project or share virtually while providing instruction. The slides are located in the "Dashboard" section and labeled with the grade level and chapter. They include the letters, words, and sentences used for direct instruction and guided instruction.

Digital materials support and enhance virtual and in-person instruction.

- Materials support and enhance virtual and in-person learning. Detailed information on the software and how it supports and enhances virtual and in-person learning is located in the "Reading Horizons Professional Development Software Teacher Training Guide" and the publisher's website. For example, the materials provide clear instructions and guidance for teachers on using the digital teacher and student materials. On the rhaccelerate.com website, teachers can access all materials and manuals, lesson planning tools, how-to videos, training

modules, and a community forum. Tutorial videos introduce the student software and how to manage it, as well as modeling for different teaching routines. More software tutorial videos can be accessed through the publisher's website.

- The materials include online access to student activity pages for teachers to reference while planning or guiding instruction. Under the "Lessons" section, the teacher can find all the activity pages linked. Some examples of activities that can be viewed online include "Student Transfer Cards," practice pages, assessments, and "Little Books" (decodable readers). These can be downloaded and printed.
- Teachers can assign specific lessons or activities for students to complete independently. Teachers can assign a lesson or check-up assessment under the "Lessons" tab. There are directions and a video on how to complete this in the "Help" section.
- Activities and online games extend in-person learning. For example, the skills being taught in class are also taught and reinforced online. The software includes three diagnostics or benchmark assessments and comprehension checks for the decodable books used both in print and online. The program allows teachers to assign assessments, specific lessons, refresher lessons, and practice activities. In the lesson on Phonetic Skill 5 (adjacent vowels), students practice moving symbols to mark patterns in a word and then complete three activities that provide immediate feedback and include decoding and encoding. When a student shows signs of struggle, the software reviews instruction, notifies the teacher, and offers more practice opportunities.
- There is also an online library that extends the skills being used in class. This allows students more practice using skills within texts.

Digital materials enhance student learning and are not distracting or chaotic.

- Digital materials enhance student learning and are not distracting or chaotic. For example, content is presented in a logical progression, from simple to more complex skills, aligned to the lesson progression in the in-person lessons. The objective of the lesson is present throughout it in a thin banner on the top left corner of the screen.
- The design of the materials includes appropriate use of white space. The lessons present a few texts in a bold, black font centered over a white background with a thin colorful border, making the content easy to read and comprehend. As letters or sounds are referenced, the program highlights them in blue. When using the program's unique marking system, symbols are in gray and distinguishable from the actual letters when positioned on top. The words that students will manipulate appear in front, away from the other graphics. The design of white space, spacing, and font are consistent throughout the materials. The digital content displays well on multiple devices, including computers and smartphones.
- Graphics support student learning and engagement but do not visually distract. Images engage student interest and support learning by drawing attention to important information or content. For example, when teaching r-controlled vowels, the program shows a picture of a pirate to connect to the sound of *ar* and a picture of a person shrugging their shoulder to connect to the sound of *or*. For the sound of *er, ur*, and *ir* patterns, the program does not use keyword pictures. Later in the lesson, after modeling how to code words with r-controlled spellings, pictures appear for a short time to connect the word that has been decoded to its meaning.

Reading Horizons Grade 2
English Phonics Program Summary

- Images demonstrate balanced racial and ethnic representations. The main page has two main characters that represent both genders and are of different racial backgrounds.