

Reading Horizons Grade 3 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.

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- 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.

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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 grade 3 materials provide a cohesive scope and sequence that outlines how phonics skills are taught throughout the chapters and year. The materials outline the lesson sequence by grade level, creating the instructional framework for both the direct instruction materials and the interactive software. A color-coded key indicates if the lesson is a skill lesson, Most Common Words lesson, reference lesson, review, or bonus content. In Chapter 1, the lessons include review and bonus content. For example, the materials review L, S, and R blends. In Chapter 4, the lessons progress to more complex skills. For example, adding suffixes and digraph blends.
- The “Content and Sequence” for grades 1–3 consists of 6 chapters and 100 lessons with objectives aligned to the grade-level TEKS. The lesson states what is being taught or referenced. For example, “Lesson 99: Practicing Multisyllabic Words. This lesson provides opportunities to practice decoding multisyllabic words using all the skills and sounds learned.”
- The materials include information or an overview of the phonological awareness and phonics objectives. For example, the “TEKS Resource System Phonics Scope and Sequence” for third grade states that students are expected to decode multisyllabic words.
- The materials include suggested pacing for third grade that also outlines the skills taught throughout the year. It lists the week, lessons to teach, days, and assessments. For example, “Week Ten Chapter 3 Lesson 58: Most Common Words List 14 Chapter 3 Assessment. Use the

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data from the assessment to review any skills needing more support. Weave in daily assessment, 2 days. Review, 2 days (some students may need continued support in small groups).”

- The materials also include a comprehensive “Key Lesson” side-by-side chart that includes specific skills that are hyperlinked for access to the lessons. 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 different components (“Sound City,” “Phonemic Awareness Curriculum,” “Classroom Kit,” and “Spelling Supplement”) work in tandem.

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

- The materials outline the progression of skill development from kindergarten through grade 3, clearly demonstrating 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 phonics 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).
- The “Scope and Sequence” shown on the “Product Guide” shows the lessons that are taught in grades K–3 side by side. The lessons at the beginning of the year review and build upon the previous year’s lessons. Grade 3 starts learning from Chapter 3 with lessons on long vowels previously taught in second grade (*CV, VCe, and ai, ay, ea, ee, oa, oe, ui, ue, ie*). All phonics lessons from Chapters 3, 4, and 5 overlap with second grade. Most Common Words lessons do not overlap.
- For example, the grade 3 pacing guide in Chapter 1, Week 2, uses data from a pretest to determine which skills need instruction and which need a quick review.

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. Grade 3 students begin in Chapter 3, with their first skill lessons being on long vowels (*CV, VCe, and ai, ay, ea, ee, oa, oe, ui, ue, ie*). Skills progress to 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*). The following chapters include more complex letter-sound patterns such as patterns of *y*, the schwa sound, double consonants, final stable syllables (*-le*), and r-controlled vowels. Chapter 6 covers more vowel team sounds and spelling with *-ss, ce, or -se*.
- In Chapter 6, Lesson 96, the materials introduce the grade 3 skill “reversed vowels.” This lesson teaches how to pronounce, mark, and decode words with adjacent vowels and “special vowel sounds” that reverse. Vowels that reverse include *ai, oe, oa, ui, au, and oi*. They become *ia, eo, ao, iu, ua, and io*.

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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’s Manual. 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 99, students learn how to decode multisyllabic words. The teacher starts by reviewing five previously learned skills, such as “Long vowels can be changed to short vowels, but never the reverse.” The teacher displays the word *lemon* on the board and says, “Lemon: mark the vowels ‘e’ and ‘o’ with x’s, place the syllable mark between the ‘e’ and ‘m,’ mark the ‘e’ as an exception, and then place a schwa over the o.” This process is repeated for other previously learned skills and 14 practice words.
- During the Guided Practice/Dictation section, the teacher walks the students through the first few words to ensure they will be successful when they do it independently. The teacher follows the same routine for each word. For example, the teacher says, “Write *ever, ever*. Prove (code) the word. Listen for the short vowel as I pronounce the word: *ever, ever*. Which vowel sound doesn’t match what you marked in the word? Write a short vowel mark over the long vowel mark. Say the word. What does it mean? Use it in a sentence.” The “Whole Group Transfer Cards” is another guided activity in which the teacher projects the Transfer Card, and the class practices chorally reading words and sentences with multisyllabic words.

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- 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 99, there are also four independent practice pages where students practice decoding, encoding, and coding multisyllabic words. Students can also practice reading independently by reading a decodable text, 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.
- For example, in Lesson 91, students learn about decoding exceptions. The “Teacher Instruction” section includes notes about previous phonics rules and helpful tips, such as “Before teaching this section, you may need to review with students the first sound taught for the consonant ‘x,’ /ks/ (see Chapter 1, Lesson 10).” The Guided Practice/Dictation section also includes annotations and suggestions like “Notice that because ‘x’ is in a stressed syllable in the words axis and oxygen, the pronunciation of ‘x’ is /ks/” even though it is followed by a vowel.” Another annotation in this section is, “Both /ks/ and /gz/ are acceptable pronunciations of ‘x’ in the word *exit*.” The Transfer/Individual Practice section has annotations and suggestions, such as “If you have technology available, project the Whole Class Transfer Card 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 4, Lesson 74, the materials provide notes for teaching the /k/ sound at the end of words. The notes remind the teacher how to mark words with a suffix: “Mark the base word first and then rewrite the word with the suffix and underline the suffix.”

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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, the Notes section of Lesson 50 states, “Sometimes, adjacent vowel words also end in silent *e*. In these words, mark both the final *e* and the second adjacent vowel silent. Examples: freeze.” In Lesson 97, the script explains, “Because /oo/, as in *zoo*, and /yu/, as in *cute*, can be spelled many different ways, you can’t predict their spellings when you hear them... In one/syllable word, the spelling *e-u* is usually used in the middle, and *e-w* is usually used at the end.”
- 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.

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- 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 64, students learn about the last sound of *y*. The teacher states, "Y will have the sound of long *i* at the end of a word with more than one syllable if the word is a verb and the letters *n*, *f*, or *l* come right after the *y*." The materials refer to this as the "NFL" rule.

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 a sound 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 of these activities. For example, in the "Resources" section, the document titled "Example Transfer Card Activities" 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 for 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."

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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.”
- 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 supplement document “Teaching the Method” 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, in Lesson 97, students learn about the sounds *eu* and *ew*. The lesson starts with the teacher stating, “Both the sounds of *e-u* and *e-w* are sounds you have learned. The first sound is long *u*. You’ve heard this sound in words like *hue* and *cute*, in which *u* is long because it’s the first letter of an adjacent vowel combination or because of silent *e*. Now we’ll learn a new spelling for that sound.”
- The materials include specific references in lesson plans and scripts to previous learning. In Lesson 62, students learn about the schwa sound. The lesson starts with the teacher stating, “You have learned that each vowel has a long and short sound. But each vowel also has a schwa sound. In this lesson, you will learn to recognize and mark the schwa in words you will be reading and writing.” In Chapter 5, Lesson 90 teaches spelling with *-ke*, *-ck*, *-k*, and *-c*. The teacher says, “You have learned different ways to spell the /k/ sound when it comes at the end of a word. In this lesson, we will review these different spellings.”

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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 20 to 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, a pacing chart shows the recommended amount of time for each component. An example pacing of Lesson 97, on the sound of *eu* and *ew*, recommends 5 minutes for Review, 15–20 minutes for Teacher Instruction, 10–15 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."

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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. 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 96, students review *ie* and *ei*. The teacher creates a worksheet with the given 20 words. The teacher removes the *ie* or *ei* from each word and replaces it with a blank line. The teacher reads each word, and the students add the missing vowels. Additionally, dictation lists and “Student Transfer Cards” used in every phonics lesson consistently include word lists with the new skill introduced in the lesson and a word bank or sentences with previously taught skills.
- 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 99, one of the games is called “Panic.” Students are divided into two teams and one team member at a time goes to the board to spell a word that is dictated by the teacher. Teammates can give hints to the player at the board. Teams can earn one point for being the fastest and one point for spelling the word correctly.
- Lessons use consistent routines to introduce and review phonics skills that include different modalities. As students practice during guided dictation with new skills, the lessons guide them in using the marking patterns they have previously learned. For example, in Lesson 96, students practice encoding and marking a variety of previously learned skills, including diphthongs, digraphs, open syllables, and closed syllables. Additional routines with different modalities during small-group teacher-led instruction or student centers include games, writing, and reading with Transfer Cards, decodable readers, and practice pages.

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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 patterns *au* and *aw* in Lesson 86, students read words and sentences that contain this pattern using “Transfer Cards.” Students practice as a whole class and then with a partner. Some example words from the cards in this lesson include *flaw*, *draw*, *author*, and *authentic*. One of the sentences is “The baby has been crawling since August.” These words and sentences only include patterns previously taught, such as blends (Lessons 18 to 20), r-controlled vowels (Lesson 77), and multisyllabic words (Lesson 82).
- In additional dictation, students practice with words, including the new patterns and skills they have previously learned, including digraphs, in words such as *thaw* and *launch*. Students also practice the skill of adding suffixes in words such as *drawing* and *flawed*. The Student Transfer Cards include words used in the lesson; other words that follow the pattern, such as *August*, *straw*, *laundry*, and *crawl*; and previously learned high-frequency words, including *run*, *both*, *walk*, and *until*.
- 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 as well as skills from previous lessons. In Lesson 88, students learn about diphthongs *oi* and *oy*. Students practice encoding words with the current focus, including the words *broil*, *coil*, *boy*, and *ploy*. The dictation progresses, and students practice applying this skill with words with inflectional endings and multisyllabic words. Some examples include *pointed*, *pointer*, *joining*, *flamboyant*, *destroy* and *enjoy*. 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 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 program includes 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 and are aligned to the program’s sequence of instruction. The books have a decodability of 90% or above. For example, in Lesson 96, students learn about reversed vowels. This book contains 23 skill words, including *medium*, *millennium*, *meteor*, *chaos*, and *biological* in the book “Dinosaurs.” This book also has 73 high-frequency words that have previously been taught, including *knows*, *last*, *like*, *walked*, and *small*.
- 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 100, students read the

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book “Fossils,” which has 332 total words. The focus skill is on -ss, -se, and -ce and includes the skill words *wilderness*, *impression*, *fossils*, *space*, *surface*, and *surprise*.

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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.

- 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 with these grade levels. Grade 3e starts learning in Chapter 3. The planner, which is in calendar form, also provides the same progression outlined in the content and sequence.
- The objectives are aligned to the grade-level TEKS sound-spelling patterns. For example, in grade 3, students are expected to decode multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, digraphs, diphthongs, and r-controlled syllables.
- Chapter 3 includes lessons on 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*). The program progresses to more complex letter-sound patterns, including patterns of *y*, the schwa sound, double

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consonants, final stable syllables (-le), and r-controlled vowels. Chapter 6 covers more vowel team sounds (*ea, ie, ei, eu, ew, ia, eo, ao, ua, iu, io*) and spelling with *-ss, ce, or -se*.

- In Chapter 6, Lesson 95, the materials introduce other sounds for *ea, ie, and ei*. Special vowel combinations are often split when they are in the middle of a word that has more than one syllable. The teacher reviews the following: “There are four sounds for *e-a*. The first sound of *e-a* is long *e, /e/*. When we learned Phonetic Skill 5, adjacent vowels, we learned that when two vowels come together, the second vowel is silent, and the first is long (says its name). This is true in many words in which *e* and *a* are adjacent vowels, like in the word *seat*. Sometimes *e* and *a* do the opposite of Phonetic skill 5.”

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

- The materials clearly communicate the objectives for the lesson. For example, in Lesson 93, the lesson script includes an objective for suffixes: “What is a suffix? When we add a suffix to a word, what happens to the meaning of the word? Which suffixes have you already learned? In this lesson, you will learn several more suffixes.”
- The lesson sequence follows the Gradual Release of Responsibility Model. In Chapter 6, Lesson 97, the teacher introduces the sound of *ew* and *eu*. “Both of the sounds for *e-u* and *e-w* are sounds that you’ve already learned. The first sound is long *u, /yu/*. Listen for */yu/* in the following words: *feud, few*. Notice the *e-u* in *feud* and the *e-w* in *few*. Say this sound with me: */yu/*.” Students also learn the sound */oo/* and practice in whole group with the words *neutron* and *curfew*: “As usual, mark under the word, from left to write. What should you mark first? Return to the first working vowel, *e-u*. Where should you break the syllables? Why? Because *e-u* is neither long nor short, similar to Special Vowel Sounds, you don’t need to prove it. What are the two sounds of *e-u* and *e-w*? In this word, *e-u* says */oo/*, as in *zoo*.” The teacher guides students to practice marking and reading more words. After a guided dictation, the class reads the words and sentences from the Whole Class Transfer Card. Next, students use four different Transfer Cards in pairs or individually to mark and read words and sentences.
- The materials include specific and precise terms, phrasing, and statements for teachers to use during core instruction. For example, Lesson 59 states that if the letter *y* is found anywhere other than the first letter of the word, it is a vowel.

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 students’ knowledge of sound-spelling patterns. Every lesson starts with a review of previously taught patterns and includes a word list for dictation to practice preceding skills.
- Lessons spiral back and connect the new pattern to previous sound-spelling patterns. For example, in Lesson 96, the teacher says, “You’ve already mastered adjacent vowels and Special Vowel Sounds, but by reversing the letters, you’ll learn that vowel combinations will take on new sounds. In this lesson, we will take four of the regular adjacent vowels and two of the Special Vowel Sounds and reverse them.” In Lesson 100, the teacher states the three different ways to spell a word that ends in */s/*. The first is *s-s*, which has already been taught before this lesson. Other spellings are *c-e* and *s-e*.

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- Direct instruction, guided practice, and the transfer section focus on one consistent routine of writing, proving, and reading aloud words to develop sound-spelling patterns. Different resources are suggested for reinforcement and differentiation. In Chapter 3, Lesson 35, “Spelling with -ck,” the teacher introduces the rule to spell with -ck and how to mark CVCC words with this pattern. Then the teacher says two words, such as *check-cheek*. Students have previously learned short and long vowel patterns, and they listen for the vowel sound to identify which one would be spelled with -ck. Then they take turns spelling their answers on the board and proving the words. They practice proving and reading words during guided practice and the transfer portion of the lesson. On a practice page, students copy, prove, and read *deck, truck, snack, pick, and lock* and circle digraph *ck* in words within sentences.
- Games provide a variety of activities that can be used during review at the beginning of the lesson or for reinforcement and differentiation after the lesson in a whole group or small group. In the “Eraser Game,” the objective is to follow directions and identify vowel sounds, consonant sounds, or other patterns previously taught. To play, the teacher uses the words from the “student involvement” portion of a lesson to dictate a list of letters, sounds, slides, or words for students to write on the board. Students should erase words based on the instructions the teacher gives. For example, game instructions say, “Have students erase the word that has the same vowel sound as a word you say.”
- A software program and “Little Books” are also used during differentiation and reinforcement. The computer software includes six games associated with the chapters to reinforce the skills learned. Playing games is voluntary, and teachers can enable or disable the games for individual students in the Administration System.

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 using coding marks. During individual practice, students use “Transfer Cards” and practice pages. Games are included for reinforcement.
- In all lessons, students spell words in isolation, mark them, and read them aloud. During guided practice/dictation, students write and read sentences with the pattern they learned and previously learned patterns. In Chapter 3, Lesson 40, students follow the teacher as they mark and read aloud the words *bold, bolt, most, find, and mild*. In guided practice, they spell, mark, and read words, including *fold, wild, and post*. Also, they write sentences, including “Jan told bill to hold on to the wild colt.” The “Transfer” section includes word lists and sentences for students to read. On a practice page, students circle the words that contain the “Vowel Families” and write words that rhyme with *told* and *mind*.
- The “Teacher Resources Manual” presents resources and activities that support student spelling levels. For students who are on or above grade level, the materials suggest independent practice and application activities, such as writing prompts (opinion/narrative) and Guided Dictation.

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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.

The materials provide a systematic sequence for introducing regular and irregular high-frequency words. Materials provide scripted direct (explicit) 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 3 scope and sequence teaches up to 300 high-frequency words, including words taught in previous grades. The curriculum contains five sets of high-frequency words, referred to as “Most Common Words” (MCWs), presented throughout the materials. Teachers can use the lessons from other grade levels as needed.
- 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 determined routine with steps for teaching all the MCWs. The script prompts the teacher to connect each sound to print (orthographic mapping); identify which parts are decodable; identify any irregular spellings, letters, or letter combinations that don’t seem to match the sound; underline the word indicating it is an MCW; and analyze each word with students.

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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 MCW 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.” Examples of context sentences are provided for each word.
- 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. Each lesson includes an analysis of each word being taught that includes considering parts previously taught and connecting 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 MCW lesson includes a review of high-frequency words at the beginning using a game from the “Games Supplement.” 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. Flashcards are provided for student practice and to build a word wall to reinforce all the MCWs taught. Pre- and post-tests, spelling tests, and homework lessons also include the MCWs taught in the previous six weeks.

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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.

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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. The “Scope and Sequence” shown in the “Product Guide” indicates third graders start learning open syllable patterns in Chapter 3, Lesson 31. Students learn CV, VCe, and vowel team syllables (*ai, ay, ea, ee, oa, oe, ui, ue, ie*), in that order. Chapter 4 introduces final stable syllable and syllable division. Lesson 61 teaches syllable division in VCV patterns, and Lesson 66 teaches division of the VCCV and VCCCV patterns. The program progresses to more complex syllable patterns, including final stable

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syllables (-le) in Lesson 69 and r-controlled vowels in Lessons 76–78. Chapter 6 covers more vowel team sounds (*ea, ie, ei, eu, ew, ia, eo, ao, ua, iu, io*).

- The sequence for introducing syllable types and syllable division principles is aligned to grade-level TEKS and covers closed syllables, open syllables, VCe syllables, vowel teams, r-controlled syllables, and final stable syllables. Closed syllables, VCe syllables, open syllables, and vowels team syllables are presented in the program as “Phonetic Skills” and are numbered for students to reference. Students identify CVC words as words following “Phonetic Skill 1.”

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 61 introduces syllable division in VCV patterns. Displaying the word *motel*, the teacher says, “Decoding Skill 1 teaches that if there is just one consonant immediately following the vowel, that consonant will now move, or run, to the next syllable: One must run.” The teacher draws a box around *mo*, saying, “Then the first syllable will include the letters *m* and *o*. So we draw a box around the letters, dividing the *o* from the *t*. Next, we apply the five phonetic skills to the two syllables...Let’s say the two syllables together: *mo-tel, motel*.”
- The materials include specific and precise terms and statements that teachers should use during core instruction and provide teachers with important points to emphasize for decoding and encoding words by applying knowledge of syllable types and syllable division. In Lesson 82, the teacher 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. I will show you how it works.”
- Lessons employ the gradual release of responsibility. In Lesson 61, the teacher introduces syllable division in VCV patterns. During guided practice, the teacher spells words and reminds students to mark under the word first and then return to the first working vowel to break the word into syllables. The teacher does not say the whole word since many vowel sounds in multisyllabic words are reduced to the schwa sound. For example, “Write p-r-o-g-r-a-m, p-r-o-g-r-a-m. Prove the word. Say it. What does it mean? Use it in a sentence.” Next, students practice the skills and chorally read multisyllabic words, including *female, python, proceed, relay*, and the sentence “Can you prevent a fire?” During independent practice, students use Transfer Cards to read independently or work in pairs to dictate the words and sentences to each other.

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 multisyllabic words through cumulative review. In Lesson 61, students begin coding multisyllabic words. Students practice during guided dictations where they spell, mark, and decode words. To review and build on previous knowledge, the program includes lists of multisyllabic words in

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guided dictations and Transfer Cards from subsequent lessons. For example, Lesson 62 teaches the schwa sound in words with the VCV syllable division pattern, such as *label*, *human*, *bacon*, and *away*. In Lesson 64, the guided dictation includes the VCV syllable division pattern in words ending in *y*, such as *bony*, *lazy*, and *tidy*. 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.” Students can decode the words and sentences individually or work with a partner to dictate them to each other.

- When learning how to divide multisyllabic words, the teacher prompts students to apply their knowledge of syllable types and syllable division to develop a new skill: “Using the skills you have learned so far, you can decode words with more than two syllables. Moving left to right, mark the word using the five phonetic skills (CVC, CVCC, CV, VCe, VV), including coding the vowel and separating the syllables.” The guided dictation includes a list of words with three or more syllables, such as *ambulance*, *remember*, and *chimpanzee*. Materials also provide practice pages where students code each of the words before reading them. Examples of words on the practice page include *September*, *styrofoam*, *cucumber*, *ambulance*, and *equipment*.
- The program includes 54 decodable readers so students can use them independently to practice and reinforce decoding two-syllable words and multisyllabic words. After Lesson 82, there are 16 decodable readers included in the rest of the grade 3 curriculum that target multisyllabic words.
- Other resources to practice and reinforce skills include 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. Lessons include guided dictations and Transfer Cards with multisyllabic words starting in the first chapter of the grade 3 curriculum. Each lesson on phonics skills follows the routine of marking, or coding, words and reading them aloud, including words with previously taught syllable types. For example, in Lesson 69, students learn final stable syllables. The guided dictation and Transfer Cards include multisyllabic words and syllable division patterns previously taught, such as *grumble*, *eagle*, *fable*, and *scramble*. 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. For example, in Lesson 82, after the guided dictation and practicing with Transfer Cards, students use a practice page to code words before reading them, including *September*, *styrofoam*, *cucumber*, *ambulance*, and *equipment*.
- The materials provide a variety of activities and resources to decode and encode multisyllabic words in connected text. Student Transfer Cards include sentences for students to read independently or dictate to a partner. In Lesson 69, sentences include multisyllabic words with different, previously taught syllable types and syllable division patterns (VCV, VCCV, and VCCCV patterns). Sentences include “The saddle for my pony is in the stable” and “There is a bottle of

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- apple juice on the picnic table.”
- The program includes 54 decodable readers that students can use independently to practice decoding two-syllable words and multisyllabic words in connected text. For example, in Lesson 82, students read a decodable text called “Games from the Middle Ages,” which includes multisyllabic words such as *explorer*, *vitamins*, *remember*, *understand*, *overcome*, and *horrid*.

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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 3, students review adding suffixes to the end of words with different patterns, prefixes, and suffixes learned in second grade. Then, students learn to add suffixes to words ending in *y* and other suffixes (*-tion*, *-sion*, and *-ous*). In Lesson 99, students practice reading and writing multisyllabic words with suffixes, such as *exception* and

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instantaneous.

- The lessons on morphemes are taught in a logical order and 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.
- In alignment with the TEKS, students learn to decode words using knowledge of prefixes and suffixes, “including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.” For example, Lesson 71 teaches how to add the suffixes learned at this level to words ending in *y*, and Lesson 93 adds three new suffixes to prior learning.

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

- Materials include direct (explicit) instruction on specific morphemes. In Lesson 93, the teacher reviews the concept of a suffix and introduces suffix *-tion*, “...t-i-o-n. It is pronounced /shun/. Listen for /shun/ in the following words: *station*, *mention*, *portion*. (Write the suffix *-tion* on the board). These letters always stay together to form their own syllable. To show that they stay together, write an x below and between the vowels *i* and *o*, and then arc the whole combination of letters together. Pronounce it with me, /shun/.” During guided practice, the teacher dictates words ending in *-tion*, such as *ambition* and *position*. The script says, “Walk students through the first few words. Allow greater independence as students become more confident. Remind students that the vowel *i* will be short before the suffixes *-tion*, *-sion*, and *-tial*.”
- The program intertwines decoding and encoding of common morphemes to build automaticity and accuracy. For example, in a “Guided Practice/Dictation” section, the teacher says, “Write *ambition*, *ambition*. Prove the word. Say the word. What does it mean? Use it in a sentence.” In the “Whole Group Transfer Card” section, the teacher and students read the words and sentences together. Some example words are *ambitious*, *mansion*, and *famous*.
- The program suggests a variety of practice activities with opportunities for purposeful feedback. For example, in Lesson 93 practice pages, students must code the words and then read them. 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 4, Lesson 71, students learn how to add suffixes to words ending in *y*. The teacher asks, “Who remembers what the word plural means? (more than one of something) Remember, to make a word plural, we add an *s* or *e-s*.” The teacher writes the word *day* on the board and marks it with a silent *y*. “Say the word. (*day*) Use the word in a sentence. When the *y* at the end of a word follows a vowel, we just add an *s* to make a plural. (Rewrite the word *day* on the board. Add the letter *s* to the word, and underline the suffix.) Say the new word. (*days*) Use the word in a sentence.” The teacher may repeat this process with *key/keys* and *ray/rays*.

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- The materials provide support for students to connect meaning to affixes and build new words. In a reference lesson, the script says, “The word *big* is a one-syllable adjective. If we compare TWO differently sized objects, we can see which one is *bigger*. Now the word *big* ends in *e-r*.” The lesson continues to teach comparative adverbs ending in *e-r* and provides sentences for the class to analyze.
- Students engage in multiple reading and writing activities that focus on application of base words and affixes. During guided practice in Lesson 71, the teacher dictates words and sentences, such as “The tiniest child spied the missing keys in the grass.” In Lesson 93, students learn how to add the suffixes *-tion*, *-sion*, and *-ous*. In the “Whole Group Transfer Card” section, the class reads words and sentences together. Additional practice activities include Little Books, games, practice pages, software program, and Student Transfer Cards.

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. In Lesson 71, students learn how to add all the suffixes they have previously learned to words ending in *y*. In the Guided Practice section, students practice encoding words and sentences from a word list. In the Individual Practice section, students practice reading words and sentences with suffixes with a partner or independently. Students also practice reading suffixes in the decodable book “The Mummy’s Crypt.” Practice pages focus on reading and spelling words with suffixes.

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.
- The materials provide a variety of activities and resources that involve decoding and encoding morphemes in connected text. In Chapter 5, Lesson 93, students practice encoding words with suffixes in sentences, such as “The kids want an extension of their vacation.” Later in the lesson, students use Transfer Cards to decode and encode morphemes in connected text, including the sentence, “Each portion of the meal was cooked to perfection.” 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

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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.

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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 modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. 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 phrases/sentences, and decodable texts (texts that are carefully sequenced to be consistent with letter-sound relationships that have been taught to the reader). In Lesson 96, a word list is used to demonstrate the skill of reversed vowels using words like *paid* and *giant*. During the modeling, there is not a sentence or decodable text modeled or demonstrated.
- The lesson plans include guided practice with word lists and decodable sentences. In Lesson 96, during guided practice, a list of words and sentences is used in the dictation part of the lesson. There is no decodable text during the guided practice.
- The lesson plans include independent practice with word lists, decodable phrases/sentences, and decodable texts. In Lesson 96, the “Whole Class Transfer Cards” include a list of words and sentences. The “Student Transfer Cards” include a word list, decodable sentences, and decodable texts. In Chapter 2, Lesson 22, the students read words in context using the decodable text “The Twins.” The skill’s words are *twig*, *twins*, *twist*, and *quit*.

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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 99, the teacher can use corresponding Little Books from Lesson 97 and Lesson 99. In Chapter 6, Lesson 99, the students who are below grade level participate in small-group instruction with a partner. The objective is to accurately process the spelling of a word. To play, each player is assigned a partner and a number (Partner 1 and Partner 2). The teacher chooses a spelling word, vocabulary word, Most Common Word, or word that follows the skill currently being studied and spells that word aloud. Partner 1 listens carefully and then whispers the word to Partner 2.
- 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 99, students practice reading multisyllabic words in isolation and in sentences.
- The materials include independent practice with word lists, decodable 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.” The assessments for software lessons include word lists, decodable phrases/sentences, and decodable texts.

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. These texts are 90% to 100% decodable, which means the words used in each story incorporate the skills that students have been taught up to that point in the sequence of instruction.
- The texts are aligned to the phonics scope and sequence for word-reading fluency. For example, Lesson 90 introduces spelling with *-ke*, *-ck*, *-k*, and *-c* and introduces the book “Drake and the Earthquake.”
- The grade 3 materials provide digital and hard copies of grade-level culturally relative decodable texts. For example, in Chapter 4, Lesson 73, students who are on grade level independently read the little book “Kenya.” The book is 93% decodable.
- The materials provide a software program for students to continue at their own pace. This program involves word lists and reading words in decodable texts. The software program has a library. According to the publisher, “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.”

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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 third 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 assigned by the teacher or administrators at the beginning, middle, and end of the year to validate student gains and connect students with texts that match their individual reading levels. A student can be reassigned to take an assessment for progress monitoring, but only up to three scores are recorded throughout the year.

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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

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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.

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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, Checkups, 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. MCWs are assessed separately 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

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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. Materials provide instruction for teachers to use running records. 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

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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.

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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

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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.
- Teacher guidance for differentiating instruction after administering running records is included. 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 Common Words),

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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 of 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.

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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 93, students who are below level play the “Build A Word” game using suffixes *-tion*, *-sion*, and *-ous*. In this game, students use letter cards and suffixes cards to build words, give a definition of the word, and use it in a sentence. Another recommended activity is to complete practice pages in small groups with teacher guidance.

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- The Teacher’s Manual has suggestions for providing intervention in small groups. The “Recommendations for Small Groups and Center Work” document suggests providing Intensive intervention for students with a proficiency below 60% in phonemes and intervention for students with a proficiency between 61% and 80%. It adds, “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 to monitor and support students based on their proficiency level. 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.” Suggestions for direct instruction are included 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 recommendation consists of 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. 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,” there is a section called “Additional Sentences for Dictation.”
- 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

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differentiation table for the lesson. For the “Proficient Group,” recommendations include writing prompts, reading decodable text or authentic text, and comprehension activities.

- The Spelling Supplement lessons also offer enrichment activities for students who have mastered grade-level foundational phonics skills. For example, in the Spelling lesson for Week 4, the suggested activities for students On Level (80 to 90%) include using a narrative or opinion writing prompt, assigning a cloze passage, using the Transfer Card from Lesson 25, using the Sort and Spell activity, and using the homework page as independent practice. For students Above Level (91% to 100%), the suggestions include 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. For example, 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 the student has learned, writing prompts, building words activities with letter cards, and games.

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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 include a variety of developmentally appropriate instructional approaches to engage students in the mastery of the content. Grade 3 lessons include using sound-letter cards, online activities, games, word sorts, cloze passages, and decodable cards and books. In Chapter 6, Lesson 97, students start by chorally reading a decodable text and identifying vowel teams with “reversed vowels.” The teacher may also choose other review activities, such as projecting the “Reversed Vowels Refresher” from the software or chorally reading the “Whole Class Transfer Card” from the previous lesson. 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 “Henry’s Discovery.” For reinforcement and differentiation, suggested games include “Mind Reader,” “Detective,” “Panic,” “Newspaper Search,” and “What’s real?” In the online software, students can review the lesson and play different activities, such as listening to words and clicking on *eu* or *ew* to complete the spelling, listening to words and clicking the sound /u/ or /oo/, and reading a make-believe recipe for “Dinosaur Stew” then clicking on the words the program says.
- Materials engage students in the mastery of the content through a variety of instructional approaches. Lessons include choral reading of the Whole Class Transfer Cards. This is a routine in all phonics lessons, and it can also be used during the “Review” section of each lesson. Lessons include collaborative activities. Each lesson includes games that can be played. Some games are played as a whole class, and some are in small groups. There are icons next to the game’s name in the game supplemental manual that indicate if it is a whole group or small

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group game. The teacher has access to the game supplemental manual and can use any game for any lesson.

- The materials engage students in the 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.”

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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.

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- The “Meeting the Needs of Emergent Bilingual Students” guide 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 using 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

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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.

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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. A suggestion for support 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 parent 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.

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- 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 “Third Grade Student Packet 8,” there is a weekly packet with eight activities for word families with *o* and *i*, including building words with letter tiles, sorting words, and completing cloze passages. 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 practice is 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

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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.

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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

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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. For example, 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 how to decode two-syllable VCCV words, the lesson presents bold words in the middle of the screen. After decoding the word *between*, the word moves slightly down, and a small image of three kids sitting on a bus appears for a short time to connect the word to its meaning.
- Images demonstrate balanced racial and ethnic representations. The main page has two main characters that represent both genders and are of different racial backgrounds.