

# Reading Horizons Grade K 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 related to alphabet knowledge.
- The materials provide systematic and direct (explicit) instruction, practice, and review related to the alphabetic principle.
- The materials provide some systematic and direct (explicit) instruction, practice, and review to support the development of oral syllable awareness skills, as outlined in the TEKS.
- 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.

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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 some 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 materials include a cohesive scope and sequence that outlines the phonics skills objectives that are taught throughout the year. The “Kindergarten Content and Sequence” consists of two chapters and 57 lessons. A color-coded key indicates if the lesson is a skill lesson, most common word lesson, reference lesson, or bonus content.
- The skills in the “Kindergarten Content and Sequence” are aligned to the grade-level standards; however, TEKS are not referenced in this document. The skill of each lesson is addressed in the title and a brief description. For example, “Lesson 12: Consonant H. This lesson teaches the name, sound, and letter formation of the consonant h.” The TEKS covered in the grade level are shown in the TEKS Resource System.
- The materials include information and an overview of the phonological awareness objectives. Specific phonemic awareness objectives are not shown in the “Kindergarten Content and Sequence.” These objectives are found in the “Phonemic Awareness Supplement,” which includes a weekly overview for the whole year with two tasks covered each week. For example, for Week 3, the document shows a table with the review objective (recite nursery rhymes), Task 1 (Blend and segment syllables in two- to three-syllable words), and Task 2 (Identify the first phoneme in a word).

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

- The materials outline the progression of skill development from kindergarten through grade 3. The Phonemic Awareness Supplement presents a K–2 scope and sequence that includes a phonemic awareness continuum that specifies the skills that should be mastered at each grade level and in which order. In kindergarten, students first work on “early level” skills, including reciting nursery rhymes, identifying and producing rhyming words, and breaking sentences into words for week 1; blending and segmenting compound words for week 2; blending and segmenting syllables for week 3; and blending body-coda for week 7. The lessons progress to “basic level” phoneme skills. For example, the materials introduce isolation of initial phonemes and segmenting phonemes. In the “advanced level” lessons, the materials introduce deleting and substituting initial phonemes.
- The materials include a phonics continuum that shows the skills covered at each grade level and in which order. The “Key Lessons” section of the “Component Navigation Guide” provides a vertical alignment of K–3 phonics skills development, including the alphabetic knowledge (only for K), the alphabetic principle (K–1), oral syllable awareness (K–1), and grade-level sound-spelling patterns (K–3).
- The lesson plans at the beginning of the year review and build upon the previous year’s lessons. According to the Texas Prekindergarten Guidelines: “III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.” For kindergarten, Lesson 1 includes a review of identifying what a letter is. For example, the teacher says, “On each line, there is one item that is NOT a letter. Let’s start with the first line. Which item is NOT a letter?”

**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. In Weeks 1–3, the materials build on pre-phoneme skills, recite nursery rhymes, break sentences into words, and blend syllables. The materials progress to more complex skills.
- In Chapter 1, the alphabet introduction is in the first lesson. The first seven lessons focus on learning letters and sounds and how to blend a consonant and a short vowel to make a slide (the beginning of a word). In Lesson 8, students learn to build CVC Words and continue using this pattern through Chapter 1, first with high-utility letters and later with more complex patterns such as spelling with *c* and *k*. In Chapter 2, after all the letters are introduced, Lesson 43 begins with L-blends. Next, lessons begin to include CCVC and CVCC words, first with blends and later on with double consonants and special vowel combinations. Lesson 47 teaches double *s*, *f*, and *z* as well as plurals. In Lesson 50, students start learning Special Vowel combinations, such as vowels followed by *-ll*. In Lesson 55, the program introduces voiced and voiceless digraphs (*th*). The last lesson teaches long vowels in CV words.

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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 Chapter 2, Lesson 50, the teacher explains how sometimes the letter *l* can double and sometimes *-ll* changes the sound of the vowel it follows. The teacher says, “A vowel followed by double *l* forms a Special Vowel Combination. (Teacher directs the class to the Special Vowel Combination Poster).” Then the teacher models how to pronounce *u-l-l* as /ull/ in words such as *dull* and *gull*. The teacher adds, “Sometimes, the double *ls* change the sound of the vowel *u*. We can hear a little different sound in words such as *pull*, *full*, and *bull*.” The teacher writes the words *dull*, *gull*, *full*, and *pull* and says, “Read each word aloud as I point to it.” During guided practice, the teacher dictates words from a list for students to write, mark, and read aloud, including *gull*, *pull*, *hull*, and the nonsense word *spull*. The script says, “Dictate enough words for students to demonstrate mastery of the skill.”
- Lessons include detailed guidance on how students can practice and apply new phonics skills through independent practice. For example, lesson plans provide detailed guidance for teachers on how students can use four different “transfer cards” with word lists and sentences for independent practice on new phonics skills.
- Following a lesson on *-ll* endings, students independently decode words and sentences in the student transfer cards and practice pages, including *tall*, *well*, *roll*, *gull*, and “The tall troll fell in

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the well.” Students can also take turns dictating the words to each other. The teacher listens to students as they work with a partner using student transfer cards.

**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 margin that is highlighted in green and is easy to see and read. The notes provide teachers with more details on how to support students during instruction and clarify possible misconceptions students might have about parts of the lesson. In Chapter 2, Lesson 44, the lesson on r-blends includes a note that says, “The *r* sound can be difficult for some students to pronounce. You may need to take some extra time to review how this sound is produced when teaching this Blend,” and “Using pictures to illustrate R-blend words will help to increase vocabulary.”
- There are useful annotations and suggestions in the margins on how to present the content materials throughout the whole lesson. For example, in Lesson 29, students learn the consonant *x*. The “Teacher Instruction” section includes notes such as “the letter ‘*x*’ makes three different sounds: /*z*/ at the beginning of words, /*gz*/ in the middle of some multisyllabic words, and /*ks*/ at the end of words. At this point in the program, teach ‘*x*’ only as /*ks*/.” Another annotation is “from the ‘42 Sounds/Alphabet Cards,’ give each student the letter ‘*x*’ card.” The Guided Practice/Dictation section also includes annotations and suggestions like “be sure to review meanings of words throughout dictation practice, as needed.” 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. For example, next to the Guided Practice/Dictation section, teachers are prompted to review the instructional method video for guided dictations or read the instructions in the “Teacher Supplement” document.

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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. In Lesson 43, the script says, “In order to be a blend, a consonant must begin a word. These consonant combinations are not blends: *ft, lb, lf, lk, ln, lm, lp, lt, mb, mp, nd, ng, nt, nk, np,* and *pt*. Do not mark them as blends. Ending blends are *sc, sk, sp, st,* and *sm*.” In Chapter 2, Lesson 57, the materials suggest it may be necessary to clarify to some students that the term short and long vowels do not refer to the length (duration) of the vowel but rather the sound of the vowel. The materials emphasize that “Phonics lessons focus on sounding out words and decoding each phoneme in the word, not using the initial sound, picture, or context to guess words.” The marking system used by the program emphasizes moving from left to right and identifying patterns before decoding the word. The kindergarten curriculum also addresses common letter reversals in the “Expedited Chapter 1” guide.

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- The materials share guiding principles related to specific skills. There are several videos that provide teachers with information on specific phonics skills. Some examples of videos include “Many Jobs of Y,” “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. Guiding principles are also found within lessons. In Lesson 29, the side annotation says, “The letter x makes three different sounds: /z/ at the beginning of words, /gz/ in the middle of some multi-syllabic words, and /ks/ at the end of words. At this point in the program, teach x only as /ks/.”
- The materials share guiding principles related to high-frequency words. High-frequency word instruction includes reading and writing 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.”

**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 the use of a unique marking system to code words. Other strategies include the use of 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, there is a document titled “Example Transfer Card Activities” that 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 are asked to 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.”



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- 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.”

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

- The materials include specific guidance on providing immediate, corrective feedback within the lesson. In the Most Common Words (MCWs) Lesson 1, the side note explains what to do when students skip MCWs while reading. “Some students will skip MCWs while reading because they have difficulty forming a pictorial reference for MCWs that are abstract in nature. They can form a picture of words such as *dog*, *hat*, and other nouns, but words like *and*, for instance, are more difficult to reference. To address this concern, have students draw a picture of *and*. For example, a student might draw himself or herself *and* a friend, ham *and* eggs, or mother *and* father.”
- Materials include guidance on providing immediate, corrective feedback within the phonics lessons. For the process of guided dictation included in every phonics skill lesson of the program, the materials emphasize having all students work on the board or stand on individual whiteboards placed around the room for the teacher to “be able to see their work and give immediate, corrective feedback.” For example, in Lesson 3, during the guided practice, there is a teacher note that says, “Move around the room, providing feedback.”
- The materials provide specific examples of how to provide immediate, corrective feedback. The “Kindergarten Chapter 1 Manual” suggests, “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 seventeen guidelines, such as “Praise often! It will move students ahead. Criticism and sarcasm can quickly destroy progress.”
- The supplemental 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 include specific references in lesson plans and scripts to previous learning. For example, in Lesson 39, the script says, “You have already learned that the letters *c* and *k* make

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the same sound.” The teacher then puts a sentence on the board and further explains, “That information is very helpful when we are reading sentences like this one.”

- The materials provide detailed guidance for connecting previously taught phonics skills to new learning. For example, Lesson 44 starts with a review where students practice the previously learned skill of l-blends before learning r-blends. The teacher then says, “You have already learned l-blends. L is the second letter in these blends. There are six l-blends. Can you name them?” After practicing reading and coding the l-blends, the teacher introduces r-blends. The teacher says, “In this lesson, you will learn about r-blends. There are seven. Just like the letter l in l-blends, r is the second letter in r-blends.”

**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 “Kindergarten Chapter 1 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 program recommends that the “Daily Core 4” (review, instruction, dictation, and transfer) should always be kept intact to ensure the integrity of the gradual release of responsibility model.
- The materials include a pacing guide that suggests time allotments based on full-day kindergarten (two 15-minute sessions throughout the day, including review and instruction for the first session and dictation and whole-group transfer for the second session on the same day) and half-day kindergarten (20-minute daily lessons distributed in 3 minutes for review, 7 minutes for instruction, 7 minutes for dictation, and 3 minutes for whole-group transfer). For all classrooms, the materials suggest additional time for activities that address differentiation and reinforcement.
- A suggestion for the number of days per lesson is included in the “Kindergarten Pacing Guide” found in the “Component Navigation Guide.” For example, in Week 26, the guide suggests teaching Lesson 43 (L-Blends): “Teach one Blend per day. Day 1 – bl, Day 2 – cl, Day 3 – fl, Day 4 – gl, Day 5 – pl and sl.” This guide adds, “Teachers should aim to stay within two weeks of the guide (two weeks ahead or two weeks behind) to effectively cover the content needed within each grade level.”
- The materials provide specific guidance on how much time to spend on each lesson component and include specific pacing suggestions for components (stages) of the gradual release of responsibility. A sample lesson plan in the Component Navigation Guide suggests starting the day with a 5-minute Phonemic Awareness Warm-Up. At the beginning of each phonics lesson, there is a pacing guide with the recommended amount of time for each component. An example pacing of Lesson 13 on Consonant J recommends 5 minutes for Review, 5–10 minutes for Teacher Instruction, 5 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.” The Daily Core table in the pacing guide documents suggests more time for guided dictation (10–15 minutes).

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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 Chapter 2, Lesson 57, the teacher reviews listening for the short vowels in words. The teacher says a word, and the students listen for the vowel sound and hold up the corresponding vowel card. Dictation lists and student transfer cards used in every phonics lesson of the program consistently include word lists with the new skill introduced in the lesson and a word bank or sentences with previously taught skills. For example, in Lesson 43 on consonant blends, students practice encoding CCVC words and identify the short vowel with an x underneath, as they have previously learned. They also practice encoding CVC words.
- 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 43, one of the games is called “Detective.” Students read a book and use their magnifying glasses to find a particular sound the teacher has given. Students stand up when they have found their word and code it in front of the class. This game can be used to find a variety of phonics skills, such as identifying letters, vowel sounds, and blends.
- Lessons use consistent routines to introduce and review phonics skills that include different modalities. As students practice guided dictation with new skills, the lessons guide them in using the marking patterns they have previously learned. Additional opportunities during small-group teacher-led instruction or student centers include games, Elkonin box practice, writing and reading with transfer cards, decodable readers, and practice pages.

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- Every lesson includes a guided dictation in which students use whiteboards and apply the program’s unique marking system to identify likely and unlikely patterns within words. Lessons also include consistent use of transfer cards to practice decoding skills in words and in context. Transfer cards can be used individually or in pairs as students take turns dictating the words or sentences to each other. Other consistent routines include games such as the “Eraser Game,” which is recommended to use daily for phonemic awareness and phonological awareness tasks.

### 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 an explicit lesson on L-blends in Lesson 43, 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 *clap* and *Glen*. The sentences include “Glen will get a plum.” In Lesson 52, the students review special vowel combinations by playing the “Scrabble” game. Words used during this game only include short vowels and consonants previously taught (*sing, sang, sung, and song*).
- The materials provide opportunities for students to apply the focus skill for the lesson or skills from previous lessons. In Chapter 1, Lesson 23, “Vowel O,” the teacher introduces the short O. In guided practice, the teacher dictates the word *hop*, which includes consonants previously taught in lessons 12 (*h*) and 20 (*p*). In additional dictation, students practice with words including short *o* and only the short vowels and consonants they have previously learned (*hop, dog, ban, red*). The Transfer Cards and practice page present a two-letter slide on the left side, such as *ho* (with an arrow underneath to signal blending), and a CVC word on the right, such as *hop*. The cards include sentences such as “Ron had a mop.” The Little Book Letter Group 3 Review includes the sentence “Don and the dog hop on the log” and is 100% decodable.

### Decodable texts incorporate cumulative practice of taught phonics skills.

- Decodable texts incorporate cumulative practice of taught phonics skills by increasing in complexity. They only include taught phonics skills. For example, the lesson plans include or refer to resources such as decodable Whole Class Transfer Cards and Student Transfer Cards that contain words and sentences connected to the phonics objective. Practice pages for each lesson, cloze passages and word sorts from the student packets, and decodable readers (available for Chapter 2) are specifically connected to the phonics objective of the lesson they are paired with. For example, skills on the Whole Class Transfer Cards progress from the sound level to a slide, to the word level, and finally to the sentence and passage level. Whole Class Transfer Cards can also be used as a review of skills during the Review section of each lesson. In Lesson 44, the slides are *dru* and *gra*. The words include *drum* and *gram*. The sentence is “The drum is big.”
- Decodable texts increase in complexity, allowing students to practice previously taught skills while applying new ones. In Chapter 1, Lesson 8, a practice “Little Book” includes identifying and saying the name of the letters from letter group 3: *n, p, r, s, and o*. The Little Book moves to more complex skills, which include blending and decoding CVC words. The decodable readers for Chapter 2 increase in complexity and include words that have previously been taught. In the kindergarten program, decodable books are introduced in Lesson 43. Each lesson that contains decodable readers includes two books for that lesson. Both books contain the skill focus, but

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one is more complex. For example, in Lesson 47, the book “Miss Fluff” has 19 words and includes the skill words *miss*, *fluff*, and *buzz*. This lesson also includes the book “Boxes,” which has 72 words and includes the words *boxes*, *cuffs*, *dress*, *dresses*, *Grizz*, and *hats*.

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## English Phonics Program Summary

### Indicator 3.A.1

Materials provide systematic and direct (explicit) instruction, practice, and review related to **alphabet knowledge**.

1	Materials provide a research-based, systematic sequence for introducing letter names and their corresponding sounds.	M
2	Materials provide scripted direct (explicit) instruction for teaching the identification of all 26 letters (upper and lowercase) and their corresponding sounds.	M
3	Materials provide direct (explicit) instruction on forming the 26 letters (upper and lowercase).	M
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation and in context of meaningful print.	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 alphabet knowledge.

Materials provide a research-based, systematic sequence for introducing letter names and their corresponding sounds. Materials provide scripted direct (explicit) instruction for teaching the identification of all 26 letters (upper and lowercase) and their corresponding sounds. Materials provide instruction on forming the 26 letters (upper and lowercase). Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation and in context of meaningful print.

Evidence includes but is not limited to:

**Materials provide a research-based, systematic sequence for introducing letter names and their corresponding sounds.**

- Materials provide a research-based, systematic sequence for introducing letter names and their corresponding sounds. Materials introduce letter names and sounds in alphabetical order except for some strategic changes that were planned to avoid introducing visually similar letters immediately after one another and based on usage. For example, letters *c* and *k* aren't taught until lessons 36 and 37 because the program wants the students to know all the vowels before these letters are introduced. The letter *f* is also taught between the lessons for *b* and *d* "to give students with dyslexia time to internalize each letter's written form." The letter *q* is taught after *u* because *q* doesn't make a sound without this vowel in the English language.
- Letters are presented in an order that starts with high-utility letters being used early in the program to decode and spell CVC words. In the first seven lessons, students learn vowel *a* and consonants *b*, *f*, *d*, and *g*. Lesson 8 is devoted to blending and building words with the letters that have already been introduced.

# Reading Horizons Grade K

## English Phonics Program Summary

- One to two letters are introduced each week. According to the “Kindergarten Suggested Pacing Guide,” the materials introduce one letter per week up to Lesson 7, then two letters are introduced weekly (consonants), except on the weeks when only a new vowel is introduced.

**Materials provide scripted direct (explicit) instruction for teaching the identification of all 26 letters (upper and lowercase) and their corresponding sounds.**

- Materials provide scripted direct instruction for teaching the identification of all 26 letters (upper and lowercase) and their corresponding sounds. Lessons identify the skills to be learned and communicate the objectives clearly. Each lesson that introduces a letter asks the teacher to write the letter on the board or point to it on the alphabet poster, teach the letter name and sound, and then model how to form the letter in both lowercase and uppercase. For example, in Lesson 5, the teacher says, “The next consonant we’ll learn is ‘F’... The name of the consonant is ‘F,’ ‘F.’ Say the name of the consonant. The sound of the consonant is /f/, /f/. Repeat after me. The name of the letter is ‘F.’ The sound of the letter is /f/.” This is repeated several times with students. The teachers can also use the “ABC Say” tool in the software to show students how each sound is produced.
- Instruction includes connecting new learning to previous learning. For example, in Lesson 37, the teacher refers back to Lesson 36, which introduces the letter *c* and the sound /c/ when introducing the letter *k*: “Because *c* and *k* share the same sound, *k* does not add a new sound to the 42 Sounds. This is another reason why there are 21 consonant letters but only 19 consonant sounds.”
- Materials employ the gradual release of responsibility model to introduce letter names and the corresponding sound. For example, in Lesson 6, the teacher introduces the letter *d*. In a guided dictation, the students practice writing the word beginnings *Da* and *da*. Students then read these word beginnings in whole group and in pairs during the Transfer section.

**Materials provide direct (explicit) instruction on forming the 26 letters (upper and lowercase).**

- Materials provide clear, precise visual instructions and directions for introducing the formation of each letter. For example, instructions prompt the teacher to “Show students how to write the uppercase form of the letter *V* on the board or project the ABC Draw tool.” The script provides a picture of the “Letter Formation Card” with arrows and numbers for teachers to follow. Alternatively, the ABC Draw tool of the software shows how to form each letter correctly with arrows and numbers. The materials suggest that students have the “Letter Formation Page” from the Enrichment CD to refer to as they write the letter five times on their papers, each time saying the name and sound. Using the same guidance, students learn the lowercase letter.
- Instruction includes connecting new learning to previous learning. For example, when introducing *q*, the teacher states, “The name of this consonant is *q*. It has no sound when it stands alone. The consonant *q* must stand with the vowel *u* to make a sound.”
- Lessons employ the gradual release of responsibility model. Each lesson has a section for Teacher Instruction, Guided Practice/Dictation, and Transfer/Individual Practice. For example, in Lesson 20, the teacher introduces the letter *p*. In Guided Practice, the students write the letter together as a class. The students then use “Transfer Cards” and practice on their own.

# Reading Horizons Grade K

## English Phonics Program Summary

Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation and in context of meaningful print.

- Materials include opportunities to practice identifying, naming, forming, and saying the sounds of letters in isolation through cumulative review. In Lesson 20, Letter S, students practice naming and saying the letter with the teacher. In the Guided Practice section, the teacher dictates the new letter and letters that were previously introduced. In each lesson, students use the Class and Student Transfer Cards to say the name of the letter, the sound, and then a combination of the letter and sound. Then they use letter formation practice pages for both uppercase and lowercase. Alphabet cards with pictures of keywords and the mouth articulation of the sound are provided to display in the classroom.
- Materials include opportunities to practice identifying, naming, forming, and saying the sounds of letters in context of meaningful print. Transfer Cards for independent practice include words with the letter being taught and previously taught letters. Some Transfer Cards include sentences. Each lesson has “Little Books.” For example, in the book “Consonant N,” students read and trace the uppercase and lowercase *n*, see the mouth articulation for the sound, and read a word and sentence with the letter *n*. Other activities are located in the “Reading Horizon Games Supplement.” For example, a game to reinforce identifying the letter *l* consists of students receiving a piece of the newspaper to locate the uppercase and lowercase letter *l*.



# Reading Horizons Grade K

## English Phonics Program Summary

### Indicator 3.A.2

Materials provide systematic and direct (explicit) instruction, practice, and review related to the **alphabetic principle**.

1	Materials systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding.	M
2	Materials provide scripted direct (explicit) instruction for connecting phonemes to letters within words.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in decodable connected text.	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 the alphabetic principle.

Materials systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding. Materials provide scripted direct instruction for connecting phonemes to letters within words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in decodable connected text.

Evidence includes but is not limited to:

**Materials systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding.**

- The materials systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding. In Chapter 1, the “Kindergarten Planner” includes unit lessons for all the alphabet letters and building CVC words. The program begins teaching vowel *a* and consonants *b*, *f*, *d*, and *g* in the first seven lessons. In Lesson 8, Building Words, students begin to decode word lists with short *a* vowel and spell words such as *bag* and *gab* during guided practice. From this point, “Transfer Cards” include CVC words for students to mark and read with a partner or individually.
- In Lesson 8, the teacher script models how to read a CVC word: “To read a word aloud, start with the slide, and add the ending sound. Slide from the *b* to the *a*, /ba/, and add /g/, *bag*. Say *bag*.” The teacher adds, “many other words follow the same pattern as *bag*: beginning consonant, vowel, ending consonant.” The teacher continues writing or showing the words *fad*, *gab*, *dad*, *dab*, and *gag*, having the students mark the short vowel with an *x* underneath and then read aloud the words. Then the teacher dictates words, separating the phonemes *fad*, /f/ /a/ /d/, and students spell words and mark the vowel with an *x* underneath.

# Reading Horizons Grade K

## English Phonics Program Summary

- In Lesson 33, the teacher dictates the following letter names and sounds for the students to write: *r, t, p, v*. The lesson continues with the teacher dictating the following slides and words for the students to write: *yu, vu, tu, yum, yes, fox*, and *wag*. The teacher also dictates the following sentence for the students to write: “Dad is in bed.”

**Materials provide scripted direct (explicit) instruction for connecting phonemes to letters within words.**

- Materials provide clear, precise instructions and directions for connecting phonemes. The “Phonemic Manual” provides the following guidance: “Now that students have had experience listening for individual phonemes in a word, practice saying words, one phoneme at a time, and ask students to determine what the word will be... Move from three to four sounds within a word.” The teacher says, “The word is /t/ /i/. Can you tell me what the word is? (tie) That’s right. I need someone to show me a picture of a tie.”
- Lessons identify the skills to be learned, communicate the objectives clearly to students, and connect new learning to previous learning. For example, the teacher’s script begins with, “In this lesson, you will learn the consonant *n*.” During the teacher-led instruction in Chapter 1, Lesson 39, the teacher begins by saying, “You have already learned that the letters *c* and *k* make the same sound. That information is very helpful when we are reading sentences like this one. This sentence reads, ‘My cat had kittens.’”
- Lessons employ the gradual release of responsibility model within each lesson. Every lesson in the program begins with a Review. Then each lesson has Teacher Instructions, a Guided Practice based on dictation and coding of words using a marking system, and then Transfer/Individual Practice activities. Reinforcement/Differentiation Activities are also provided and can be used in whole group, small group, or individually.
- In Chapter 2, Lesson 43, the teacher states the objective by saying, “You have learned all of the letters and sounds of the alphabet. Now you can join some of these sounds together to form Blends.” The teacher models reading words with initial L blends: “Read each slide and word aloud with me: /glu/, *glum*; /plo/, *plot*; /slo/, *slot*.” Then students practice reading and writing real and nonsense words with previously introduced phonemes, including *clip, slot, flip, blam, slib*, and *plog*.

**Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in decodable connected text.**

- Materials include opportunities for students to decode and encode simple one-syllable words in isolation and connected text. For example, the materials use an arrow called a slide for students to decode words from a list. Students use word cards to decode words and sentences from a list. For kindergarten, there are 20 “Little Books” that follow the sequence of the kindergarten track.
- Materials incorporate a consistent routine through varied resources. The routine is centered on reading and writing words using a marking system with a kinesthetic component. In Chapter 1, Lesson 12, after learning to build real and nonsense words in previous lessons, the teacher dictates CVC words with the newly taught letter *h* and previously learned sounds, including *had, dad*, and *gab*. The “Whole Class Transfer Cards” and the Little Books include sentences with *h*,

# Reading Horizons Grade K

## English Phonics Program Summary

such as “Dad fed Jed ham and jam.” The reinforcement activities for every letter-sound pattern include generic games, computer software lessons, spelling lists, and an extended dictation.

- Materials include or suggest resources to use for developing, practicing, and reinforcing students’ understanding of applying letter-sound correspondence. For example, in Lesson 16, sound cards are used for review, and a vowel poster is used in the teacher-led instruction. In the video resource section, teachers learn kinesthetic cues used during dictation.
- Games provide a variety of activities for students to develop, practice, and reinforce skills. One game suggested in multiple lessons is “Match.” The objective of this game is phoneme blending. The instructions say, “For this game, I will say two parts of a word, and you will need to put the sounds together to find the picture that matches. Are you ready? /lī/ /m/ (lime); /trŭ/ /k/ (truck); /kă/ /t/ (cat); /nā/ /l/ (nail); /rě/ /d/ (red); /mū/ /n/ (moon); /bō/ /t/ (boat); /hou/ /s/ (house).”

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## English Phonics Program Summary

### Indicator 3.B.1

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

1	Materials provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transition to more complex skills such as adding, deleting, and substituting syllables.	PM
2	Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M

### Partially Meets | Score 2/4

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

Materials provide some systematic sequence for introducing some oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transitions to deleting syllables. Materials do not gradually transition to adding and substituting syllables. Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

Evidence includes but is not limited to:

**Materials provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transition to more complex skills such as adding, deleting, and substituting syllables.**

- Materials provide some activities for transitioning to more complex skills. However, the supplemental materials describing these activities are not part of a systematic sequence for introducing some oral syllable awareness. The activities include visual support, so they do not fully support the more complex oral syllable awareness skills. The “Phonemic Awareness Supplement K-2 Manual” has a scope and sequence that includes oral syllable awareness activities. The scope and sequence includes two focus tasks for each week. For every day in the week, there are activities that address the two focus tasks, as well as an activity that reviews previously learned skills.
- Materials provide lessons that start with simple syllable awareness activities and gradually transition to more complex activities. In Week 2, students begin blending and segmenting two- to four-syllable compound words. Students continue to practice this skill in Weeks 3, 5, 6, 7, 8, 9,

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## English Phonics Program Summary

15, and 16. In Week 3, students learn blending and segmenting two-syllable words and then move on to blending and segmenting three-syllable words.

- The “Phonemic Awareness Supplement” scope and sequence does not include lessons on adding, deleting, or substituting syllables. However, included in the “Component Navigation Guide” is a supplementary lesson on syllable identification that can be used multiple times and progresses to more complex skills, including deleting syllables. This supplemental document does not include substitution and is not a systematic part of the overall materials. In these lessons, the teacher introduces the concept of a syllable and models with one-syllable words, two-syllable words (including compound words), and three-syllable words. The lesson moves on to practicing manipulating syllables.
- For practice with syllable addition, deletion, and substitution, the program suggests playing the “Eraser Game” and provides sentence stems for teachers to use and adapt. This game is presented as a supplemental document and is not specifically referenced in lessons. Therefore, it is not systematically sequenced in the materials. In this game, students copy words, and the teacher dictates tasks to guide students in practicing different skills and then erasing a word. For example:
  - “Syllable Addition: Point to the word...; what would the word be if we add...to the beginning/end? (e.g., Point to the word *migrate*; what would the word be if we add *ing* to the end? Students point to the word and respond ‘migrating,’ read the original word twice, and erase it.)”
  - “Syllable Deletion: Point to the word that would say...if I took off the syllable /.../. (e.g., Point to the word that would say *lay* if I took off the syllable /re/. Students point to the word *relay*, read it twice, and erase the word.)”
  - “Syllable Substitution: Point to the word that would say...if I changed the first/second/third syllable. (e.g., Point to the word that would say *running* if I changed the first syllable. Students point to the word *winning*, read it twice, and erase the word.)”

### Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills.

- The materials identify the skills to be learned and communicate clear objectives. Every lesson guide lists the objective at the top, underneath the task number. For example, in Week 2, under Task 1, it states, “blend and segment two- to four-syllable compound words.”
- The materials provide clear, precise directions and instructions using academic language and provide scripted guidance for each of the syllable awareness skills. In Week 3, students learn how to blend and segment syllables into two- and three-syllable words. The teacher starts by saying, “We are going to talk about syllables. A syllable is a small part of a word that has one vowel sound. Listen as I say two syllables and see if you can figure out what word they make if you put them together, /tĕ/ /dĕ/. *Ted-dy*. It’s the word *Teddy*.”
- The gradual release model is constantly present throughout the materials, and the level of scripted support for the teacher is consistent in all lessons. For example, in Week 3, Day 2, the lesson starts with an explanation of what a syllable is: “A syllable is a small part of a word that has one vowel sound. Since every syllable has a vowel sound, our mouth will open for each syllable. Watch my mouth when I say the word around. A-round. Listen to another word: gentle. I can pound the syllables to help me: /jĕn - tŭl/.” Students practice the skill while the teacher

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## English Phonics Program Summary

guides them: “Put your hand below your chin to show how the chin lowers and the mouth opens with each syllable.” Then, students practice segmenting words into two syllables. The teacher says, “It’s your turn! I will say the word, and you will pound the syllables. Ready? *napkin* (/năp - kin/); *hazy* (/hā - zē/); *orchard* (/or - cherd/); *balloon* (/bŭ-lŭn/).” The online software includes a phonemic awareness lesson on syllables in which students can practice syllable identification skills independently.

- The materials provide opportunities for students to engage in the ongoing practice of oral syllabication. Every week, the lessons start with a review activity to reinforce previously learned skills. For example, students learned about breaking a word into syllables in Week 3. In Week 6, on Tuesday, students practice this skill again. The teacher says, “I’m going to say a word, and I want you to break it into syllables. Remember, we can pound with our fists to help us hear the syllables.”

**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 oral syllable awareness through cumulative review. Phonemic awareness lesson plans include syllable blending and segmenting lessons, and a review of these skills is available in Weeks 2–10. For example, in Week 5, the students practice identifying syllables using a poem and students’ names. The teacher says, “chant the rhyme, ‘Bippity, boppity, bumblebee, won’t you say your name for me?’ Now, point to a student. Once they say their name, all students will repeat the name and then clap the syllables.”
- For reinforcement, online software includes a phonemic awareness lesson on syllables, which students practice independently. The lessons model how to identify the number of syllables in a word by clapping them. During guided practice, the program says, “I say the word, you clap it, and click on the number of syllables in the word.” In the assessment section, the program asks how many syllables are in words with one, two, or three syllables, and students choose between number tiles 1, 2, or 3. For example, “How many syllables do you hear in the word spider?” Although the word is visible on the screen, the emphasis is on syllabication. Students are not expected to use the text because the activity is designed for oral development.
- Materials suggest using a variety of multimodal resources for strategically supporting syllabication development in single-syllable and multisyllabic words. The syllable identification lesson suggests playing games from the “Games Supplement,” including “Duck, Duck, Goose,” “Picture It,” and the “Syllable Name Game.” For example, in the game Duck, Duck, Goose, the students sit in a circle, and the teacher selects one student to be “it.” The teacher whispers a word to the student, and the student repeats the word in syllables. The student taps a different student as they repeat the syllable, and when the final syllable is said, the last student tapped tries to catch the student who said the syllable before they make it back to the empty space. In the Syllable Name Game, students clap the syllables in their first and last names and compare the number of syllables. In “Picture It,” students determine the number of syllables in pictures or words as they clap the syllables.

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## English Phonics Program Summary

### Indicator 3.B.2

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

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

### Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes and gradually transitions to more complex manipulation practices, such as adding, deleting, and substituting phonemes. In Week 2, students identify the first phoneme in a word. In Week 5, students blend two phonemes to make a word. In Weeks 7–13, students blend and segment two-phoneme words. The progression continues with students deleting the first phoneme of a word during Weeks 13 and 14. In Weeks 15–18, students substitute the initial phonemes. During Week 21, students

# Reading Horizons Grade K

## English Phonics Program Summary

substitute the final phoneme of a word. This pattern is continued for deleting and substituting final phonemes in Weeks 19–24 and medial phonemes in Weeks 25–32.

- Lessons cover blending phonemes in two-phoneme words before segmenting phonemes in four-phoneme words. During Week 32, Task 2, students blend three- and four-phoneme words, and during Week 33, students continue to blend and also segment three- and four-phoneme words.

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

- Lessons identify the skills to be learned and communicate the objectives clearly to students. Each lesson identifies the objective below the task number. The lessons also include the embedded objective. For example, in Week 19, on Monday, Task 2, the teacher states the embedded objective: “we are going to take the last sound away from a word.”
- Materials provide clear, precise instructions and phrasing for teaching with minimal pairs during phonemic awareness instruction. After learning to substitute the medial phoneme on Week 31, the script includes an activity called “Say-It-Slide-It-Change-It.” The teacher gives each student five counters and a copy of an Elkonin box. After modeling sounding out the word *cab*, the teacher says, “Now I am going to change the middle sound from /ă/ to /Û/. I will remove the /ă/ sound by sliding out the counter and replacing it with another counter to make the /Û/ sound. The new word is *cub*. What is the new word? (cub) I’m going to use the new word, *cub*, in a sentence: The tiger cub looked like a large kitten.” Following the gradual release of responsibility model, the lesson moves on to guided practice: “It is your turn to Say-It-Slide-It-Change-It with me.” A list of possible words is provided and includes word chains such as *pit, pat, pot, pet* and *fan, fun, fin, phone*. Throughout the materials, lessons are designed according to the gradual release of responsibility with scripted support for the teacher.

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

- Materials provide specific and precise terms, phrasing, and statements that teachers can use during core instruction for connecting phonemic awareness skills to the alphabetic principle. In Lesson 19, in the “Review” section, the teacher reads a list of words, and students hold up the letter *e* from the “42 Sounds Cards” when they hear a word that begins with this sound. Example words include *egg, elephant, bug, ever, fox, Ed, excellent, zipper, envelope, and plant*. In Lesson 19, students learn about the consonant *n*. The teacher models blending the letters /n/ and /a/ orally and asks the students to blend the sounds orally. The teacher then writes it on the board. This activity is also in the “Games Supplement” referenced as “That’s the Sound” game and suggested as a resource throughout the program.
- Materials use the gradual release of responsibility model (I Do, We Do, You Do) for instruction for connecting phonemic awareness skills to the alphabetic principle. In Lesson 8, the teacher introduces the concept of building words and helps students spell words during a guided dictation: “I will say the slide, then the ending sound, and then the whole word together. For *gab*, I would say /ga/ /b/, *gab*... Now you repeat. (/ga/ /b/, *gab*).” The teacher adds, “On the board, write the sounds that you hear. There is a beginning sound, a vowel sound, and an ending sound.” Using the same procedure, the teacher dictates *dad, dab, and gag*.



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## English Phonics Program Summary

- In the “Component Navigation Guide,” the materials provide a link to the “Eraser Game” to practice connecting phonemic awareness to decoding and encoding as a daily practice. The instructions state, “During the Eraser Game, build in phonological and phonemic awareness practice to provide students an opportunity to connect speech to print.” During the game, students write a list of words on their whiteboards, and the teacher guides students in tasks that include previously learned phonemic awareness skills, including blending, segmenting, adding, deleting, and substituting phonemes. Examples include:
  - “I will say a word slowly; point to the word I say: /s/, /k/, /i/, /m/.” Students point to the word *skim*, read it twice, and erase the word.
  - “Point to the word that has five phonemes.” Students point to the word *blast*, read it twice, and erase the word.
  - “Point to the word that would say *troll* if we add /t/ to the beginning.” Students point to the word *roll*, read it twice, and erase the word.
  - “Point to the word that would say *pan* if I took out the /l/ sound.” Students point to the word *plan*, read it twice, and erase the word.
  - “Point to the word that would say *chip* if I changed the /sh/ to /ch/.” Students point to the word *ship*, read it twice, and erase the word.

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

- Materials include a variety of activities specifically designed to help students develop, practice, and reinforce their understanding of phonemic awareness skills. Lessons include gestures/body movements and other kinesthetic activities to help students visualize blending, segmenting, and manipulating phonemes orally. The descriptions of each movement are located in the “Phonemic Awareness Supplement.”
- The materials suggest or provide resources, including manipulatives, to practice and reinforce students’ phonemic awareness skills. For example, the Phonemic Awareness Supplement includes printable resources such as Elkonin boxes and multiple game pieces in the appendix. The document also includes a weekly game that often varies, including activities such as “People Puppets,” “What’s that Motion?,” and “Sound Detectives.” For example, in Week 20, on Friday, students play “Tic Tac Toe.” The teacher creates a Tic Tac Toe board on the floor and places provided pictures in each square. Students take turns tossing a bean bag on the grid. Students identify the picture their bean bag lands on and say the medial sound of the word.
- Materials provide activities and resources for connecting phonemic awareness skills to the alphabetic principle. The program provides games to cumulatively review phonemes with encoding and decoding skills. The games are called the “Eraser Game” and “That’s the Sound.” For example, the Eraser Game provides a script for different tasks that teachers use, such as “Point to the word with the same vowel sound as the word.... Point to the word that would say...if I changed the vowel sound.”

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## English Phonics Program Summary

### Indicator 3.C.1

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

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

### Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials provide a clear outline or overview of the program's lesson sequence for sound-spelling patterns. The "Product Guide" includes a scope and sequence divided into two chapters and titles for each lesson, color-coded by Skill Lesson, Most Common Words Lesson, and Reference Lesson. The materials also provide a planner that can be viewed daily, weekly, or monthly.
- The objectives are aligned to the grade-level TEKS sound-spelling patterns. For example, kindergarten uses letter-sound relationships to decode, including VC, CVC, and CVCC words.
- The lesson objectives progress from less to more complex phonics skills. For example, students learn five consonants and one vowel before building words. In Chapter 1, the "Kindergarten Planner" includes unit lessons for all the alphabet letters. Lessons 2–39 include letter-sound

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## English Phonics Program Summary

correspondence in VC and CVC Words. In Chapter 2, in Lessons 43–45, the program introduces blends with *l*, *r*, and *s*, as well as tri-blends and final blends with *s*. Lesson 46 teaches *dw* and *tw* blends. In Lessons 50–52, students learn special vowel combinations (*-ll*, *-ng*, *-nk*). Lessons 55, 56, and 57 are marked as optional and include digraphs (*th*, *ch*, *sh*, *wh*, *ph*) following the CCVC and CVCC patterns and long vowels, which are not included in the kindergarten TEKS.

- Some above-grade-level patterns are included in the sequence. Reading and spelling words with tri-blends is an above-grade-level skill and includes the same instructions and words for grades kindergarten through 2. In this case, teachers must go through the program’s training modules or have knowledge of the appropriate sequence of grade-level sound-spelling patterns to select the appropriate words within the lesson’s instructions and dictation lists.

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

- The materials clearly communicate the objectives for the lesson. For example, the lesson script in Chapter 1, Lesson 6 states, “The fourth letter we’ll learn is also a consonant: the consonant *d*.” In Lesson 39, the teacher states, “In this lesson, you will learn why the word *cat* starts with a *c* and why the word *kitten* starts with a *k*.” Some lessons include phrasing to guide the teacher’s script, such as “Today you will learn.” This leading script sentence is not included throughout the materials.
- The lesson sequence follows the Gradual Release of Responsibility Model. Each lesson has sections: Review, Teacher Instruction, Guided Practice/Dictation, Transfer/Individual Practice, and Reinforcement and Differentiation Activities. In Lesson 43, after teaching the six L-blends on the Blends Poster (*bl*, *cl*, *fl*, *gl*, *sl*, *pl*), the teacher implements the “We Do” in the gradual release. The teacher and students add a vowel to the L-blend to create a slide. Next, the teacher says, “Now let’s change these slides to words by adding a consonant at the end. For example: *blo-blop*; *glu-glum*; *plo-plot*.” The teacher reminds students to mark the vowel and add an arc under the L-blend.
- In Chapter 2, Lesson 50, “Special vowel combination -ll,” the teacher says, “In the last lesson, you learned that *s*, *f*, and *z* usually double at the end of small words. There is one more consonant that usually doubles, the consonant *l*. Not only do the *ls* double, but they sometimes change the sound of the vowel they follow. A vowel followed by double *l* forms a Special Vowel Combination. (Teacher directs the class to the Special Vowel Combination Poster).” Later in the lesson, after modeling how to pronounce *u-l-l* as /ull/ in words such as *dull* and *gull*, the teacher adds, “Sometimes, the double *ls* change the sound of the vowel *u*. We can hear a little different sound in words such as *pull*, *full*, and *bull*.” The teacher writes the words *dull*, *gull*, *full*, and *pull* and says, “Read each word aloud as I point to it.” Next, the teacher dictates words from a list for students to write, mark, and read aloud, including *gull*, *pull*, *hull*, and *spull*. In the next lesson, the teacher says, “The next set of Special vowel Combinations that you will learn is the consonant combination *n-g*.”
- The materials include specific and precise terms, phrasing, and statements teachers can use during core instruction. In Chapter 1, Lesson 19, students are instructed to write a lowercase *n*. The teacher then asks students, “What is the sound of *n*?” The teacher instructs, “To the right of the *n* write lowercase *a*,” and then asks, “What is the sound of *a*?” Students join the two sounds with a slide arrow. In the teacher script, they are instructed to “Begin to say /n/, and slide to /a/. The sound of the slide is /na/. Say the sound of the slide.”

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- The materials provide teachers with important points to emphasize about grade-level sound-spelling patterns. In Lesson 56, the teacher instructs students to only use one sound for the digraph slide. The teacher script states, “Remember, in a Digraph slide, you slide from one consonant sound to a vowel.”

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

- Materials focus on one consistent routine of proving and reading aloud to develop sound-spelling patterns and incorporate a variety of resources for students to practice and reinforce their knowledge of sound-spelling patterns. For example, each lesson has games, practice pages, and software to use for modeling, guided practice, independent practice, and reinforcement. Teacher instruction and guided practice consist of spelling, proving, and reading words. The variety of activities is mostly provided through suggested games in the Reinforcement section.
- Direct instruction consists of modeling how to mark a sound-spelling pattern and then read it. For example, in Chapter 2, Lesson 56, the teacher introduces digraphs. “The Digraph *c-h* says /ch/. Listen for /ch/ at the beginning of the following word: *chip*. Say the sound with me, /ch/.” After joining the *c-h* digraph to vowels, the teacher adds a consonant to the end to write *chat*, *chop*, *chin*, *chug*, and *Chet* and model how to mark digraphs. “When I mark the word *chat*, I start by drawing an arc under the digraph first. Then I mark the vowel *a*. It is important to mark under the word from left to right. What is the word? (*chat*). My neighbor likes to chat.” The teacher repeats the instruction for the written words and other words with *ch* in the final position. In guided practice, students write, mark, and read aloud words dictated or spelled by the teacher. In the Transfer Cards and practice pages, students read words and sentences with initial and final digraphs and practice marking digraphs while reading words. Students also complete a sentence such as “...is a big...!” using two words provided (*fish*, *That*).
- In Chapter 2, Lesson 44, the materials introduce the R-blend spelling pattern. “R-Blends are consonant blends that include the letter *R*. *R* is the second letter in an R-Blend, and there are seven R-Blends: *br*, *cr*, *dr*, *fr*, *gr*, *pr*, *tr*.” The students play the game “Scramble.” To play, they place cards with the picture down on a table (for small groups) or tape them to the board at the front of the room (for the whole class). Students choose two numbers (cards) and turn them over. If the two cards have pictures that rhyme (e.g., goat, boat), they have a match and keep the cards.
- Materials incorporate a variety of activities and resources for students to practice and reinforce knowledge of sound-spelling patterns. For example, each lesson has games, practice pages, and software to use for modeling, guided practice, independent practice, and reinforcement. For example, in Lesson 8, the students build words as the teacher dictates the sounds. They use Transfer Cards for practice and a practice page for independent practice. During reinforcement, the game “1, 2, 3” is introduced.

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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. In Chapter 1, Lesson 5, the “Kindergarten Student Transfer Card: Consonant F” provides letters, sounds, and slides for students to practice reading individually or to dictate to a partner. In Chapter 1, Lesson 10, students learn the letter *t* and, after guided practice and transfer activities, they write a sentence on a practice page that needs to include a word with the letter *t*. Then they are asked to read the sentence.
- In Lesson 23 (Vowel O), the teacher models reading and marking words in isolation with short *o*. The teacher shows the word *dog* and says, “To say the word, add /g/ to the *d-o* slide. Say the word. (*dog*). Use the word in a sentence.” In guided practice, the teacher dictates *hop*. In additional dictation, students practice encoding with words including short *o* and the short vowels and consonants they have previously learned (*hop, dog, ban, red*). The transfer cards and practice page present a two-letter slide on the left side, such as *ho* (with an arrow underneath to signal blending), and a CVC word on the right, such as *hop*.
- Most Transfer Cards used for whole group and individual practice include opportunities for students to practice decoding with sentences. In Lesson 23, the cards include sentences such as “Ron had a mop.” Students take turns dictating the words and sentences to each other and checking them using four different Transfer Cards. The “Little Book” Letter Group 3 Review includes the sentence “Don and the dog hop on the log.”
- In Chapter 2, Lesson 50, the teacher reminds the students, “In the last lesson, you learned that *s*, *f*, and *z* usually double at the end of small words. There is one more consonant that usually doubles, the consonant *l*. Not only do the *ls* double, but they sometimes change the sound of the vowel they follow. A vowel followed by double *l* forms a Special Vowel Combination.” During a whole group lesson, the teacher uses the Transfer Card to access the special vowel combination *-ll* to facilitate fluency through choral reading and to model the proper use of Transfer Cards.

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### Indicator 3.C.2

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

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

### Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials provide a systematic sequence for introducing high-frequency words following Fry’s Frequently Used Word List. The kindergarten curriculum teaches 30 high-frequency words, referenced as “Most Common Words” (MCWs) in the program. The curriculum contains eight sets of MCWs presented a few at a time throughout the course. The first list is introduced in Weeks 11–12 and includes three words (*the, of, and*).
- The introductory lesson plans address the decodable and non-decodable parts of high-frequency words. The “Quick Guide to Effectively Teaching Most Common Words” provides a routine with steps for teaching all the MCWs. The script prompts the teacher to
  - Connect each sound to print (orthographic mapping).
  - Identify which parts of the high-frequency words are decodable.
  - Identify any irregular spellings, letters, or letter combinations that don’t seem to match the sound.
  - Underline the word, indicating it is an MCW.

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## English Phonics Program Summary

- Analyze each word with students.

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

- The materials provide generic, scripted instruction for teaching students how to decode regular and irregular high-frequency words. Every MCWs lesson includes the same four steps: “analyze each word using the provided questions, remind students they only need to mark the phonetic parts of the most common words, define the word and create a visual, and use the most common word in context.” The analysis questions are provided for each word and include “What do you already know about this word? Does this word have sounds that you already know how to spell?” Possible MCWs analyses are also provided for teachers to reference. For example, “*at*: this is a two-letter word that starts with a vowel. It follows phonetic rules. Help students learn *at* by talking about rhyming words.” For the irregular word *one*, it states, “Students should be familiar with all the letters, but the only letter that follows phonetic rules is ‘N.’ The ‘O’ sounds like ‘W’ plus short ‘U,’ while the ‘E’ does nothing.”
- 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 automatically. 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).**

- 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. Every lesson provides four steps to develop knowledge: analyze the word using a list of questions, teach the students to underline the word instead of marking it, define the word and create a visual when possible, and use the words in context. For example, in Chapter 1, Lesson 10, the program suggests that for the word *and*, “a student might draw himself or herself and a friend, ham and eggs, or mother and father. This activity helps students obtain a mental image of the word’s meaning.” Each lesson includes an analysis of each word being taught, which guides the students to consider parts previously taught and connect the MCWs to other words learned before when applicable.
- The materials include activities and resources for practicing and reinforcing decoding and encoding high-frequency words through cumulative review. Each Most Common Words lesson includes a review of high-frequency words at the beginning of each lesson using a game. Most lessons include sentences with MCWs taught previously in the guided dictation, Transfer Cards, and practice pages. Students also have access to “Little Books” (available in Chapter 2) for

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students to practice MCWs and phonics skills taught up to that point, as well as flashcards that can be used to build a word wall.

**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 the use of 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 MCW 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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## English Phonics Program Summary

### Indicator 3.D.1

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

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

### Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The lesson plans provide explicit modeling and demonstration of skills, mostly with word lists and decodable sentences that have been carefully sequenced to be consistent with letter-sound relationships that have been taught to the reader. In Lesson 43, the teacher models reading words with initial L blends: “Read each slide and word aloud with me: /glu/, glum; /plo/, plot; /slo/, slot.” In the transfer section of the lesson, the teacher projects the Whole Class Transfer Card and guides the class to read a list of words, including *blab*, *club*, *flop*, *Glen*, *plan*, and *slip*. Then the class chorally read sentences such as “They plan to sled and Glen can clap.”
- In Chapter 1, Lesson 9, the teacher models reading nonsense words such as *baf* and *dad*. Using the gradual release model, the teacher and students continue reading nonsense words in isolation. For example, *dag*. Students continue the lesson independently by reading the following nonsense words: *faf*, *bab*, *gaf*, *baf*.
- The lesson plans include guided practice with word lists. Decodable sentences and decodable texts are not present in every lesson. Lesson 12 starts by introducing a sentence for guided and independent practice. In Lesson 34, a list of words and a sentence is used in guided dictation.

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## English Phonics Program Summary

- The lesson plans include independent practice with word lists and decodable sentences. In Lesson 8, the Whole Class and Student Transfer Cards begin to introduce a word list. Decodable texts are not present in every lesson.
- Transfer Cards can be used independently for students to mark and read words and sentences on their own, or they can be used in pairs as students take turns dictating to each other the words and sentences from the cards or reading them aloud. For Lesson 43, additional resources include a practice page where students are prompted to read a slide on the left to begin the word (marked with an arrow underneath to signal blending) and a complete word on the right using the slide (*blo-blot, cli-clip, plu-plug, fla-flat*). Another optional resource is the decodable book “Glen,” which includes words with l-blends, high-frequency words, and CVC words with the patterns taught in Chapter 1. The script suggests the teacher project this book to read as a class.
- Teachers do not model fluent reading of decodable text during direct instruction but are prompted to project the decodable “Little Books” to do so during the transfer section of 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.).**

- The materials guide teachers to provide practice with word reading fluency in small groups. For example, in Lesson 5, there are six games provided with instructions for the teacher to use during small groups. One of the games is called “Detective,” and the objective is to identify letters, vowels, and other patterns within words.
- The materials guide teachers to provide partner practice with word reading fluency. For example, the Student Transfer Cards are designed for students to practice with a partner the skill learned in that lesson. Every lesson includes multiple Student Transfer Cards, which include word lists and one or two sentences for students to practice proving words and reading. For example, in Lesson 31, the Transfer Cards include words and sentences such as *fun, dug, gum, rug*, and “Bud is a fun dog.” The script consistently includes “Listen as students take turns reading words and sentences on the card to a partner, or have students use the cards independently.”
- More games provided for partners are listed in the document “Recommendations for Small Groups and Center Work.” For example, the ideas include working with partners on Most Common Word lists, buddy reading, and a memory game.
- 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.
- One or more practice pages are included for every lesson for students to complete independently, consisting mostly of words and sentences for students to mark and read. In Lesson 31, the practice page prompts students to read *hug, bud, gum, nut, and sun*.
- The script also suggests using Little Books in whole group, small groups, or individual practice beginning in Lesson 43. For example, in Chapter 2, Lesson 46, students read the book “Twig and Twix” after learning the *tw* pattern. In Lesson 57, students who are below-level review previously read Little Books. For example, students review “Chip and Fish.” The book is 100%

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## English Phonics Program Summary

decodable with a word count of 32 words.

**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. In Chapter 1, the materials include words and sentences that students read using Transfer Cards and practice pages. In Chapter 2, one decodable text is provided for each skill lesson. These decodable texts are referenced as Reading Horizons Discovery® “Little Books,” and they target a range of 90%-100% decodability, according to the publisher.
- There are 20 kindergarten Little Books that are aligned to the phonics scope and sequence for word-reading fluency and incorporate skills that students have been taught up to that point. For example, Lesson 43 introduces L-blends and includes two Little Books titled “Glen” and “Flip Flop.”
- In Chapter 2, Lesson 19, students learn R-blends. This lesson includes one Little Book titled “Fred,” which the teacher can project in whole group or assign individually. The text reinforces high-frequency words, blends, and short vowels in one-syllable words. The first page reads, “‘Get in your bed, Fred,’ said mom. But Fred did not get out of the crib.” A review of this pattern during the next lesson includes a word list with *brag, crab, drop, frog, grip, prep, and trap*.
- In Chapter 2, Lesson 45, students who are on grade level independently read the Little Book “Spud.” The book is 100% decodable and contains a word count of 25 words, including skill words (7) and Most Common Words.

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## English Phonics Program Summary

### Indicator 4.1

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

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

### Partially Meets | Score 1/2

The materials partially meet the criteria for this indicator. Materials include some developmentally appropriate diagnostic tools and guidance for teachers to measure and monitor student progress in phonemic awareness.

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

Evidence includes but is not limited to:

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

- The materials include some diagnostic tools for measuring phonological awareness that are developmentally appropriate. Phonological awareness skills are measured with the Phonemic Awareness online assessment. The Phonemic Awareness online assessment assesses rhyme, syllables, initial sound, final sound, medial sound, blending, and segmenting. The test can be assigned multiple times throughout the year by specific skill or as a whole. This is considered an initial assessment, and it is completed before moving into the online lessons.
- Materials do not include a variety of diagnostic tools to measure and monitor the progress of phonics skills. One phonics assessment is the “Spelling and Word Recognition Assessment,” which is assigned online at the end of the kindergarten school year only for students who have mastered skills for the school year. The Spelling and Word Recognition Assessment measures phonics skills that are developmentally appropriate. This assessment comes at the end of the kindergarten lesson sequence in the software and assesses all the phonics skills taught in the program by asking students to spell words and identify the correct spelling of words from three different choices. The teacher analyzes the features of students’ spelling to inform phonics instruction for students who are advanced and mastered skills before the end of the year. Teachers can assign this assessment multiple times.
- Materials include Skill Checks, Decodable Reading Records, Kindergarten Tests (software only), and Check-Ups (software only). These assessments are used throughout the scope and sequence. However, these assessments measure phonics skills in isolation based on the units.

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The assessments do not measure the same skills over time; therefore, they do not meet the definition of diagnostic tools.

- The “Reading Assessment” is an optional assessment that provides a Lexile® measure for students. The program does not recommend assigning this assessment to all kindergarteners. It states, “If a teacher is looking for a Lexile measure for known readers, they could assign it at the individual level.” This assessment is designed to be used three times throughout the school year (as assigned by the teacher) to validate student gains and connect students with texts that match their individual reading levels. Any of the assessments can be retaken if a teacher resets the last assessment taken. A student can be reassigned to take an assessment for progress monitoring, but only up to three scores are recorded throughout the year if the student is a known reader during the kindergarten year. This assessment does not provide specific phonics skills to address. It is only used to ascertain a Lexile reading level.

### 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](http://www.rhaccelerate.com), teachers can access videos that explain the assessment and how to assign it. The kindergarten implementation guide advises to “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 to follow. 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 available, and the training module for “4–6 months” includes a video on assessments. Teachers and administrators can preview the assessments online. To support understanding of the assessment and scores, the tutorial video “Reports” is available in the online resource.

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

- The materials include data management tools (digital and/or hard copy) to enable teachers to document individual and whole-class data regarding tracking progress on taught phonemic awareness skills. The electronic data-management system produces charts and spreadsheets with student assessment results organized by class and by student. The group Phonemic

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Awareness (PA) assessment report allows the teacher to click on a PA skill, organized in order of complexity from rhyming to segmenting sounds. The provided charts in the teacher portal of the online software do not give specific information regarding students' progress in taught phonological skills. The "Group Phonological Awareness Assessment Chart" shows 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. The "Individual Phonological Awareness Assessment Chart" does not provide the questions or subskills the student missed.

- In the Common Core student report, data tables are organized by specific skills. However, this tool cannot be used as a diagnostic tool because it captures data at the current time. It will not reflect growth over time. 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 of the alphabet) and 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).
- The materials include Spelling and Word Recognition Assessment data-management tools to enable teachers to document individual and whole-class data regarding tracking progress on skills by listening to words orally and responding by selecting the correct spelling. The Spelling/Word Recognition (SWR) report includes chart tables organized by specific skills in order of complexity. However, kindergarten students only receive this assessment at the end of the year. Therefore, it is not useful to track the data for progress. The complete report includes a table chart with each item assessed and scoring points, organized by level of complexity. In another chart, the report shows student responses and errors.
- The data management tools 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 and allows the teacher to sort the students into tiered groups (red: needs intensive intervention, yellow: needs intervention, green: on track). To support tracking student progress, the software includes the Message Center. Messages are generated and sent to the teacher by the software when a student fails a lesson or portions of a test. The messages can be sorted by type, student name, subject, or date.
- Other data-management tools include the Lesson Report, Group Test Report, Group Skills Report, Individual Student Reports, Student Report, Student Lesson Report, and Student Test Report. These tools are useful for whole-group monitoring of individual units and sets of skills. These reports, however, do not monitor progress of the same skills over time.

# Reading Horizons Grade K English Phonics Program Summary

## Indicator 4.2

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

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

## Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- The materials include progress monitoring tools that routinely and systematically assess students' acquisition of grade-level skills. The program includes checkups for every lesson in a chapter, three skill checks to use as needed within a chapter, and seven kindergarten tests that are cumulative for the chapter. For example, Kindergarten Test 1 covers phonics patterns that include alphabet introduction, vowel *a*, consonant *b*, the slide, consonants (*f, d, g*), building words, and nonsense words. Most Common Words (MCWs) are assessed separately. They include eight tests in kindergarten given by the software before instruction on the MCWs list begins or is assigned by the teacher.
- 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 assessments 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 skills at a time (such as rhyming, syllable identification, initial consonant position, final

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## English Phonics Program Summary

consonant position, medial consonant position, phoneme blending, phoneme segmentation, and manipulation of sounds) and provides a data tracking sheet for the teacher to use.

- 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, the 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 the oral reading of decodable text using Student Transfer Cards and decodable readers. The materials include 20 running record forms for the teacher to use when listening to a student read the provided decodable readers. The materials provide running record instruction for teachers to use. There are also columns for teachers to use 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 in 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 assessment results inform students' experience in the lesson instruction. Throughout the



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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 will be overridden. Within the lessons, the activities track assesses students in the skill taught in a given lesson. If the student scores below 85% on the activities, the instruction is given, followed by the activities a second time.

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## English Phonics Program Summary

### 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.**

- Materials support teachers' analysis of diagnostic data to inform the 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/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 that teachers use these colors or percentages in the printable data sheets.
- The assessment tools result in data reports that inform instruction and facilitate tracking of 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.

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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 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, reassign a refresher lesson, or assign another check-up from the message center.

**Diagnostic 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 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 with a yellow dot need intervention, and students with a red dot need intensive intervention. The materials also give suggestions for grouping students during core instruction in class. For example, the “Kindergarten 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.” The materials explain 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 the student’s 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, the materials recommend using the activity “Sort and Spell,” the Transfer Cards from specific lessons, and the homework page.
- The materials include teacher guidance for differentiating instruction after administering running records. Teachers complete a “Student Summary Sheet/Plan for Instruction” in which they mark the area(s) for instruction (Current Skill, Previously Taught Skill, or Most Common Words), write the specific skill or lesson to teach, and check off activities for further instruction from a list of suggestions. Recommended next steps include:
  - Reteaching identified skill(s) using software or using direct instruction

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## English Phonics Program Summary

- Repeated reading of a decodable text (timed for automaticity or not timed for accuracy)
- Read along in the software (with narration/highlights, read along with highlights only, or read without narration/highlights)
- Use of 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 materials include a section called “Reinforcement and Differentiations Activities.” This section is divided into three sections: below, on, and above grade level. It lists activities/resources for decodable books, games, practice pages, online software lessons, and extended dictation/practice for each level based on their needs.

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## English Phonics Program Summary

### Indicator 5.1

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

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

### Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- The materials include research-based guidance that supports teachers in understanding developmental continuums across foundational phonics skills. The “Resources” section includes a video on “Differentiating Reading Instructions for Intervention and Special Education” that 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 suggests 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 review is a time for students to retrieve prior knowledge and show mastery of previously taught skills. 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 suggests 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, Chapter 2 has a Reinforcement and Differentiation Activities section in Lesson 43 on blends. Students who are below level will play the Scrabble game to promote rapid identification of L-

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## English Phonics Program Summary

blends. In this game, the teacher displays five or six L-blends on the board, and one player from each team uses a flyswatter to swat the L-blend the teacher calls out.

- 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 number of sub-skills within lessons, choose one or two skills to teach for the week... The teacher should have a plan for which activities each group will complete prior to center time.” A note also recommends, “Teachers should take anecdotal notes on an individual student data tracking sheet to determine student mastery and inform Friday reteaching and conferencing.” 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.
- Materials provide additional lessons for targeted instruction that include differentiated instructional approaches. The materials include connected texts at different levels for independent or guided small-group instruction. For kindergarten, there are decodable readers for 10 specific skills, with 2 options per skill differentiated by Lexile level. For example, for L-blends, the program includes the book “Glen” (280L, 16 words) and the book “Flip-Flop” (70L, 32 words). The online software includes additional “Refresher” lessons that summarize the concept and provide practice with three different activities and a story matching the skill. These are assigned to students who score below 85% on a skill and can also be assigned by the teacher.

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

- Materials include guidance for teachers on including enrichment activities for students who have mastered grade-level foundational phonics skills. Lessons include recommendations on upward scaffolding to support extension and application of learning. In the “Enrichment Resources,” the “Additional Sentences for Dictation” section shows the dictation sentences that were included in the main lesson and then gives additional sentences that can be used to extend the learning.
- The online materials include a variety of student activities that can be assigned based on students’ achievement of grade-level mastery of phonics skills. The program assesses kindergarten students after each lesson and through seven formal assessments. The student receives targeted lessons in the software based on these assessments. In skills, if the student has scored above 85%, 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. The document 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

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## English Phonics Program Summary

use during small-group for the “Approaching” group include reviewing the skill, dictation, and playing the game recommended for the on-level students from the differentiation table for the lesson. For the “Proficient Group,” generally recommended activities include dictation with sentences or writing prompts from the Spelling Supplement, playing the game recommended for the above-level students, reading the decodable reader or authentic text, and comprehension activities.

### 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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## English Phonics Program Summary

### Indicator 5.2

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

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

### Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- Materials engage students in the mastery of phonemic awareness skills through developmentally appropriate instructional approaches. In the “Phonological Awareness Manual K–2,” there is a section called “Scaffolding Instruction with Hand Motions and Manipulatives.” In this section, teachers can find scaffolds using hand motions and manipulatives grouped by task type to help students with phonological awareness activities.
- Materials engage students in the mastery of the content through a variety of instructional approaches. Kindergarten lessons include using sound-letter cards, Elkonin boxes, colored squares, online activities, games, word sorts, and decodable cards and books. For example, the phonemic awareness supplement includes poems and a game or activity every Friday, such as using Elkonin boxes or puppets. In Chapter 2, Lesson 22, students start by reviewing previously learned blends by playing charades with words such as *swim*, *spin*, *skip*, and *stop*. The teacher may also choose to play the “Blends Game” for review, projecting the s-blends refresher from the software and reading the “Little Book” (decodable text) from Kindergarten Lesson 45 and/or Lesson 20 as a whole class or individually.
- After direct instruction, students engage in guided dictation using whiteboards and coding the words with the program’s marking system. Dictation involves all sensory inputs and motor outputs, such as language, listening, speaking, reading, and writing. Then students read Transfer Cards or use them to dictate parts of words and whole words to a partner. Additionally, students can read the Little Books “Jan and Nan” or “The Twins” and play the games “Scramble,” “Change That Word,” “Blends Game,” or “Detective.” For example, in the game Detective, students read a book, use their magnifying glasses to find a particular sound that the teacher has given, and code their words with the class. In the online software, students can review the



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## English Phonics Program Summary

lesson, play different activities, such as identifying the blend a spoken word, clicking on blends within sentences, and reading the digital decodable books.

- Materials engage students in the mastery of the content through developmentally appropriate instructional approaches. For example, the program supports phonological awareness skills with pictorial support and hand motions. When introducing a letter, the program includes a hand motion and a keyword. For each sound, there is also a poster card with a picture referenced as “vowel valley” and “consonant corner” posters. For example, for letter *a*, the picture on the poster is an apple. The kinesthetic cue for vowel *a* taught during the lesson is pretending to take a bite of an apple while making the sound /ă/.
- 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-write” (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).

- 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 can be completed independently include online software, practice pages, games, and spelling activities such as “Sort and Spell” and “Cloze Passages.”

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## English Phonics Program Summary

### Indicator 5.3

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

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

### Partial Meets | Score 1/2

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

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

Evidence includes but is not limited to:

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

- Materials include some linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPS; however, the linguistic 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 students of different linguistic 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 students at the Advanced 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." Linguistic accommodations are not integrated throughout the lessons. The instructional materials do not provide specific supports such as sentence stems and scripts.
- Text and activities do not support various levels of English language proficiency. Lessons include lists of words that are the same for all students, one whole group Transfer Card, and four Transfer Cards at the same level. The supplemental document "Recommendations for Small Group and Centers" suggests that English Learners should use the Student Transfer Cards focusing on vocabulary or phonemic awareness. Practice pages are not differentiated.

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## English Phonics Program Summary

Decodable texts for 10 skills are available in two levels, not associated with the ELPS. The software does not provide differentiation for English Language Learners.

- The “Meeting the Needs of Emergent Bilingual Students” guide includes general suggestions for teachers of Emergent Bilinguals 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 or referenced consistently throughout the lessons. Some suggestions are targeted for English Learners in general, not considering 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 lessons include annotations targeted for English Learners’ instruction. 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 “Kindergarten Chapter 1 Manual,” there is a note in the margin for the teacher on the phonemics awareness “Rhyme” section about helping Emergent Bilinguals. The note states, “Non-native English speakers may need to master the alphabet portion of Reading Horizons Discovery before they will 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.” Another note in this section states, “Remember that these activities can be adapted to better meet the needs, levels, and cultures of English Language Learners. For example, they may not know the words *van* and *mat*. Perhaps use more commonly known words that rhyme. Also, be sensitive to difficult phonemes when choosing words for students to rhyme.” Notes referencing English Learners are not consistently used throughout the skills lesson of the program. There is one targeted for English Learners 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 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

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## English Phonics Program Summary

definition of cognates and false cognates with examples and question stems to encourage students to identify and analyze cognates. The materials do not include information about language transfer in the Teacher's Manual or within the lessons. The suggestions available in some lessons do not address transferable and non-transferable skills.

# Reading Horizons Grade K English Phonics Program Summary

## Indicator 6.1

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

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

## Not Scored

Materials provide guidance on fostering connections between home and school.

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

Evidence includes but is not limited to:

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

- Materials inform families about the program and provide suggestions for how they can help support student progress and achievement. The "Family Guide" is a letter for teachers to send home to families. This letter is available in English and Spanish. The document explains the main components of the program and invites families to learn more about the program on the website [www.readinghorizons.com](http://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](http://www.ReadingHorizons.com/support))." This information helps parents assist students at home when they have technical questions and need support.

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## English Phonics Program Summary

- The materials provide a parent letter to assist with spelling homework. The letter provides information about the spelling timeline and guidance on how to help the student at home. The letter is offered in English and Spanish.
- Printable decodable texts and homework pages that connect to the phonics and spelling lessons for that week and previous weeks are available to be sent home and located throughout the lessons in the “Planner” section and also in the Resources section of [www.rhaccelerate.com](http://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.
- In “Kindergarten – Chapter 1,” there is a weekly packet for the vowel *a*. The first page is information for families. It explains all the components in the packet and gives brief directions on completing 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.”
- Spelling packets are sent home weekly to provide further practice and application. Each spelling homework page includes a word bank containing 15 skill words and five 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.

- Materials contain resources to help teachers communicate with families in an ongoing manner regarding the student’s progress. The materials include an introductory letter in English and Spanish that presents the program and its objectives, the student login information, and the recommended usage. There is also a letter for spelling and a weekly packet that informs families about the skills students are working on.
- The materials include standards-based reports that teachers can use to provide families with information about student progress. The publisher’s website blog section has two posts related to which reports should be shared with families. The publisher says, “Student Report—This report is good to share with families and future teachers,” and “We recommend sharing the

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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. There are eight Skill Checks for kindergarten.

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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 from 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](http://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](http://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 and model 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 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, when teaching spelling with *c* and *k*, students can review and practice a rhyme to remember when to use each. Then, students complete three activities in which they practice spelling a word with *c* or *k*, hear a word and select from *c* or *k* tiles, and identify spelling errors in a paragraph. The software provides immediate feedback. 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. 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 presented throughout the lesson in a thin banner on the top left corner of the screen.
- The design 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 spell with letters *c* and *k* in the student software, the lesson presents two simple illustrations: a coin with the letters *C*, *a*, *o*, and *u* inside of it and a kite with the letters *K*, *i*, and *e* inside of it.
- Images demonstrate balanced racial and ethnic representations. The main page has two main characters representing different genders and racial backgrounds.