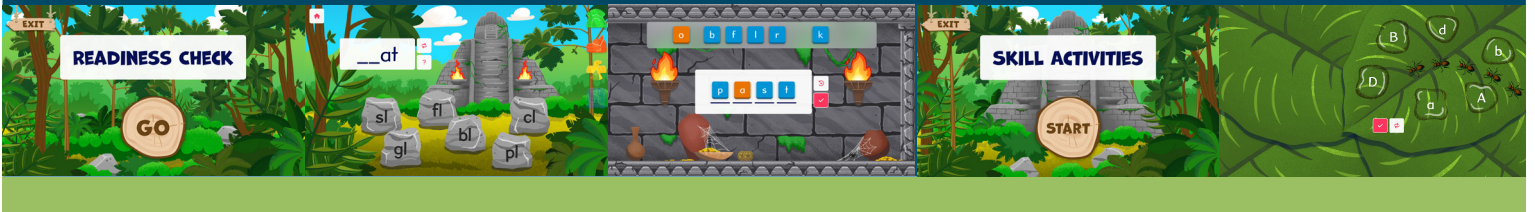




READING HORIZONS DISCOVERY™



Lesson Guide

A complete overview of *Reading Horizons Discovery*® —
a foundational reading curriculum for grades K–3.



Reading Horizons

Where reading momentum begins™

TABLE OF CONTENTS

Company History.....	2
Brand Pillars	3
Scarborough’s Reading Rope.....	4
Instructional Method Overview.....	6
Scope and Sequence Overview	7
Digital Teacher Experience.....	8
Teacher Instructional Cycle.....	9
Student Software Overview	10
Reporting Overview	16
Classroom Materials.....	16
Professional Learning	17
Supportive Partner Guarantee	18
Sample lesson	19
• Grade 1 Sample – Lesson 58	19
• Student Transfer Activity – Lesson 58	29
• Groups and Centers Routines.....	31

COMPANY HISTORY

In the 1970’s a seasoned educator, Charlotte Lockhart (also known as the “BiPhonic Woman”), published the original Discover Intensive Phonics for Yourself curriculum due to the success she had working with struggling readers in her school. By combining research-based strategies with a simple framework, Lockhart was able to quickly teach struggling students effective skills for decoding the English language.



In 1984, Reading Horizons was contracted to create corresponding software to Lockhart’s effective methodology. After Lockhart’s passing, Reading Horizons purchased the full copyright to the curriculum in 2001.

By embedding Lockhart’s effective approach into all of its products, Reading Horizons has been able to empower over 50,000 educators with teaching strategies that prevent and remediate the reading difficulties of beginning readers, struggling readers, and ELL students.

In honor of Lockhart’s legacy, we have created the Charlotte Lockhart Award for Excellence in Literacy Education to recognize schools and educators that dedicate themselves to spreading the cause of literacy.

BRAND PILLARS

We empower educators
to eradicate illiteracy.

Where reading momentum begins™

Data-Driven Impact

Simplicity of Method

Fostering reading proficiency through a scientifically proven approach

Supportive Partner

Supportive Partner Guarantee

Providing K-3 teachers the critical tools needed to nurture literacy

Engaging Approach

Tech-enabled Delivery

Empowering students to be better readers delivers life-long impact

Literacy is opportunity.

Reading Horizons sets teachers up for success by providing data-driven impact, using an engaging approach, and being a supportive partner every step of the way.

To foster reading proficiency, we use a scientifically proven method aligned with the science of reading and based on the Orton-Gillingham approach. Teachers have real-time performance data to help adapt the

instruction to fit each student and ensure their success.

Engagement is the facilitator of learning, and students will benefit from an explicit, multisensory, and interactive instructional approach.

Finally, we provide districts and teachers with support to ensure their success.

We walk (shoulder to shoulder) with educators to eradicate illiteracy.

Our program, based in science for nearly 40 years, has equipped more than 50,000 educators to help entire classrooms of students, regardless of their learning differences, read proficiently.



SCARBOROUGH'S READING ROPE

Scarborough's model of reading development explains the components of reading and how they work together. The bottom strands of Scarborough's Rope show the subskills of word recognition (or decoding of text), and the upper strands show the subskills of language comprehension. The subskills in the upper and lower strands are woven together and lead to skilled reading.

As students' word recognition skills become increasingly automatic, space is freed up in the brain for students' language comprehension skills to become increasingly strategic. All these skills come together to create skilled reading.

Language Comprehension

Background Knowledge

Vocabulary Knowledge

Language Structure

Verbal Reasoning

Literacy Knowledge

Word Recognition

Phonological Awareness

Decoding and Encoding

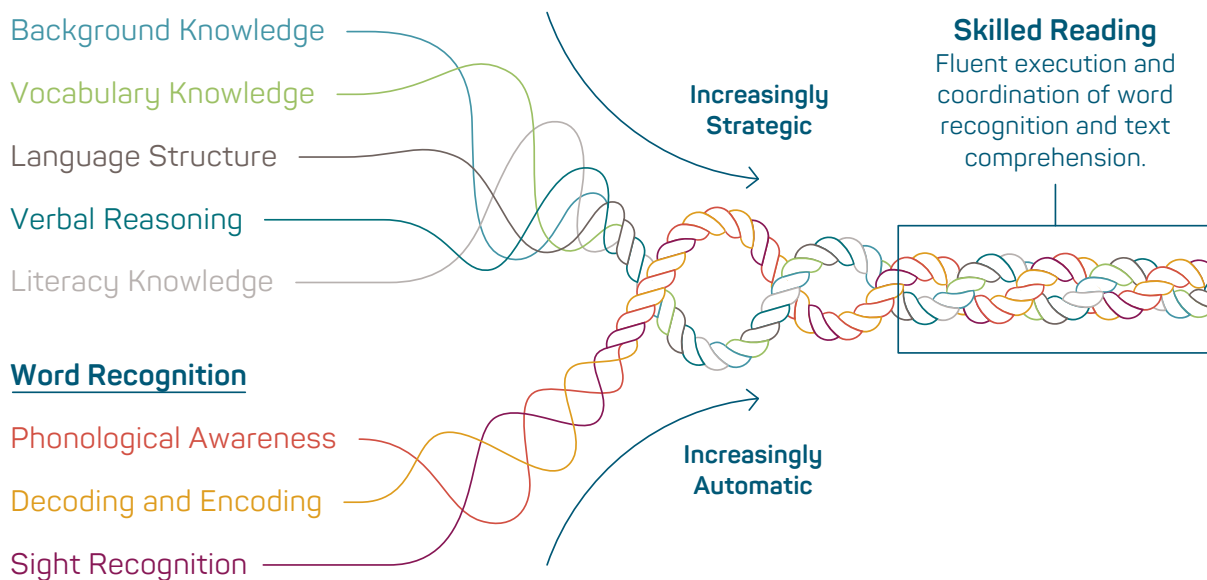
Sight Recognition

Increasingly
Strategic

Increasingly
Automatic

Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.



STRUCTURED LITERACY

The International Dyslexia Association introduced the term Structured Literacy to describe programs and approaches that are systematic and explicit while also aligning with the science of reading. These programs have been found to be vital for those with dyslexia, but are also more beneficial than other approaches for all students.

Structured Literacy explicitly teaches systematic word-identification/decoding strategies. The instructional focus includes the following evidence-based elements: phonology, sound-symbol association, syllable instruction, morphology, semantics, and syntax. The evidence-based teaching principles that guide how the elements are taught are equally important. The instruction is explicit, systematic and cumulative, and diagnostic. Reading Horizons is a Structured Literacy program. This means that throughout our program, we implement all parts of Structured Literacy.

INSTRUCTIONAL METHOD

The Reading Horizons® method is based on Orton-Gillingham principles of instruction and is taught explicitly, systematically, and sequentially, building from the simplest concept to the more complex. The method is taught using multisensory techniques for student engagement and connection. A unique marking system helps students identify the patterns found in the English language that determine the pronunciation and meaning of words. The marking system is used to support students with phoneme-grapheme mapping during dictation practice and is phased out as students progress to reading connected text, but it can be used as a scaffold to support students. What makes Reading Horizons unique is the simple and comprehensive framework that allows students to experience early and sustainable success. Students make gains quickly, which increases their motivation and confidence.

Alphabet Introduction

The alphabet is taught in letter sets of four to five consonants and one vowel. There are five letter sets in all.

Mm Ss Tt Pp Aa



The Slide

The slide is a research-based approach that is used early on in the program to ensure correct pronunciation of letters and to aid in phonological blending and fluency.

ma
→

Build a word

m ma map s sa sat

Semantics

Semantics is that aspect of language concerned with meaning. All words are used in a context sentence to connect word meaning to the phonology and orthography of the word. Additional vocabulary instruction and practice is provided as needed.

Most Common Words

said

Syntax

Syntax is the set of principles that dictate the sequence and function of words in a sentence in order to convey meaning. This includes grammar, which is taught in Language Lessons, beginning with sentence structure.

Continue Study of the Alphabet

Ff Nn Gg Bb Ii



Rr Hh Vv Jj Oo



Ww Dd Ll Yy Ee



Zz Xx Qq Cc Kk Uu



The C/K Spelling Rule

K takes
I and **E**.

C takes the other three:
a, o, and u.



Digraphs

Two consonants that spell one sound.

ch sh wh th th
chop shed which this thin

INSTRUCTIONAL METHOD

Blends

A Blend is two or three consonants standing together, each retaining its own sound. A Blend must always be able to begin a word.

L-BLENDS

bl cl fl gl pl sl

R-BLENDS

br cr dr fr gr pr tr

TWO-LETTER S-BLENDS

sc sk sl sm

sn sp st sw

THREE-LETTER S-BLENDS

scr spr str spl squ

W-BLENDS

tw dw sw

Long and Short Vowels

NAME, SOUND, AND
DIACRITICAL MARKINGS

ă ě ö ŭ ĭ

ā ē ō ū ī

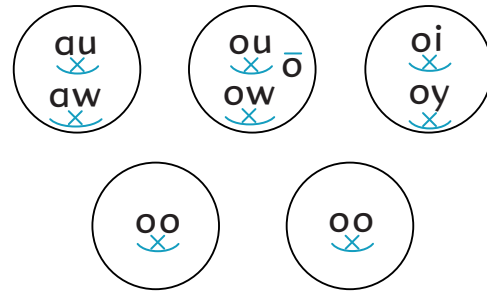
The Five Phonetic Skills (syllable types)

- mēt rūn
- jūmp trūst
- mē sō
- hōpe ride
- bōat meat

R-Controlled Vowels

ar or er ur ir
far storm her burn fir

Special Vowel Sounds



haul ouch oil look zoo
saw how boy

Two Decoding Skills (syllabication)

DECODING SKILL 1

motel program locate

DECODING SKILL 2

campus extreme explain

DECODING WORDS OF ANY LENGTH

independent

ADDITIONAL PRONUNCIATIONS

robin rapid vivid shadow

SCOPE AND SEQUENCE OVERVIEW

The curriculum is grade-level specific, and the content is taught at a developmentally appropriate pace.

KINDERGARTEN

- Sound Wall and Alphabet Introduction
- Letter Instruction, Slides, and Building Words
- Units: Digraphs, Blends, Double -L, and Glued Sounds
- Phonetic Skills 1–4

GRADE 1

- Consonant (Two per Lesson) and Vowel Lessons
- Units: Digraphs, Blends, Double-L and Glued Sounds
- Five Phonetic Skills and Another Sound for *C* and *G*
- *R*-Controlled Vowels and Special Vowel Sounds
- Inflectional Suffixes, *-IGH* and *-IGHT*, Digraph Blends
- Jobs of *Y*, Decoding Skills, Schwa
- *EU* and *EW*, *-LE*, Double Consonants, and Prefixes

GRADES 2 & 3

- Five Letter Groups
- All Grade 1 Skills at a Faster Pace
- Silent Letter Combinations
- Additional Suffixes
- *EU* and *EW*, *-LE*, Double Consonants, and Prefixes
- Other Sounds of *EA*
- **Other Sounds for *IE/EI* (G3)**
- **Reversed Vowels (G3)**

Kindergarten begins with phoneme instruction using the Sound Wall and a quick alphabet introduction, introducing a letter a day, focusing on letter name and sound. Kindergarten students will revisit each letter with added instruction for blending sounds and building words.

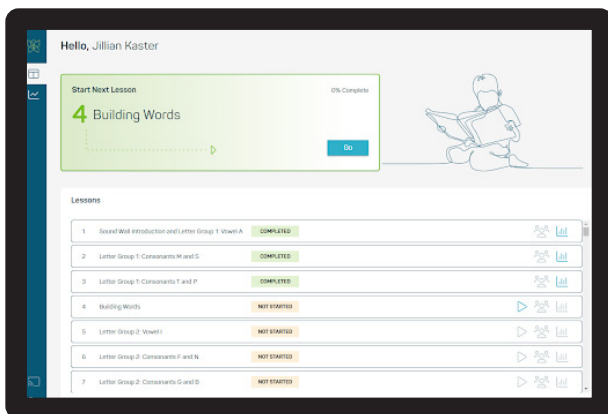
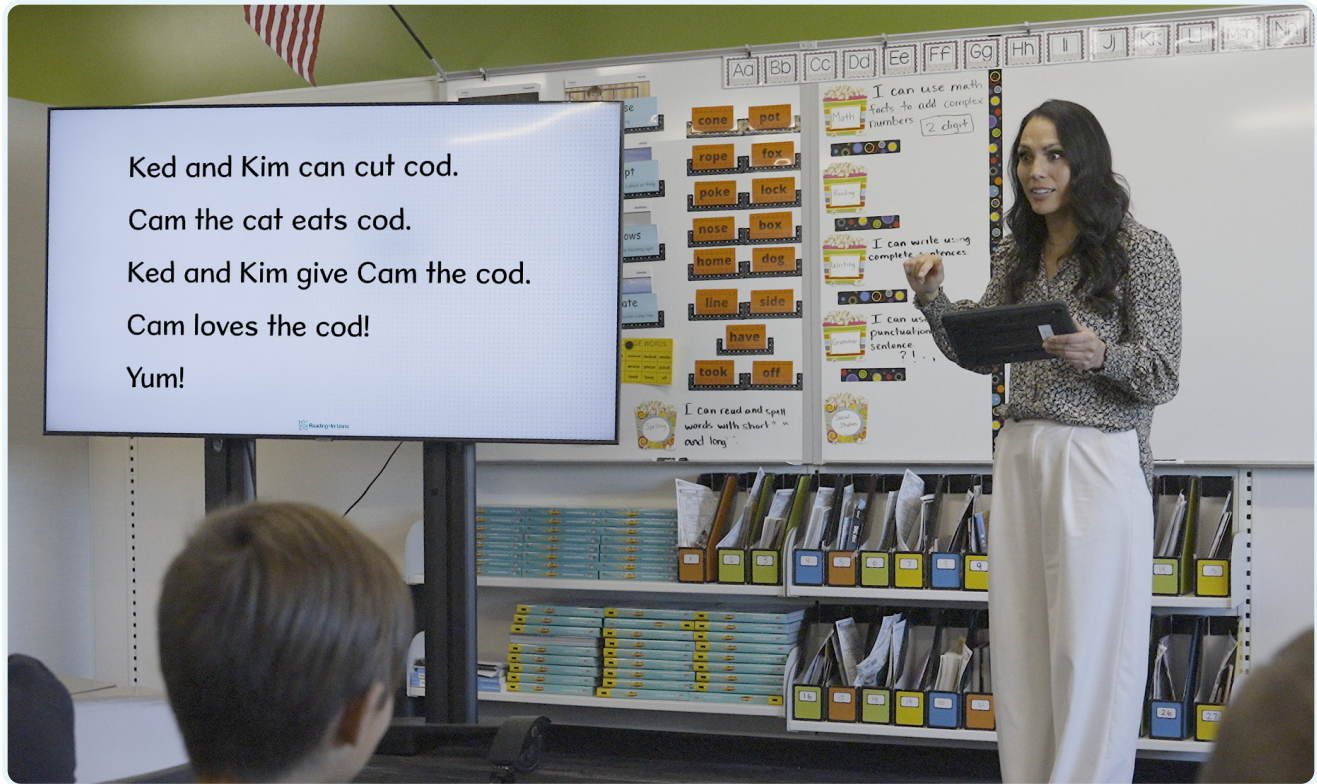
Grade 1 moves faster through letter instruction and into blending and word building while incorporating units, syllable types, and syllabication.

Grades 2 and 3 cover early skills quickly and focus on syllable types, syllabication, morphology, and advanced phonics skills.

See the full Scope and Sequence at the back of the guide.

DIGITAL TEACHER EXPERIENCE

The new *Reading Horizons Discovery*® digital tool is designed to streamline instruction for teachers by providing the lesson content, resources, data, and differentiation in the palm of their hand. The tool provides teachers with everything they need for foundational literacy instruction right when they need it.



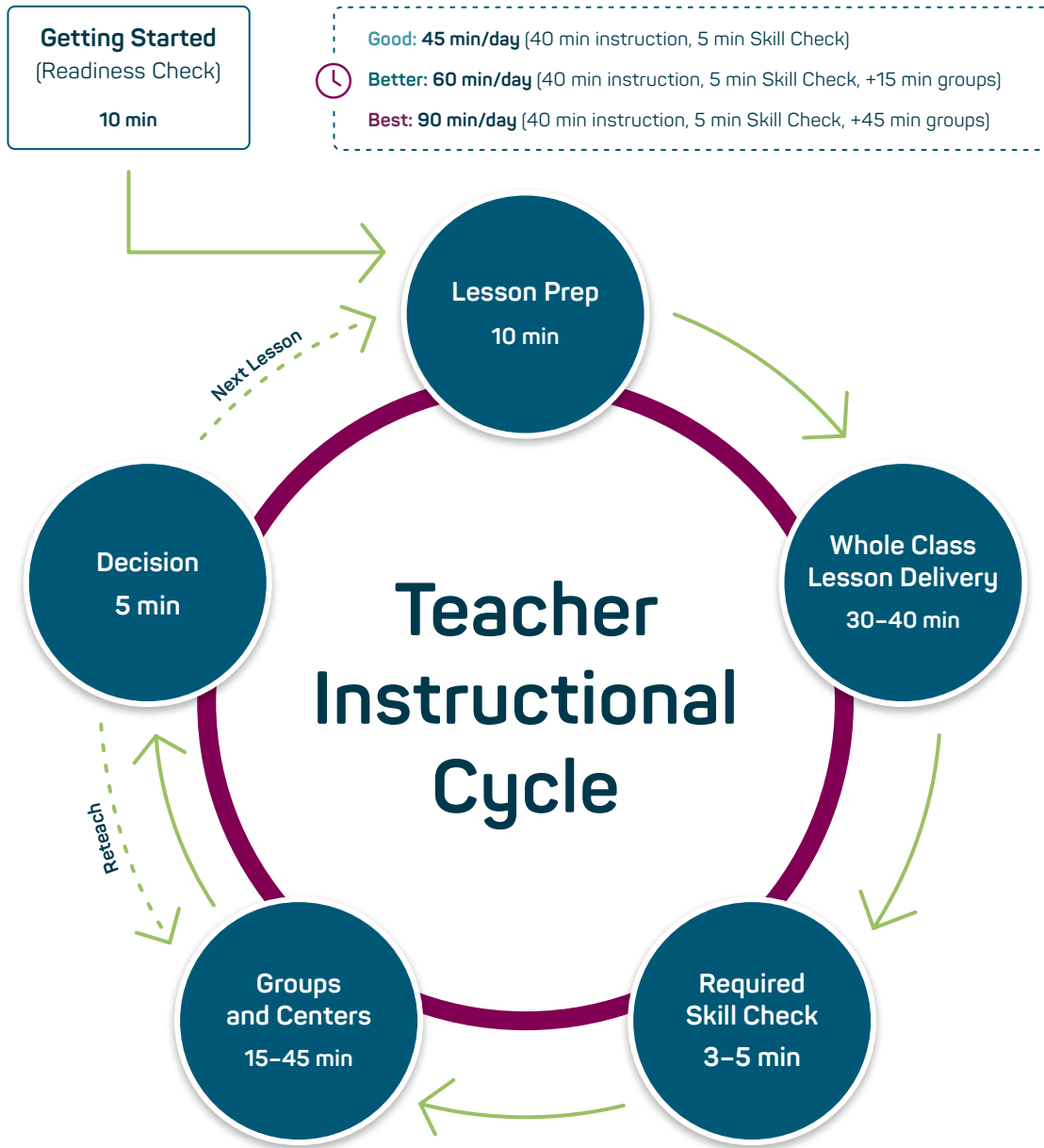
The Instructor Dashboard provides teachers a quick link to what lesson they are teaching, plus access to all other lessons. This is also where teachers access their Projection Tool link.



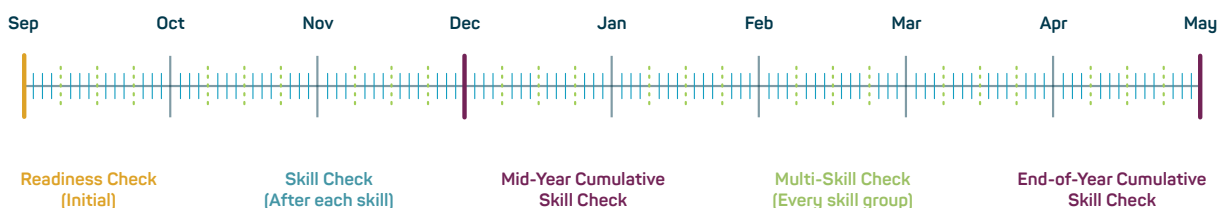
The teacher can project visual prompts as they instruct to aid student learning, such as posters or sound cards. Teachers can also project any words or sentences used as examples during instruction and guided dictation.

INSTRUCTIONAL CYCLE

The digital tool guides teachers through the instructional cycle from lesson preparation and delivery to skill assessment, differentiated transfer, and finally, a data-driven decision about whether to move on or reteach the lesson. This cycle connects the curriculum, software, and the teacher to provide a truly blended learning experience.

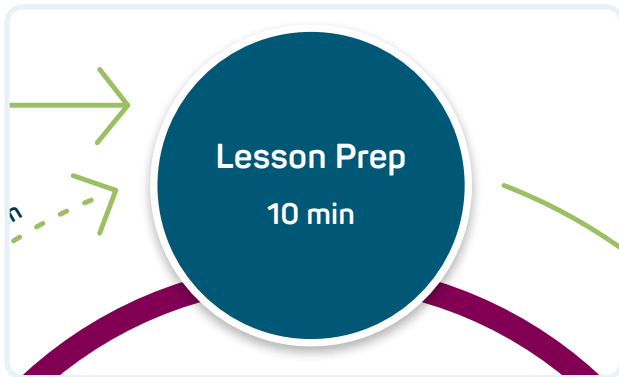


Skill Check Timeline

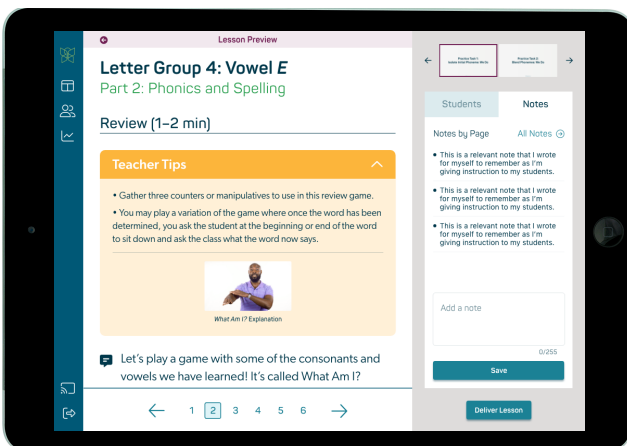


Lesson Prep

When the teacher selects the lesson for the day, they enter the lesson preparation step of the instructional cycle.



Here they will see the lesson overview page, which includes the following: parts of the lesson, the content covered, lesson objectives, and teacher tips. In the Preview Lesson feature, teachers will not only be able to preview the lesson but also access teacher information about the skill covered and Just-in-Time training videos to help them prepare to deliver the lesson. This Just-in-Time training provides brief, targeted information that builds teacher confidence in delivering the lesson effectively. As they preview the lesson, teachers can use the Notes section to write reminders or tips that would be helpful when they deliver the lesson.

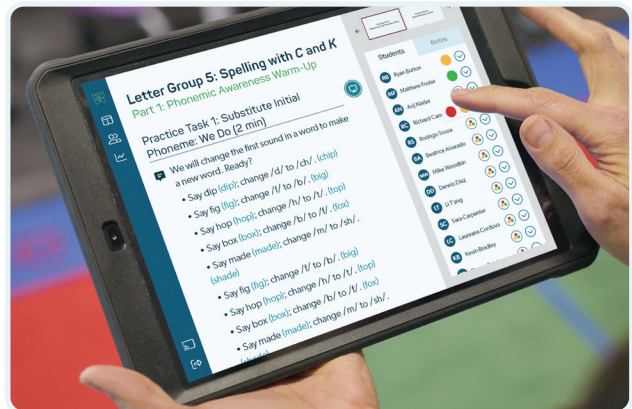


Lesson Delivery

After the quick prep time, teachers will move to lesson delivery.



Once the teacher begins instruction, they will see the entire scripted lesson in the tool, just like in a printed manual, but with added benefits, such as their student list to track observational data and the projection feature for visual prompts.



INSTRUCTIONAL DESIGN

The lesson follows the gradual release of responsibility. The “I do, we do, you do” model is incorporated within each section and in the overall lesson design to prepare students for independent practice and application of skills. The lesson begins with phonemic awareness tasks that take just a few minutes. The body of the lesson begins with a quick review of the prerequisite skills, explicit instruction of the new skill and the Most Common Word (high-frequency word), guided dictation practice for decoding and encoding, and whole class transfer with choral reading at the word, sentence, paragraph, and text levels. After the whole class lesson, students take a quick Skill Check to determine student learning and provide data to identify differentiated groups and centers for extended transfer.






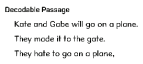
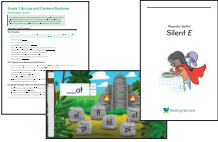
Phonemic Awareness Warm-up

Part 1 of the lesson contains four phonemic awareness tasks that build in complexity. They begin with early skills, such as rhyming, and move to more complex tasks, such as phoneme deletion and substitution. Blending and segmenting are practiced throughout the lessons since they are the tasks most highly correlated with successful reading and writing.

It is important for students to be fluent and automatic when reading. Students can read with fluency when they have orthographically mapped sounds, or phonemes, to the corresponding graphemes in their brains. The National Reading Panel report (2000) found that phonemic awareness practice that was connected with written letters had better results for reading; this is because efficient orthographic mapping only occurs when students have proficient phonemic awareness and analysis skills.

Sound Wall Instruction

The Reading Horizons Sound Wall emphasizes the proper placement and articulation of each of the phonemes. Students learn to distinguish the phonemes in words by paying attention to the way their mouth feels and looks while producing sounds. This helps them connect the phonemes they hear with each grapheme (letter or group of letters) that represent each of the phonemes. Research has shown phonemic awareness instruction that includes both letters and pictures of articulatory gestures, the actions necessary to enunciate language, is especially effective in facilitating word-reading processes (Boyer & Ehri, 2011).

Part 1: Phonemic Awareness	Part 2: Phonics and Spelling			Part 3: Whole Class Transfer		Part 4: Extended Transfer
Warm-Up Tasks	Review	Instruction (Sound Wall, Phonics Skill, MCW)	Guided Dictation (Decoding & Encoding)	Whole Class Transfer Card	Decodable Passage	Differentiated Groups and Centers
/ch/-/ă/-/t/ 						
5 minutes	2 minutes	10 minutes	15 minutes	8 minutes		Time Varies

Skill Check

Phonics and Spelling Instruction

Part 2 of the lesson begins with a review of the prerequisite skill and then moves to the instruction of the new skill. Sound Wall instruction is also included if applicable to that lesson. The teacher can project written and animated content on a smartboard or smart TV, allowing them to walk around the room observing students rather than staying near the whiteboard. Teachers can also track observational data during student practice within each part of the lesson. Teachers can quickly check the drop-down box to provide details on where the error was occurring within the lesson. This data can be used to help inform differentiation for groups and centers. The whole class lesson should take about 40 minutes to deliver.

Guided Dictation

After review and instruction, students move into dictation, which is part of the guided practice portion of the gradual release of responsibility. Students practice the new skill using all modalities to enhance learning and connection of the language centers: students hear, say, write, and read letters, Slides, words, and sentences.

First, for decoding practice, the teacher spells the skill word, and students write, prove, and blend to read the word. Next, the teacher provides quick spelling instruction of the pattern to prepare students for encoding practice. The teacher dictates the skill word, and students segment, spell, prove, and blend to read the word. Words dictated are used in a context sentence to connect meaning. Teachers then provide explicit instruction of the high-frequency word for that lesson using

a method to aid in phoneme-grapheme mapping. Sentence dictation that includes the high-frequency word is then completed so students can quickly move to the application of the high-frequency word and skill words in a written context. Teachers provide guided support with corrective feedback and scaffolding as needed during dictation.

Dictation:

- Engages multiple modalities through its multisensory approach
- Connects language centers in the brain
- Increases student engagement, which facilitates learning and correlates to positive reading outcomes

Transfer to Reading

Part 3 of the lesson is Whole Class Transfer where students apply their skills through choral reading at the word, sentence, and paragraph levels with guided support from the teacher. Students begin by reading the Whole Class Transfer Card that lists letters, Slides, words, and sentences containing the current skill, previous skills, and high-frequency words to build automaticity. Next, students practice with a repeated reading of a decodable passage with guidance and support from the teacher as needed. The focus is to practice and build automaticity and fluency.

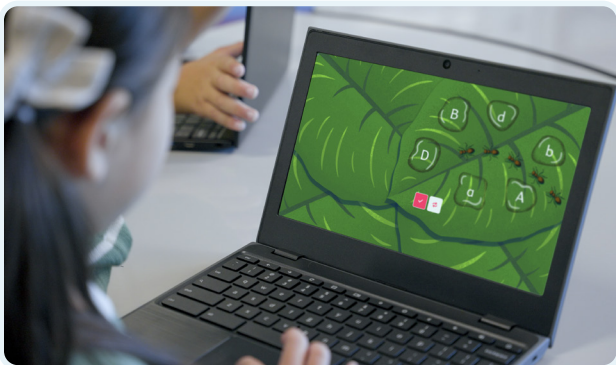
It is important to remember that what is taught in isolation stays in isolation. Teachers should practice every skill in context to help students develop automaticity. This leads to fluent reading and allows students to pay attention to meaning so they can comprehend the text.

Skill Check

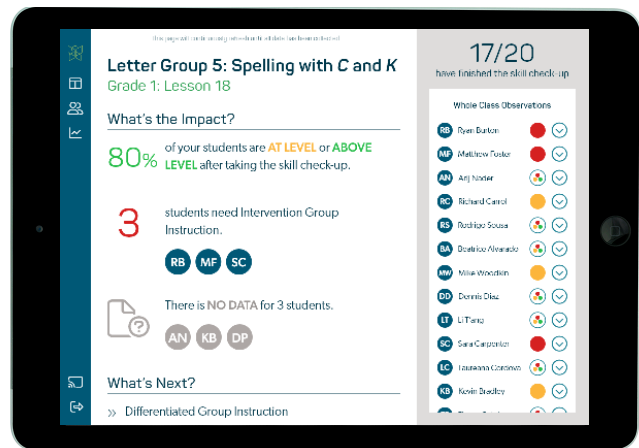
After the whole group lesson is complete, students go to the software to take a quick five-question Skill Check based on the content just taught in the lesson.



Single Skill Checks provide quick insights following the completion of each phonics lesson to determine student proficiency. The Skill Checks include both decoding and encoding items.



Once a student has completed their Skill Check, teachers can, in real-time, see student data on the Skill Insights page. This page allows teachers to see the Observational and Skill Check data at a glance. Teachers can use the Skill Check data to determine differentiated small groups and centers. An 80 percent score or above indicates students' proficiency in key concepts.



Based on the data, the tool will automatically group students for the teacher to inform their differentiated groups and centers. Students are organized into three groups: students who need support, students who need additional practice, and students who are proficient in the skill and need enrichment.

Needs Support 100

RB Ryan Burton	●	50%
MF Matthew Foster	●	40%
SC Sara Carpenter	● 100%	

[Transfer Routine](#)

Needs Practice 100

RC Richard Carrol	●	70%
MW Mike Woodkin	● 100%	
KB Kevin Bradley	● 20%	
JF Jerry Foster	●	60%
LC Larry Collins	● 100%	

[Transfer Routine](#)

Needs Enrichment 100

AN Arij Nader	●	100%
RS Rodrigo Sousa	●	100%
DD Dennis Diaz	●	90%
BA Beatrice Alvarado	●	90%
LT Li T'ang	●	85%

[Transfer Routine](#)

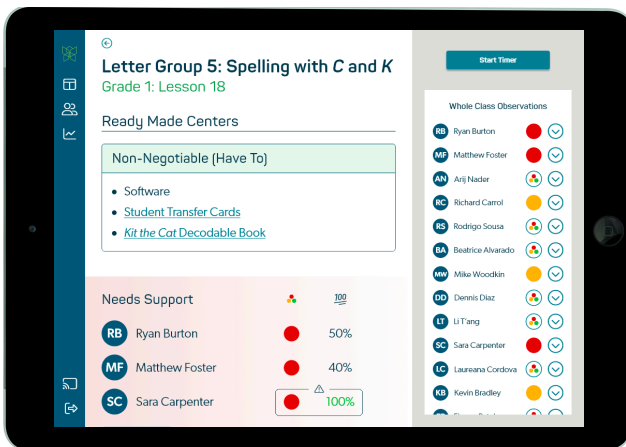
Groups and Centers

After completing the Skill Check, students move to groups and centers for differentiated transfer. Groups and centers can be done right after whole class instruction, later in the day, or the next day if needed.

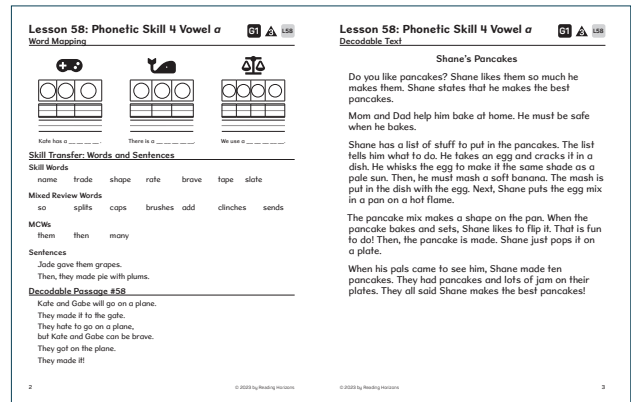


Centers are a great way to provide students with opportunities to practice and apply the decoding skills they are learning.

We have provided recommendations for non-negotiable and optional centers within the digital tool. These are skill-based centers and groups, so they will be flexible and can change often.



Non-negotiable centers provide the most crucial exposure to practice opportunities for students. We recommend that at least two to three non-negotiable centers be used daily, with the teacher-led center being one of those centers.



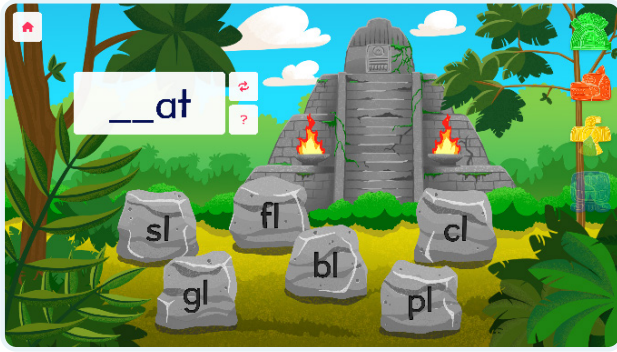
The Student Transfer Book contains all of the activities and text needed for centers. Differentiated groups and center routines for each of the three groups are available right in the digital tool to make it as easy as possible for the teacher to provide differentiated-guided transfer. Ready-made centers are also available for independent and partner work to help students transfer the skill learned to their reading and writing.

Besides the teacher-led center, we recommend the other non-negotiable centers be reading and writing practice in the Student Transfer Book, software activities, and reading the Decodable Book for the lesson. The “get to” or optional centers can be a game or another activity of the teacher’s choice as long as it helps students transfer the skill taught in the lesson.

Differentiated Software Activities

Software activities provide additional, skill-based differentiated practice for students. Student software activities are one of the non-negotiable centers.

The data from the Skill Check not only groups students for groups and centers but also determines the type and number of activities each student will be required to complete in the software. This ensures the practice is targeted to each student to help them reach skill proficiency.



The activities increase in complexity.

- Activity 1 is a multiple-choice activity.
- Activity 2 is a marking or proving activity using our unique and simple marking system.
- Activity 3 is a spelling activity using letter tiles.

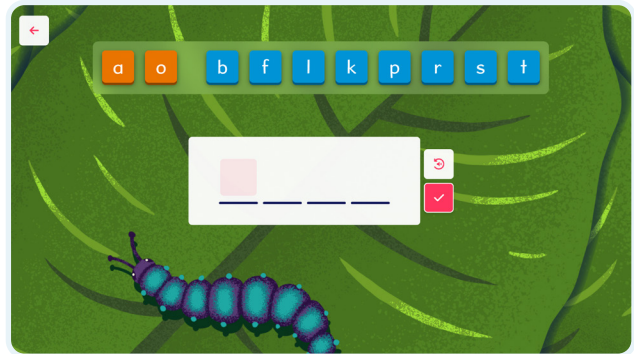
Once a student has completed the software activities, they will be given a Post Skill Check to determine their level of skill proficiency.

Data-Driven Decision

Upon completing groups and centers, the teacher will make a data-driven decision for the next day. The teacher can determine if the class is ready to move on to the next lesson, if some students need additional instruction and practice on the same skill in a teacher-led small group the following day, or if the entire class needs another day of instruction and practice. The data that supports the teacher in making a confident decision is from observation during whole-group instruction, small-group instruction, and the Skill Check. All this data will appear on the Skill Insights Page, guiding teachers' next actionable steps.

Multi-Skill Check

The Multi-Skill Check is given to students about every five to seven days on the Review and Transfer Day (see Scope and Sequence). The Multi-Skill Check is a series of spelling (encoding) questions on the current skills and the previous two skill groups to determine student proficiency and retention. Decoding accuracy will also be measured with a decodable sentence or passage.



This measure provides information for instruction and practice on the Review and Transfer Day. No new content is provided for this day in the sequence. Teachers use this day to provide additional small-group differentiated instruction and practice based on the Multi-Skill Check data. Since the content builds sequentially, reviewing and solidifying skills is important before moving to more challenging skills. The goal for foundational skills is to reach mastery, achieved through repeated practice once students have become proficient in the skill. When students can decode automatically, their reading comprehension capabilities equal their language comprehension abilities.



REPORTING OVERVIEW

Teacher Reports

Teachers will know how well students have mastered RH skills as they progress through the Scope and Sequence. Teachers can check these reports as frequently as needed, with a recommendation to refer to them weekly to identify level of mastery at a class or student level. They can use that information to inform their plans to reteach skills, additional opportunities to differentiate for particular students, and future mastery-based progression decision-making. The report gives the teachers the ability to communicate student progress as needed.

Implementation Leader Reports

School implementation leaders can support teachers by identifying how effectively they are using instructional tools in addition to opportunities for training and coaching to help improve teacher implementation. Reports will include aggregate teacher lesson delivery times, lesson completion and pacing, use of small groups and centers within the digital portal, and the resulting class mastery levels of those skills based on observations and student software results. Together, this will help to inform the effectiveness of teacher instruction.

Curriculum Leader Reports

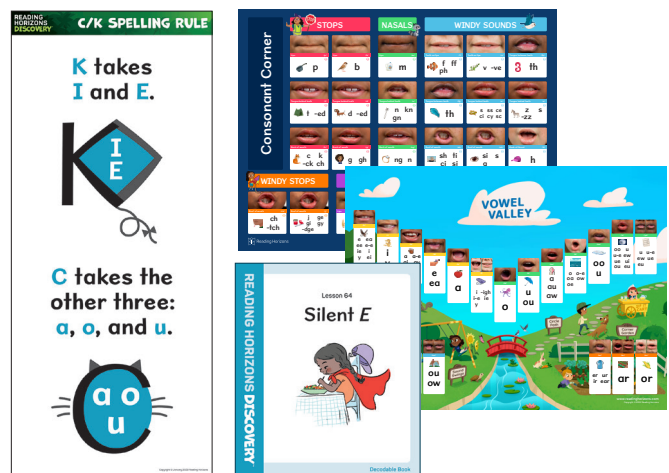
District leadership can view aggregate data on teacher instruction, the effectiveness of instruction, and student results across multiple schools for each grade level. Completion rates of the scope and sequence for each grade level, alongside student mastery of each skill associated with the lessons, will allow for a live look into classrooms across the district. Retention of skill mastery by measuring impact of cumulative Reading Horizons instruction will be available. Usage reporting will inform teacher adoption rates and alignment with district initiatives that can guide training, coaching, intervention needs, and program effectiveness decisions.

Student	Sound Wall Introduction Letter Group T: Vowel A		Phrases with Double S, F, Z, and K (-ed)		Phonics Skill #7 Ends with Consonant & Digraph and...		Building Words	
	SC: L1	PSC: L1	SC: L2	PSC: L2	SC: L3	PSC: L3	SC: L4	PSC: L4
Bryan Burton	75%	85%	80%	85%	85%	85%	75%	85%
Matthew Foster	75%	75%	80%	80%	80%	80%	85%	85%
Alex Nader	85%	75%	N/A	N/A	75%	85%	85%	85%
Richard Carroll	80%	85%	75%	85%	85%	75%	80%	85%
Rodrigo Souza	75%	85%	80%	85%	N/A	N/A	75%	85%
Average	75%	80%	80%	80%	75%	80%	75%	80%

CLASSROOM MATERIALS

Print Essentials

- ➔ Decodable Books
- ➔ Poster Pack (including *Reading Horizons Discovery Sound City*™ posters and cards)
- ➔ Student Transfer Book



PROFESSIONAL LEARNING AND SUPPORT

Building Momentum | Year 1

Reading Horizons provides professional learning that begins with a highly interactive face-to-face training entitled Building Momentum (note: virtual training options are available). This two-day training is designed for the first year of implementation, providing critical information to get teachers started with the program. Day 1 of Building Momentum covers a brief overview of the science of reading and Structured Literacy. Attendees will participate in activities and discussions that will support effective implementation. They will receive an overview of the phonics skills taught in the program, learn key markings in the marking system, and get hands-on practice using the digital tool and delivering a lesson.

Day 2 is designed for three two-hour sessions: kindergarten-specific session, first-grade-specific session, and a second/third-grade combination session. These sessions will dive into grade-specific content.

Note: In-person professional learning is two six-hour instructional days that can be consecutive or split. The second day can be delivered virtually in three two-hour segments.

Ongoing Professional Learning and Support

Because Reading Horizons believes in being a supportive partner, we offer several options for ongoing professional learning and support.

Just-in-Time

Learning support is provided through quick, targeted Just-in-Time professional learning videos and content. Instructors have ready access to instructional strategies, implementation recommendations, and more that build knowledge, skills, implementation success, and confidence.



Coaching

Onsite coaching from a Reading Horizons coach is an available option to support teachers with best practices leading to effective implementation. Coaching days may include teacher observation and feedback or modeling of a lesson.

Customer Support

As a team, we partner with teachers' schools/districts to ensure a successful implementation.

Reading Horizons will assign an Implementation Manager to each site to ensure successful implementation. The Implementation Manager focuses on supporting each customer's diverse needs. Implementation Managers (IM) proactively support site-based leadership to implement Reading Horizons' programs by offering transferable, scalable, and sustainable strategies and resources. This team establishes and monitors data-driven implementation plans, including periodic meetings with partners to monitor progress, review data, and encourage ongoing professional learning.

Reading Horizons has a team of Product Support Specialists whose job is to support teachers with implementing the Reading Horizons curriculum by explaining features, clarifying operating instructions, answering questions, and providing troubleshooting tips. This team will also help diagnose technical issues and assist with software repair requests. They can be reached by email at help@readinghorizons.com or via phone at 800-333-0054. We also maintain a robust help center at help.readinghorizons.com.

We partner with you. We support you.

1

Collaborate and Align

Inform us about your students, educators, and desired academic outcomes. Together, we align on a customized suite of tools and create an Impact Plan to meet your literacy goals.

2

Plan and Implement

Participate in a collaborative implementation launch meeting to establish differentiated support and professional learning pathways to meet the needs of every educator.

3

Support and Achieve

Engage together regularly in implementation reviews to monitor data and celebrate literacy successes. Trust our dedicated Product Support Specialist Team to support every educator.

4

Empower and Sustain

Position your leaders in Leadership Academies designed to help them support educators and students and sustain your literacy success into the future, and students and sustain your literacy success into the future.



Supportive Partner Guarantee

*Reach student literacy goals in two years or get your investment back.**

Too often, school districts adopt a curriculum and are left to figure out the implementation on their own. At Reading Horizons, we believe you deserve an ongoing, synergetic partnership with your foundational reading program provider. As your supportive partner, we provide comprehensive support to help you make the most of your investment in your students.

Our collaborative implementation planning process and ongoing teacher coaching and support help ensure success and confidence for every educator and reading proficiency for every student.

Phonetic Skill 4

Vowel a

Grade 1: Lesson 58

Objectives	Learning Statements
<ul style="list-style-type: none"> Blend, segment, add, and delete phonemes. Prove, decode, and encode Phonetic Skill 4 words (VCe). Read and spell regularly and irregularly spelled MCWs. Apply and transfer Phonetic Skill 4 words with vowel <i>a</i> to text. 	<ul style="list-style-type: none"> I can blend, segment, add, and delete sounds to words. I can prove, read, and spell Phonetic Skill 4 words with vowel <i>a</i>. I can read and spell the Most Common Word <i>them</i>. I can read words in sentences and connected texts.

Part 1: Phonemic Awareness (5 min)

- Warm-Up Tasks
 - Blending: Three Phonemes
 - Segmenting: Three Phonemes
 - Adding: Final Phonemes
 - Deleting: Syllables

Part 2: Phonics and Spelling (27 min)

- Review: Phonetic Skill 3
- Sound Wall
- Instruction: Phonetic Skill 4
 - When a vowel is followed by a consonant and silent *e*, the first vowel sound is long.
 - Syllable Type: VCe
- Guided Dictation
 - Decoding (**shape, wave**)
 - Encoding (**tape, grape, gave, *fape**)
 - Eraser Game
 - Spelling: Word Building (**wave, pave, pane, plane, plate**)
- MCWs Instruction (**them**)
 - Sentence (**Wade gave them to me.**)

Part 3: Whole Class Transfer (8 min)

- Whole Class Transfer Card
- Decodable Passage

Part 4: Extended Transfer

- Differentiated Groups and Centers
 - Student Software Activities
 - Student Transfer Book (**game, whale, scale**)
 - Decodable Book: *Silent E*

Part 1: Phonemic Awareness (5 min)

Warm-Up Tasks

Blending: Two to Three Phonemes

Blend these sounds into one word.

- /l/ /ĕ/ /t/ (**let**)
- /s/ /ā/ /v/ (**save**)
- /t/ /ā/ /p/ (**tape**)
- /h/ /ō/ /t/ (**hot**)
- /m/ /ā/ /p/ (**map**)
- /w/ /ā/ /k/ (**wake**)

Segmenting: Two to Three Phonemes

Segment each sound in these words.

- job (/j/ /ō/ /b/)
- gave (/g/ /ā/ /v/)
- game (/g/ /ā/ /m/)
- sun (/s/ /ŭ/ /n/)
- take (/t/ /ā/ /k/)
- bed (/b/ /ĕ/ /d/)

Adding: Final Phonemes

Add a sound to the end of these words.

- Say *pay* (**pay**); add /v/. (**pave**)
- Say *lay* (**lay**); add /k/. (**lake**)
- Say *gray* (**gray**); add /p/. (**grape**)
- Say *play* (**play**); add /n/. (**plane**)

Deleting: Syllables

Delete a syllable from each word.

- Say *before* (**before**); delete /bĕ/. (/fōr/)
- Say *undo* (**undo**); delete /ŭn/. (/dŭ/)
- Say *hippo* (**hippo**); delete /hĭp/. (/pō/)
- Say *pencil* (**pencil**); delete /pĕn/. (/sĭl/)

✓ Observation Checkpoint: Record students needing additional support in the Student section of the tool.

Part 2: Phonics and Spelling (27 min)

Review: Phonetic Skill 3

We have learned about three of the five phonetic skills. Today, we will review Phonetic Skill 3. In Phonetic Skill 3, is our vowel long or short? (**long**)

- Refer students to **Phonetic Skill 3 on the 5 Phonetic Skills Poster**.

When we look at our first three phonetic skills, we can see that Phonetic Skill 3 is the first skill with a long vowel.

Let's say the rule for Phonetic Skill 3 together: when a vowel stands alone, the vowel sound is long. (**When a vowel stands alone, the vowel sound is long.**) Today, we will learn of another phonetic skill that spells the long vowel sound.

I am going to say some words that follow Phonetic Skill 3. I want you to tell me which long vowel is spelled.

- me (**ē**)
- hi (**ī**)
- no (**ō**)
- she (**ē**)

Hold this skill in your brain and bring it with you into today's lesson.

5 PHONETIC SKILLS

1. mĕt
2. sŏft
3. gŏ
4. cāpe
5. bŏat

Sound Wall

/ā/ Articulation: The lips are spread into a smile. The chin lowers about halfway with the mouth open. There is a space between the top and bottom teeth. The tongue starts in the middle of the mouth at the start of the sound and moves up high by the end of the sound.

Let's find out what sound we're talking about today. Tell me the first sound in these words: *ate* (/ā/), *acorn* (/ā/), *apricot* (/ā/). Yes, they all start with the sound /ā/. Watch my mouth as I say the sound /ā/. (/ā/)

- Display the mouth formation for /ā/.

Now say the sound /ā/ with me. (/ā/) Pay attention to what your mouth is doing as you say the sound.

Say /ā/. (/ā/) Does anything block the air coming out of your mouth? (No.)
No, nothing is blocking the air. That means this is a vowel sound.

Feel what your chin is doing when you say this sound. Say /ā/. (/ā/) Did your chin lower at all? (Yes.)
Yes, it did.

Feel your throat and say /ā/. (/ā/) Do you use your voice when you say this sound? Is there a vibration? (Yes.)
Yes! We use our voices to make all our vowel sounds.

Let's find this sound on our Sound Wall. We know that when we say the sound /ā/, our mouth is open, and nothing blocks the air, so we will look in Vowel Valley.

- Display Vowel Valley on the Sound Wall.

Our lips are spread in a smile as we make the sound /ā/, so we will look in Smile Slope. Can you find the picture that matches?

Let's find out which letter can spell this sound.

- Unveil the grapheme.

It's the vowel *a*! We will learn more about this vowel today.



Phonetic Skill 4: Vowel *a*

We learned in Phonetic Skill 3 that a vowel can be long when no Guardian Consonants follow it. Today, we will look at words that have two vowels. In this lesson, you will learn about Phonetic Skill 4. It is another long vowel skill. We will practice this pattern with the vowel *a*.

- Display *name*.

Watch as I prove the word *name*.

I start at the beginning of the word and mark under the word from left to right. I mark the vowel *a* with an *x*.



- Mark vowel *a*.

I see another vowel at the end of the word, the letter *e*. Since we mark all vowel letters with an *x*, I will put an *x* under the *e*.



- Mark vowel *e*.



☰ This is the first time we have had two vowels in a word. Phonetic Skill 4 tells us that when a vowel is followed by a consonant and silent *e*, the first vowel sound is long.

Since *e* is silent, or quiet, I will draw a line down through the *e* and the *x* under it. This mark looks like someone is telling you to be quiet.

- Mark vowel *e* with a silent line.

Even though we have two vowels in the word, only one will spell a sound. The *e* is silent but strong. Silent *e* makes the first vowel spell its long vowel sound. I will place a long vowel mark above the vowel *a*.



- Mark vowel *a* with a macron.

The consonant *m* will not be a Guardian Consonant in this word. This word follows Phonetic Skill 4: when a vowel is followed by a consonant and silent *e*, the first vowel sound is long.

The word is *name*.

Write your *name* on the paper.

We will prove another word that follows Phonetic Skill 4.



- Display *grade*.

The word is *grade*.

What do we mark first? **(the *gr*-blend)**

Correct! We mark the blend first.



- Mark blend *gr*.

What do we mark next? **(the vowel *a*)**



- Mark vowel *a*.

What do we mark next? **(the vowel *e*)** Correct, we will mark the vowel *e* by placing an *x* under it.



- Mark vowel *e*.

Where is the letter *e* in the word? **(at the end)**

Yes! We see a vowel, then a consonant, and then the letter *e*.

Since the *e* is at the end of the word and there is another vowel, it will be silent.

So how do we show the vowel *e* is silent? **(put a line through it)**

We come around the word and draw a line down through the *e* and the *x* under it.




- Mark vowel *e* with a silent line.

We just learned that when a vowel is followed by a consonant and silent *e*, the first vowel sound is what? **(long)** Yes! The first vowel is long. What do I put above the vowel to show it is spelling the long sound? **(the long vowel mark or macron)**

Well done! We will put the long vowel mark above the vowel.



- Mark vowel *a* with a macron.


 The word is *grade*. Read the word twice. (**grade, grade**)

You are in first *grade*.




Guided Dictation

- Have students stand for the Dictation procedure, if possible.

 Remember our Dictation procedure. I will show you I'm ready to give you the word when my hands are up near my mouth, and you will start with your hands out, ready to receive the word.

Dictation for Decoding

- For decoding, students will blend the sounds to read the words.

 For this activity, I will spell a word. You will spell it back to me. Then, you will write and prove the word on your board.

Markers down and hands out.

I will spell it first: *s-h-a-p-e*.

Give it back to me once. (**s-h-a-p-e**)

Now write it on your board as I spell it: *s-h-a-p-e*.

Prove it.

- Move around the room and provide corrective feedback.

Let's check your work. Boards up.

Point to the word. Read it twice. (**shape, shape**)

We learned about the square *shape* during math.

Markers down and hands out.

I will spell it first: *w-a-v-e*.

Give it back to me once. (**w-a-v-e**)

Now write it on your board as I spell it: *w-a-v-e*.

Prove it.

- Move around the room and provide corrective feedback.


Let's check your work. Boards up.

Point to the word. Read it twice. (**wave, wave**)

My sister will *wave* goodbye.



Check for Understanding

 Get with your shoulder partner. Partner A will explain to Partner B how to prove the first word. Then switch, and Partner B will explain to Partner A how to prove the second word.

- Guide students in giving corrective feedback to their partners.

Dictation for Encoding

- For encoding, students will segment the sounds to spell the words and then blend the sounds to read the words.

☰ One way to spell a long vowel sound in a single-syllable word is to use the spelling pattern of Phonetic Skill 4, a vowel, consonant, and e at the end of the word.

I am going to say the word two times instead of spelling it. You will repeat the word two times. Then, you will spell the word on your board and prove it.

Markers down and hands out.

The word is *tape*, *tape*.

Give it back to me. (**tape, tape**)

Now spell and prove *tape*.

- Move around the room and provide corrective feedback.

Let's check your work. Boards up.

Point to the word. Read it twice. (**tape, tape**)

I can *tape* the rip in my paper.

Markers down and hands out.

The word is *grape*, *grape*.

Give it back to me. (**grape, grape**)

Spell and prove *grape*.

- Move around the room and provide corrective feedback.

Let's check your work. Boards up.

Point to the word. Read it twice. (**grape, grape**)

I put a green *grape* in my mouth.

Markers down and hands out.

The word is *gave*, *gave*.

Give it back to me. (**gave, gave**)

Spell and prove *gave*.

- Move around the room and provide corrective feedback.

Let's check your work. Boards up.

Point to the word. Read it twice. (**gave, gave**)

My teacher *gave* me a book.

Markers down and hands out.

Now we will write a nonsense word: *fafe*, *fafe*.

Give it back to me. (**fafe, fafe**)

Spell and prove the nonsense word *fafe*.



- Move around the room and provide corrective feedback.

 Let's check your work. Boards up.

Point to the word. Read it twice. (**fafe, fafe**)

Fafe is a nonsense word.



Eraser Game

 Point to the word that begins with the same blend as *grill*. (**grape**)

Read it twice. (**grape, grape**) Erase it.

Point to the word with the sounds /g//ā//v/. (**gave**)

Read it twice. (**gave, gave**) Erase it.

Point to the word that has a digraph. (**shape**)

Read it twice. (**shape, shape**) Erase it.

Point to the word that begins with /f/. (**fafe**)

Read it twice. (**fafe, fafe**) Erase it.

Point to the word that ends with the /p/ sound. (**tape**)

Read it twice. (**tape, tape**) Erase it.

- ✓ Observation Checkpoint: Record students needing additional support in the Student section of the tool.

Spelling: Word Building

 Which word is still on the board? (**wave**)

We will use this word to spell new words. Write each new word under the previous word, and don't erase until we are all done.

Change *wave* to *pave*. What did you change? (**w to p**)

Next, change *pave* to *pane*. What did you change? (**v to n**)

Next, change *pane* to *plane*. What did you change? (**p to pl**)

Finally, change *plane* to *plate*. What did you change? (**n to t**)

You did it! You changed *wave* to *plate*.

Let's read the words together. (**wave, pave, pane, plane, plate**)

Now erase the words.

Most Common Words Instruction

Let's learn to read and spell the Most Common Word *them*.

This word is decodable, so we will learn what we need to remember to read and spell the word.

Say the word *them*. (**them**)

Let's segment the sounds. (/th/ /ĕ/ /m/)

How many sounds do you hear? (**three**)

What is the first sound in *them*? (/th/)

Which letters spell that sound? (**th**)

What is the next sound in the word *them*? (/ĕ/)

Which letter spells that sound? (**e**)

What is the final sound in the word *them*? (/m/)

Which letter spells that sound? (**m**)

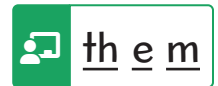
Read the word two times. (**them, them**)

Now it's your turn to spell the word.

The word is *them, them*.

Give it back to me. (**them, them**)

Write the letters that spell the word *them*.



- Give students time to write the letters on their boards.

The word *them* follows a skill we already know. Mark the word.

- Give students time to mark or prove the word on their boards.

Let's check your work. Boards up.

Great work! Spell *them* three times on your board.

Say the name of each letter as you spell the word.

- Give students time to write the word on their boards.

We are ready to erase. Read each word before you erase it.

Dictation: Sentence

Let's practice what we have learned today and write a sentence.

Listen to this sentence: *Wade gave them to me*.

Give it back to me. (**Wade gave them to me.**)

Let's count the words in the sentence. *Wade gave them to me*. (**five**)

Write it on your board as I say it: *Wade gave them to me*.

- Give students time to write the sentence.

Let's check your work. Boards up.

Let's read the sentence together. (**Wade gave them to me.**)

Turn to your partner and read the sentence again.



Part 3: Whole Class Transfer (8 min)

Whole Class Transfer Card

 It is time to show what you know.

We will read our Whole Class Transfer Card together. Read each word as I point to it.

Lesson 58: Phonetic Skill 4: Vowel a

Words
shape wave name trade

Review
match jump lifted

MCWs
these them then

Sentences
We made a plate of grapes.
Jade gave Dave a game.

Reading Horizons Discovery® Whole Class Transfer Card Published by Reading Horizons Copyright © January 2023

Great reading! Let's read the last sentence again.

Do you like to play games? **(yes, no)**

What are some different types of games? **(video games, board games, outdoor games)**

Extension Ideas

- Create a new sentence to tell what might happen next if this was a story.
- Read the sentence and use different punctuation at the end.
- Rephrase the sentence as a question.
- Turn to a partner and read the skill words.
- Choose a skill word and use it in a new sentence.

Whole Class Choral Read

 We will practice the skills we've learned to read a passage.

Let's read our passage together as I point to each word. **(The first read is with the teacher.)**

Read it again with feeling and expression. We are not robots, so make your reading voice like your speaking voice.

Don't forget to pause at punctuation. **(The second read is with the teacher.)**

Now you will read it to me. Read together and with expression. **(The third read is students on their own.)**

For our last read, read with a partner. **(The fourth read is students on their own.)**

Decodable Passage

Kate and Gabe will go on a plane.

They made it to the gate.

They hate to go on a plane,


but Kate and Gabe can be brave.

They got on the plane.

They made it!

 **Observation Checkpoint:** Record students needing additional support in the Student section of the tool.

Check for Understanding

 Today, we learned to spell, prove, and read words that follow Phonetic Skill 4.

What does Phonetic Skill 4 tell us about how to prove and read a word? **(When a vowel is followed by a consonant and silent e, the first vowel sound is long.)**

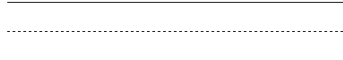
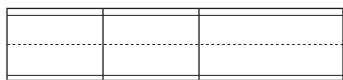
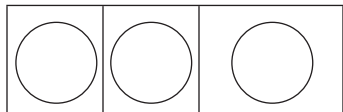
Let's check to see how you feel about using today's skill. Show me your 1, 2, or 3.

- 1: I need more practice.
- 2: I can do this by myself.
- 3: I can teach others how to use this.

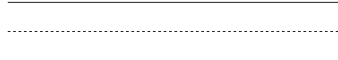
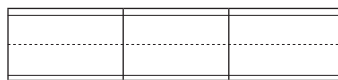
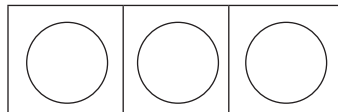
Repeat after me: I can read words with a long vowel sound. **(I can read words with a long vowel sound.)**

Part 4: Extended Transfer

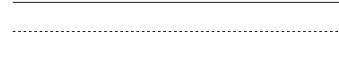
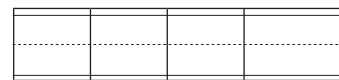
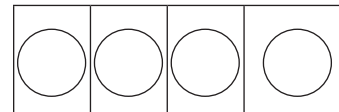
Differentiated Groups and Centers

Lesson 58: Phonetic Skill 4 Vowel a**G1****3****L58****Word Mapping**

Kate has a _ _ _ _ _ .



There is a _ _ _ _ _ .



We use a _ _ _ _ _ .

Skill Transfer: Words and Sentences**Skill Words**

name trade shape rate brave tape slate

Mixed Review Words

so splits caps brushes add clinches sends

MCWs

them then many

Sentences

Jade gave them grapes.

Then, they made pie with plums.

Decodable Passage #58

Kate and Gabe will go on a plane.

They made it to the gate.

They hate to go on a plane,
but Kate and Gabe can be brave.

They got on the plane.

They made it!

Lesson 58: Phonetic Skill 4 Vowel a**G1****3****L58****Decodable Text****Shane's Pancakes**

Do you like pancakes? Shane likes them so much he makes them. Shane states that he makes the best pancakes.

Mom and Dad help him bake at home. He must be safe when he bakes.

Shane has a list of stuff to put in the pancakes. The list tells him what to do. He takes an egg and cracks it in a dish. He whisks the egg to make it the same shade as a pale sun. Then, he must mash a soft banana. The mash is put in the dish with the egg. Next, Shane puts the egg mix in a pan on a hot flame.

The pancake mix makes a shape on the pan. When the pancake bakes and sets, Shane likes to flip it. That is fun to do! Then, the pancake is made. Shane just pops it on a plate.

When his pals came to see him, Shane made ten pancakes. They had pancakes and lots of jam on their plates. They all said Shane makes the best pancakes!

Grade 1 Groups and Centers Routines

Need Support Group

The priority for students in the Needs Support group is the Teacher-Led Transfer activities aligned with the Student Transfer Book. Their next priority should be completing the Independent Transfer: *RH Discovery* Software activities and the final Skill Check. If time allows, these students can complete the Partner or Independent Transfer activities.

Teacher-Led Transfer

Word Mapping

- Word mapping has three options for additional support. You can choose to use a gradual release model or use guided support for correct pronunciation. Provide as much or as little support as needed for your students.

Listen to the word _____.

- Create a context sentence for the word.

Segment the sounds you hear in _____.

Now color the Elkonin box counters for each sound you hear in the word

Write the letter or letters that spell each sound you hear in _____.

Write the word once or twice. Then, mark or prove the word.

Write the word on the blank in the sentence below.

Let's read the sentence together. Now you try it on your own.

This is a picture of _____.

Skill Transfer: Echo Reading and Skill Review

- Consider using the Skill Transfer as the "I do" in the gradual release model for students who need more support. For additional support, have students prove the skill words before reading.

Put your finger at the beginning of each line and follow along as I read.

Then read each line on your own.

Sentence Reading (When applicable)

Now circle the skill words in each sentence.

I will read the sentence and at each skill word, let's read the word together.

Then read each sentence on your own.

Decodable Passage: Choral and Repeated Reading

Now let's read our passage together. I will read it the first time while you follow along.

Now let's read the passage all together.

It's your turn to read it as I listen. Remember to read with expression.

Turn to your partner and take turns reading each line of the passage.

- Ask one to two comprehension questions regarding the text.

Independent Transfer: *RH Discovery Software*

Based on the initial Skill Check, students will complete differentiated software activities and take the final Skill Check.

Partner or Independent Transfer

Skill Transfer Parts 1 and 2

- **Proving Words:** Students will prove and read words with partners or independently.

Decodable Passage or Decodable Text

- **Word Detective:** Students will search and circle skill words, underline Most Common Words (MCWs), and prove skill words on whiteboards or in a notebook.
- **Partner Read:** Students practice reading with a partner. Partners will take turns reading each line.

Needs Practice Group

The priority for students in the Needs Practice group is completing the Independent Transfer: *RH Discovery Software* activities and the final Skill Check. Their next priority should be the Teacher-Led Transfer activities aligned with the Student Transfer Book. If time allows, these students can complete the Partner or Independent Transfer activities.

Independent Transfer: *RH Discovery Software*

Based on the initial Skill Check, students will complete differentiated software activities and take the final Skill Check.

Teacher-Led Transfer

Skill Transfer

- **Independent Read:** Students will read the Skill Transfer independently as the teacher listens for accuracy.
- **Sentence Writing:** Students will choose one or two skill words to write a sentence. Students can also rephrase the sentence as a question.
- **Sentence Writing:** Students can create a new sentence to tell what might happen next or to add additional context or content.

Decodable Passage

- **Partner Read:** Students practice reading with a partner. Partners will take turns reading lines or the entire passage.
- **Provide clear guidance and expectations for partner work. Also provide praise and error feedback while students partner read.**

Partner or Independent Transfer

Skill Transfer

- **Proving Words:** Students will prove and read words with partners or independently.
- **Sentence Writing:** Students can choose a word to write their own sentence.

Decodable Passage or Decodable Text

- **Word Detective:** Students will search and circle skill words, underline MCWs, and prove skill words on whiteboards or in a notebook.
- **Partner Read:** Students practice reading with a partner. Partners will take turns reading each line.

Needs Enrichment Group

The priority for students in the Needs Enrichment group is completing the Independent Transfer: *RH Discovery Software* activities and the final Skill Check. Their next priority should be to complete the Partner or Independent Transfer activities. If time allows, these students can meet with the teacher to extend their learning through the Teacher-Led Transfer activities aligned with the Student Transfer Book.

Independent Transfer: *RH Discovery Software*

Based on the initial Skill Check, students will complete differentiated software activities and take the final Skill Check.

Partner or Independent Transfer

Decodable Text or Decodable Book

- **Word Detective:** Students will search for skill or challenge words and then prove words on whiteboards or in a notebook.
- **Partner Read:** Students practice reading with a partner. Partners will take turns reading each paragraph or page.
- **Comprehension:** Students can answer comprehension questions at the end of the Decodable Book or create their own comprehension questions for the Decodable Text.
- **Comprehension Skill Extension:** Students can use graphic organizers to connect the main idea and details, sequencing, cause and effect, or compare and contrast characters or settings.
- **Writing:** Students can choose to write a story using the sentence (when applicable) from Skill Transfer as a starter. Students could also just choose two words to use in a story with content they choose to create.
- **Extension to Core:** Students can choose an authentic grade-level text to complete the writing or comprehension extension activities with a graphic organizer.
- Provide clear guidance and expectations for partner work. Also provide praise and error feedback while students partner read.

Teacher-Led Transfer

Decodable Text or Decodable Book

- **Partner Read:** Students practice reading with a partner. Partners will take turns reading each paragraph or page.
- **Comprehension:** Students can answer comprehension questions at the end of the Decodable Book or create their own comprehension questions for the Decodable Text.
- **Comprehension Skill Extension:** Students can use graphic organizers to connect the main idea and details, sequencing, cause and effect, or compare and contrast characters or settings.
- Provide clear guidance and expectations for partner work. Also provide praise and error feedback while students partner read.



The Science of Reading Collective

Join The Science of Reading Collective and join forces with other educators committed to improving reading instruction.

Our collective is a community of like-minded educators who want to stay up-to-date on the latest research and best practices in reading instruction.

As a member of the collective, you'll receive the following:

- ➔ Access to exclusive webinars and resources
- ➔ Opportunities to connect with other educators
- ➔ Updates on the latest research and best practices in reading instruction

Don't miss your chance to be a part of this exciting community. Sign up today and take the first step toward improving reading instruction in your classroom.



Unlock the Power of Literacy:

Join **The Science of Reading Collective** and make a difference in the lives of your students.

Sign up today!



Literacy Talks

Tune In to Literacy Talks, the Podcast from Reading Horizons

Join us for season three of literacy teaching and learning insights, practical tips, and personal stories to inspire and support your professional practice from Pre-K through adult education.

➔ www.readinghorizons.com/literacytalks



Reading Horizons

Where reading momentum begins™