

# Reading Horizons Correlation for Fifth Grade

## Texas Essential Knowledge and Skills

### *Reading Horizons Vocabulary Terms*

The following terms will be used throughout the correlation to illustrate the diverse ways in which Reading Horizons product offerings meet the listed standards.

1. **Dictation** is an interactive, multisensory process that is vital to the proper implementation of the Reading Horizons method. It can be performed one-on-one, in small groups, or with an entire class; in all cases, it should be a part of every skill lesson's classroom instruction. First, the leader provides a sound, letter name, slide, or word by extending his or her hands outward from the mouth to the class twice in a row. The students "catch" the offering with their outstretched hands and bring it forward to their ears. The process then reverses with the class sending the word twice and the teacher receiving it. Then, the class writes and marks (or proves) the letter, slide, or word while the teacher provides (when possible) a context sentence. Next, the students display their answers while the teacher formatively assesses and provides corrective feedback where needed. Finally, the teacher and students place their fingers beneath what they have written and read it aloud twice in a row, making sure to keep their eyes on what they are reading.
2. **Eraser Game** can be played after every instance of dictation. This game is a simple way to reinforce concepts and to provide opportunities for students to follow directions and identify skills that are of particular concern to the teacher. Students should erase words based on the instructions given by the teacher. Students can erase words based on a sound or letter at the beginning, middle, or end of a word. Teachers can increase difficulty by having students erase words based on definition, synonym, antonym, alphabetical order, or even by the answer to a riddle. See examples below. The examples assume students have the words *jog*, *cat*, and *sun* on their boards.
  - a. Erase the word that rhymes with *fog*.
  - B. Erase the word that has the same vowel sound as the word *map*.
  - C. Erase the word that means *a bright star near our planet that gives light*.
3. **Letter Formation Pages** provide opportunities for students to practice proper letter formation.
4. **Most Common Words**, also referred to as high-frequency or sight words, are taught throughout the *Reading Horizons Elevate*<sup>®</sup> program. The Most Common Words (MCWs) taught in this program include high-frequency words derived from Fry's Instant Words List and are introduced in order of frequency. They are presented early on so that students can begin reading words in context sentences. They are not just memorized but are approached from a linguistic standpoint. There are 300 MCWs taught across 20 lessons with 15 words in each list.

MCWs appear in sentences on Transfer Cards (see Student Transfer Cards below). Printable flash cards are available on the teacher resource website *Reading Horizons Accelerate*<sup>®</sup> at [www.rhaccelerate.com](http://www.rhaccelerate.com).

5. **Reading Horizons Discovery**<sup>®</sup> refers to the suite of products in the strategy-based K-3 reading program. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
6. **Reading Horizons Elevate**<sup>®</sup> refers to the suite of products in the strategy-based reading program designed for grades 4 and up. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
7. **Reading Horizons Elevate**<sup>®</sup> **English Language Enhancement** is a consumable book designed to help English Language Learners study vocabulary, pronunciation, and culture while learning with *Reading Horizons Elevate*<sup>®</sup> Software and classroom instruction.
8. **Reading Horizons Elevate**<sup>®</sup> **Reading Library** contains 330 reading passages that are used by students to practice applying the skills they have learned. The passages are expository texts that simulate types of reading that students encounter both in and out of class, such as textbooks, websites, and magazine articles. These passages are authentic in that the text has been minimally controlled. The reading passages found in the *Reading Horizons Elevate*<sup>®</sup> **Reading Library** are also found in the Library section on the *Reading Horizons Elevate*<sup>®</sup> Software.
9. **Reading Horizons Elevate**<sup>®</sup> **Student Book** is a consumable book of practice pages designed to help students practice the skills taught in each lesson.
10. **Student Transfer Cards** contain words and sentences that are designed to provide students with opportunities to learn to recognize the print form of the same sounds they were taught during the lesson. All words and sentences on the Transfer Cards are vocabulary controlled to include, but not exceed, the skills taught to that point in the program. Students can read and mark (or prove) the words on the card. Once isolated words have been marked and read, the sentences at the bottom of the card can be read aloud for fluency and comprehension.

### **(a) Introduction**

1. The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author’s purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

<p>2. The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.</p>
<p>3. Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, <i>STAAR Performance Level Descriptors</i>, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.</p>
<p>4. English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student’s first language is important to ensure linguistic, affective, cognitive, and academic development in English.</p>
<p>5. Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student’s English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).</p>
<p>6. Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, &amp; Rothenberg, 2008).</p>
<p>7. Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</p>

## (b) Knowledge and Skills

Standard	Reading Horizons Elevate®
1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
A. listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;	Scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions to which students can respond using multi-word responses.
B. follow, restate, and give oral instructions that include multiple action steps;	The process of Dictation allows opportunities for students to practice this skill.
C. give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	<i>Reading Horizons Elevate®</i> is a supplemental program, and this standard falls outside the scope of the program.
D. work collaboratively with others to develop a plan of shared responsibilities.	Many games in the <i>Games Supplement</i> provide opportunities for students to work collaboratively with others and share responsibilities (e.g., Tag Team).
2. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
A. demonstrate and apply phonetic knowledge by:	
i. decoding words with consonant changes, including /t/ to /sh/ such as in <i>select</i> and <i>selection</i> and /k/ to /sh/ such as <i>music</i> and <i>musician</i> ;	Lesson 87: Other Suffixes teaches suffixes such as <i>-tion</i> and their accompanying sound changes.

<p>ii. decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p>	<p>Lesson 34: Phonetic Skill 1 teaches students to decode CVC words. Lesson 61: Decoding Skill 2 teaches students to break down multisyllabic words in which the first syllable follows a CVC pattern. Lesson 90: Double Consonants teaches students how to decode multisyllabic words with double consonants in the middle, like <i>rabbit</i>. Lesson 65: Decoding Words of Any Length empowers students to combine their previous skills to break down words of any length.</p> <p>Lesson 43: Phonetic Skill 3 teaches students to decode CV words. Lesson 56: Decoding Skill 1 teaches students to decode multisyllabic words in which the first syllable follows a CV pattern.</p> <p>Lesson 44: Phonetic Skill 4 teaches students to decode words that end in the VCe combination.</p> <p>Vowel Digraphs and Diphthongs are addressed in the following lessons:  Lesson 66: Compound Words  Lesson 51: Phonetic Skill 5 (<i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i>)  Lesson 81: Special Vowel Sounds <i>AU/AW, OU/OW, OI/OY</i>  Lesson 82: Special Vowel Sounds <i>OO</i> (as in <i>look</i>) and <i>OO</i> (as in <i>zoo</i>)  Lesson 93: Sounds of <i>EU</i> and <i>EW</i></p> <p><i>R</i>-controlled syllables are taught in the following lessons:  Lesson 69: Murmur Diphthong <i>AR</i>  Lesson 70: Murmur Diphthong <i>OR</i>  Lesson 71: Murmur Diphthongs <i>ER, UR, and IR</i></p> <p>Final stable syllables are taught in Lesson 64: <i>-LE</i> at the End of a Word.</p>
<p>iii. decoding words using advanced knowledge of syllable division patterns;</p>	<p>Skills for decoding multisyllabic words are taught in nearly all lessons after Lesson 56.</p>
<p>iv. decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</p>	<p>Lesson 86: Root Words, Prefixes, and Suffixes teaches commonly used roots and affixes. The <i>English Language Enhancement</i> provides a variety of vocabulary building strategies including an activity on studying roots and prefixes.</p>

<p>v. identifying and reading high-frequency words from a research-based list;</p>	<p>Lessons 5, 8, 11, 13, 17, 22, 26, 30, 37, 41, 47, 53, 57, 62, 67, 73, 75, 77, 80, and 84 teach the 300 highest frequency words on the Fry Instant Word List (with a couple of substitutions for cultural sensitivity).</p> <p>The skills taught in the above lessons can be practiced, reinforced, and assessed using Most Common Words Transfer Cards and Student Book activities.</p>
<p>B. demonstrate and apply spelling knowledge by:</p>	
<p>i. spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; <i>r</i>-controlled syllables; and final stable syllables;</p>	<p>While <i>Reading Horizons Elevate</i>® focuses on teaching all the necessary skills for decoding words, those skills can also be used to practice spelling words. The skills taught during decoding instruction are also practiced from an encoding perspective through the process of Dictation. Chapter Tests, Transfer Cards, and Student Book activities provide opportunities to practice, reinforce, and assess those skills.</p>
<p>ii. spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as <i>music</i> and <i>musician</i>;</p>	<p>While <i>Reading Horizons Elevate</i>® focuses on teaching all the necessary skills for decoding words, those skills can also be used to practice spelling words. The skills taught during decoding instruction are also practiced from an encoding perspective through the process of Dictation. Chapter Tests, Transfer Cards, and Student Book activities provide opportunities to practice, reinforce, and assess those skills.</p>
<p>iii. spelling multisyllabic words with multiple sound-spelling patterns;</p>	<p>While <i>Reading Horizons Elevate</i>® focuses on teaching all the necessary skills for decoding words, those skills can also be used to practice spelling words. The skills taught during decoding instruction are also practiced from an encoding perspective through the process of Dictation. Chapter Tests, Transfer Cards, and Student Book activities provide opportunities to practice, reinforce, and assess those skills.</p>
<p>iv. spelling words using advanced knowledge of syllable division patterns;</p>	<p>While <i>Reading Horizons Elevate</i>® focuses on teaching all the necessary skills for decoding words, those skills can also be used to practice spelling words. The skills taught during decoding instruction are also practiced from an encoding perspective through the process of Dictation. Chapter Tests, Transfer Cards, and Student Book activities provide opportunities to practice, reinforce, and assess those skills.</p>

v. spelling words using knowledge of prefixes; and	Prefixes are taught in Lesson 86: Root Words, Prefixes, and Suffixes. The skills taught during decoding instruction are also practiced from an encoding perspective through the process of Dictation.
vi. spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	<p>Suffixes are explicitly taught in the following lessons:  Lesson 28: Plurals  Lesson 31: Digraphs CH, SH, WH, TH, and TH  Lesson 36: Adding Suffixes to Phonetic Skills 1 and 2  Lesson 38: Nouns  Lesson 40: Three Sounds of -ED  Lesson 42: Verbs  Lesson 46: Adding Suffixes to Phonetic Skills 3 and 4  Lesson 52: Adding Suffixes to Phonetic Skill 5  Lesson 79: Digraph Words with Plural Endings  Lesson 85: Adding Suffixes to Words Ending in Y  Lesson 86: Root Words, Prefixes, and Suffixes</p> <p>The skills taught during decoding instruction are also practiced from an encoding perspective through the process of Dictation.</p>
C. write legibly in cursive.	Teachers can facilitate practice in this skill encouraging students to write responses to comprehension questions for <i>Reading Library</i> passages and to complete Student Book activities in cursive.
3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
A. use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;	<p>The ELL Supplement in the <i>Supplementary Materials Manual</i> features a section on Dictionary Skills. This material empowers teachers to discuss skills needed to use dictionaries, read a variety of definitions, and interpret pronunciations.</p> <p>The <i>English Language Enhancement</i> provides a variety of vocabulary building strategies including an activity on how to use a dictionary appropriately.</p> <p>The Vocabulary section of the software provides roughly 12,000 words with their corresponding definitions and context sentences and allows students to practice decoding. In the Dictionary section, students can use a search box to search for specific vocabulary within the 12,000 word database. The Pronunciation section can help students better understand and mimic the sounds of English while connecting those sounds to the written forms of English letters.</p>

B. use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	The <i>English Language Enhancement</i> provides a variety of vocabulary building strategies including activities on how to use context as a clue to the meaning of a word or phrase.
C. identify the meaning of and use words with affixes such as <i>trans-</i> , <i>super-</i> , <i>-ive</i> , and <i>-logy</i> and roots such as <i>geo</i> and <i>photo</i> ; and	Lesson 86: Root Words, Prefixes, and Suffixes teaches commonly used roots and affixes. The <i>English Language Enhancement</i> provides a variety of vocabulary building strategies including an activity on studying roots and prefixes.
D. identify, use, and explain the meaning of adages and puns.	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
4. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.	
The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	The 330 <i>Reading Horizons Elevate</i> ® <i>Reading Library</i> passages provide ample opportunities to practice reading skills. The passages increase in difficulty throughout the course to grow with the student. They include comprehension questions and charts for recording rate. The software version of these passages will also time students as they read.
5. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently.	
The student is expected to self-select text and read independently for a sustained period of time.	The 330 <i>Reading Horizons Elevate</i> ® <i>Reading Library</i> passages provide ample opportunities to practice reading skills. The passages increase in difficulty throughout the course to grow with the student. They include comprehension questions and charts for recording rate. The software version of these passages will also time students as they read. All passages employ tags that allow students to filter passages for topics of interest such as Animals and Geography.
6. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
A. establish purpose for reading assigned and self-selected texts;	<i>Reading Library</i> passages could be used to practice this skill.

B. generate questions about text before, during, and after reading to deepen understanding and gain information;	<i>Reading Library</i> passages provide ample opportunities to practice this skill.
C. make, correct, or confirm predictions using text features, characteristics of genre, and structures;	<i>Reading Library</i> passages provide ample opportunities to practice this skill.
D. create mental images to deepen understanding;	<i>Reading Library</i> passages provide ample opportunities to practice this skill.
E. make connections to personal experiences, ideas in other texts, and society;	<i>Reading Library</i> passages provide ample opportunities to practice this skill.
F. make inferences and use evidence to support understanding;	<i>Reading Library</i> passages provide ample opportunities to practice this skill.
G. evaluate details read to determine key ideas;	<i>Reading Library</i> passages provide ample opportunities to practice this skill.
H. synthesize information to create new understanding; and	<i>Reading Library</i> passages provide ample opportunities to practice this skill.
I. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<i>Reading Library</i> passages and their corresponding comprehension questions provide ample opportunities to practice this skill.

7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
A. describe personal connections to a variety of sources, including self-selected texts;	<i>Reading Library</i> passages provide ample opportunities to practice this skill.
B. write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	<i>Reading Library</i> passages could be used to practice this skill.
C. use text evidence to support an appropriate response;	<i>Reading Library</i> passages could be used to practice this skill.
D. retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	<i>Reading Library</i> passages could be used to practice this skill.
E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<i>Reading Library</i> passages could be used to practice this skill. Select notetaking skills are taught in the <i>English Language Enhancement</i> .
F. respond using newly acquired vocabulary as appropriate; and	<i>Reading Library</i> passages could be used to practice this skill.
G. discuss specific ideas in the text that are important to the meaning.	<i>Reading Library</i> passages could be used to practice this skill.

8. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts— literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
A. infer multiple themes within a text using text evidence;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
B. analyze the relationships of and conflicts among the characters;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
C. analyze plot elements, including rising action, climax, falling action, and resolution; and	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
D. analyze the influence of the setting, including historical and cultural settings, on the plot.	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
9. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts— genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
A. demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
B. explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.

C. explain structure in drama such as character tags, acts, scenes, and stage directions;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
D. recognize characteristics and structures of informational text, including:	
i. the central idea with supporting evidence;	<i>Reading Library</i> passages provide ample opportunities to practice this skill.
ii. features such as insets, timelines, and sidebars to support understanding; and	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
iii. organizational patterns such as logical order and order of importance;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
E. recognize characteristics and structures of argumentative text by:	
i. identifying the claim;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
ii. explaining how the author has used facts for or against an argument; and	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
iii. identifying the intended audience or reader; and	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
F. recognize characteristics of multimodal and digital texts.	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
10. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
A. explain the author's purpose and message within a text;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.

B. analyze how the use of text structure contributes to the author’s purpose;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
C. analyze the author’s use of print and graphic features to achieve specific purposes;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
D. describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
E. identify and understand the use of literary devices, including first- or third-person point of view;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
F. examine how the author’s use of language contributes to voice; and	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
G. explain the purpose of hyperbole, stereotyping, and anecdote.	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
11. Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
A. plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.

B. develop drafts into a focused, structured, and coherent piece of writing by:	
i. organizing with purposeful structure, including an introduction, transitions, and a conclusion; and	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
ii. developing an engaging idea reflecting depth of thought with specific facts and details;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
C. revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
D. edit drafts using standard English conventions, including:	
i. complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	Skills in this standard are taught in the following lessons: Lesson 7: Sentences and Intonation Lesson 27: Commas Lesson 32: Sentence Structure Lesson 42: Verbs
ii. past tense of irregular verbs;	Skills in this standard are taught in Lesson 42: Verbs and in many Most Common Words lessons.
iii. collective nouns;	Skills in this standard are taught in Lesson 38: Nouns.
iv. adjectives, including their comparative and superlative forms;	Skills in this standard are taught in Lesson 48: Adjectives.
v. conjunctive adverbs;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.

vi. prepositions and prepositional phrases and their influence on subject-verb agreement;	In each Most Common Words lesson, the correct part of speech is given as part of a working definition of each word. Many prepositions fall into Most Common Words lessons.
vii. pronouns, including indefinite;	Skills in this standard are taught in Lesson 38: Nouns.
viii. subordinating conjunctions to form complex sentences;	Lesson 68: Conjunctions teaches coordinating, correlative, and subordinating conjunctions.
ix. capitalization of abbreviations, initials, acronyms, and organizations;	<i>Reading Horizons Elevate</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.
x. punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and	Lesson 7: Sentences and Intonation and Lesson 32: Sentence Structure teaches students to use punctuation at the end of a sentence. Lesson 63: Contractions teaches the use of apostrophes in contractions, while Lesson 29: Possessives teaches the use of apostrophes in possessives. Lesson 27: Commas teaches comma use. Lesson 54: Direct and Indirect Quotations teaches the use of quotation marks in dialogue.
xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	While <i>Reading Horizons Elevate</i> <sup>®</sup> focuses on teaching all the necessary skills for decoding words, those skills can also be used to practice spelling words. The skills taught during decoding instruction are also practiced from an encoding perspective through the process of Dictation. Chapter Tests, Transfer Cards, and Student Book activities provide opportunities to practice, reinforce, and assess those skills.
E. publish written work for appropriate audiences.	<i>Reading Horizons Elevate</i> <sup>®</sup> is a supplemental program, and this standard falls outside the scope of the program.

12. Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
A. compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
B. compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
C. compose argumentative texts, including opinion essays, using genre characteristics and craft; and	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
D. compose correspondence that requests information.	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
13. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
A. generate and clarify questions on a topic for formal and informal inquiry;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
B. develop and follow a research plan with adult assistance;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
C. identify and gather relevant information from a variety of sources;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.

D. understand credibility of primary and secondary sources;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
E. demonstrate understanding of information gathered;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
F. differentiate between paraphrasing and plagiarism when using source materials;	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
G. develop a bibliography; and	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
H. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.