Reading**Horizons** ®

# Summer Reading Guide

## Instructional Best Practices

Reading**Horizons** ®

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## Instructional Guidelines

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## Direct Instruction and Pacing

It is imperative for students who are not proficient in decoding skills to be provided with support during the summer. The Reading Horizons Summer Program is designed to be delivered through direct instruction on a daily basis through either 16 or 24 days of instruction. If your district needs an adaptation from the suggested days of instruction, please connect with your Customer Success Manager, and they will help tailor it to fit your needs.

Each day, instructors are provided with a plan to deliver two skill lessons to students, each taking approximately thirty minutes to cover the Daily Core 4. Following each lesson, small-group instruction will take place with fluid groups to provide more transfer opportunities as well as reteaching of the skills, if needed. The two daily lessons may need to follow a slower pace for some students. For example, one lesson may need to be divided into two sessions to ensure a clear understanding of the content. Ultimately, the decision on pacing of instruction will vary from district to district, and the student's level of understanding will affect the pace at which instruction will happen.

One skill a day can be taught if students need a slower pace or there isn't adequate time to complete both lessons. If teaching one skill a day instead of two, please stay in sequence and begin instructing with the skills in Chapter One.

**Chapter One:** Consonant and vowel sounds; read, mark, and write CVC words, slides, and nonsense words; Spelling with *C/K*

**Chapter Two:** *L*-Blends, *R*-Blends, *S*-Blends, Extra Blends, Digraphs, Special Vowel Combinations

**Chapter Three:** Long and Short Vowels, Phonetic Skill 1, Phonetic Skill 2, Phonetic Skill 3, Phonetic Skill 4, Phonetic Skill 5, and Another Sound for *C* and *G*.

**Chapter Four:** The Many Jobs of *Y*, Decoding Skill 1, and Decoding Skill 2.

**Chapter Five:** Murmur Diphthongs *AR*, *OR*, *ER*, *IR*, and *UR*.

**Chapter Assessments:** These can be divided into two sessions during the day. Skill Checks may also be used to check for understanding.

> It is important to assess students to measure their understanding of each chapter and provide the instructor with data to inform small-group instruction. Our goal is to review the previously taught skills and provide a deeper understanding of the content.
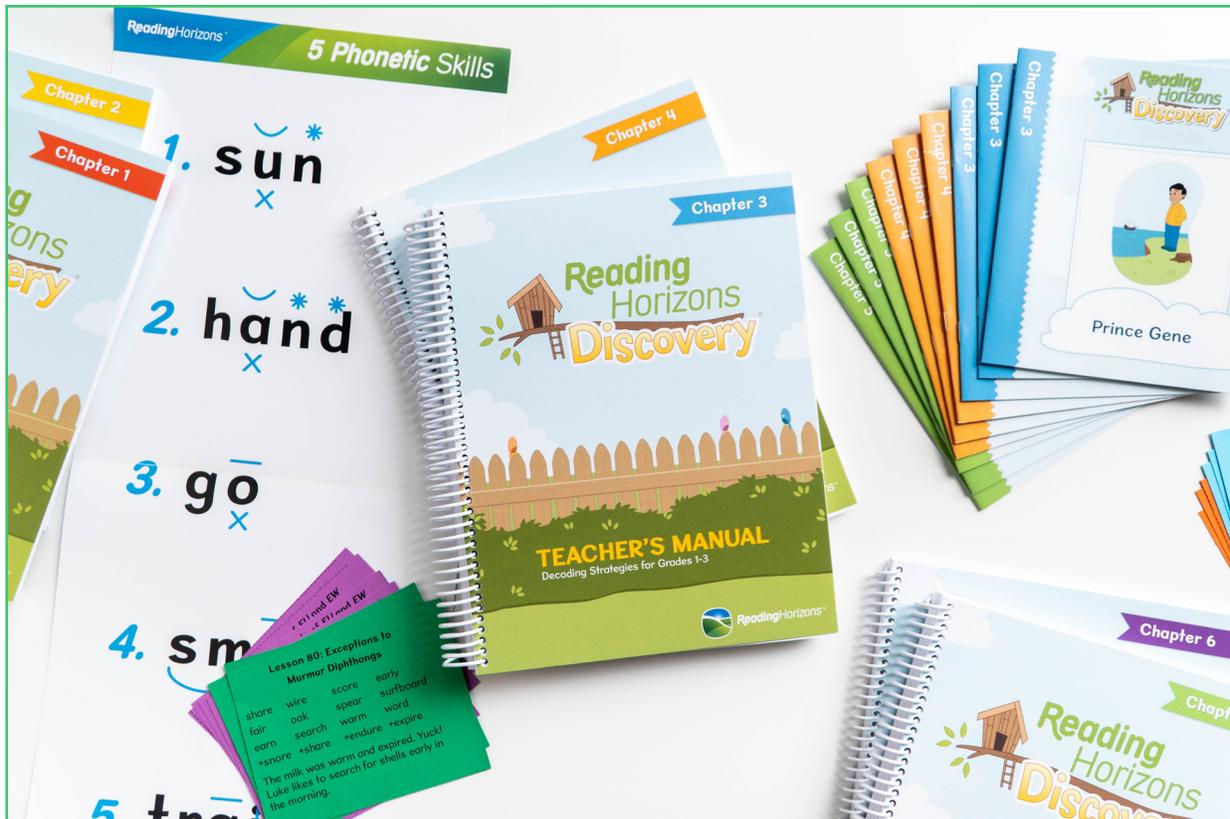
# Materials List

**Kindergarten**
*Reading Horizons Discovery*® Kindergarten Teacher Manuals
Transfer Cards (digital or print—included with Teacher's Kit, linked in scope and sequence)
Games Supplement (print—included in Teacher's Kit)
Practice Pages (digital—available on *RH Accelerate*®, linked in scope and sequence)
Kindergarten Little Books (print—one set included with Teacher's Kit)

**Grades 1–3**
*Reading Horizons Discovery*® Grades 1–3 Teacher Manuals
Transfer Cards (digital or print—included with Teacher's Kit, linked in scope and sequence)
Games Supplement (print—included in Teacher's Kit)
Practice Pages (digital—available on *RH Accelerate*®, linked in scope and sequence)
Kindergarten Little Books (print—one set included with Teacher's Kit)

**Grade 4+**
*Reading Horizons Elevate*® Teacher Manuals
Transfer Cards (digital or print—included with Teacher's Kit, linked in scope and sequence)
Practice Pages (digital—available on *RH Accelerate*®, linked in scope and sequence)
Reading Library Books (print—one set included with Teacher's Kit)

# Phonological Awareness

Phonological awareness (PA) is the ability to recognize and manipulate the spoken parts of words. It develops over time and is crucial for reading and spelling success. The three levels of phonological awareness (early, basic, and advanced) can be practiced each day using the Eraser Game. The Eraser Game will take place following the dictation of words to the students. The instructor will weave in the different levels of PA through clues in the Eraser Game. Instructors will begin with less complex levels and build to the advanced levels.

Below are examples of how this might look in the classroom.

- Point to the word that rhymes with _____. Read it twice. Erase the word.
- Point to the word that has the beginning sound of /m/. Read it twice. Erase the word.
- Point to the word that has the bl-Blend as in blot. Read it twice. Erase the word.
- Point to the word that has these three sounds: /s/ /ă/ /d/. Read it twice. Erase the word.
- Point to the word that is racetrack without race. Read it twice. Erase the word.
- Point to the word cap. Change the beginning consonant and make a new word. Write your new word beside the word you changed. Read it twice. Erase the two words.
- Change one letter of the last word to make a new word. Read it twice. Erase the word.

# Most Common Words Instruction

Most Common Words (MCWs) Lists are provided for the summer school option. Instructors may use these before beginning a skill lesson or during small-group instruction. Most Common Words indicate function and frequency. The first 25 MCWs equal one-third of the text for beginning readers, and the first 100 MCWs equal approximately half of the words in print. Instead of focusing on word memorization and beginning with the print representation, begin with the auditory representation and move from sound to print. This approach will be more advantageous for struggling readers.

To use this approach, follow this process:

1. Start with the pronunciation of the word and focus on the phonemes.
2. Assess what students know about the letter/sound correspondence and focus on which letters represent the sounds in the word.
3. Discuss the meaning of the word and use the word in context.

If teachers choose to do Most Common Words lessons with students, here are the recommended lists to practice:

**Kindergarten:** Most Common Words Lists 1–5
**1st Grade:** Most Common Words Lists 1–10
**2nd Grade:** Most Common Words Lists 6–15
**3rd Grade:** Most Common Words Lists 11–20
**4th Grade+:** Most Common Words Lists 8–18

## Transfer

The purpose of transfer is to provide an immediate opportunity for students to transfer the skills from encoding (dictation from sound to print) to decoding (reading from print to sound). It is possible to have students who can hear a dictated word and write it correctly on the board, but when shown that same word in print, they cannot read it. It is vital that transfer opportunities are provided each day to the students through various means. During the lesson, transfer is the last step in the Daily Core 4 and can be executed using Whole Class Transfer Cards read chorally or individual cards read with a partner. Through this formative assessment, the instructor is able to determine where more support is needed. Transfer continues during differentiated small groups following the skill lesson. Decodable readers (Little Books), Reading Records, Practice Pages, writing prompts, and games are ways to get students into connected text to practice the skills. This **video** will explain more uses with Transfer Cards.

## Assessments

Both informal and formal assessments should be a part of summer instruction to gather information about student performance or progress. Formative assessments occur daily during dictation and transfer activities. Skill Checks, quizzes, and Check-Ups are available to use with many lessons, and Chapter Assessments should be administered after completing a chapter. When using the paper and pencil Chapter Assessments, only assess students on the

skills that were taught. The data from the assessments will inform the teacher of achievement and allow for differentiated instruction to take place in small groups or as a whole class.

## Software Support

Students will benefit by logging into the software each day to help reinforce the skills practiced during direct instruction. Instructors may have a center/station dedicated to the software, which takes place daily during small-group time. Instructors may assign the Summer School Track to follow the specific lessons taught within the Summer School Scope and Sequence.
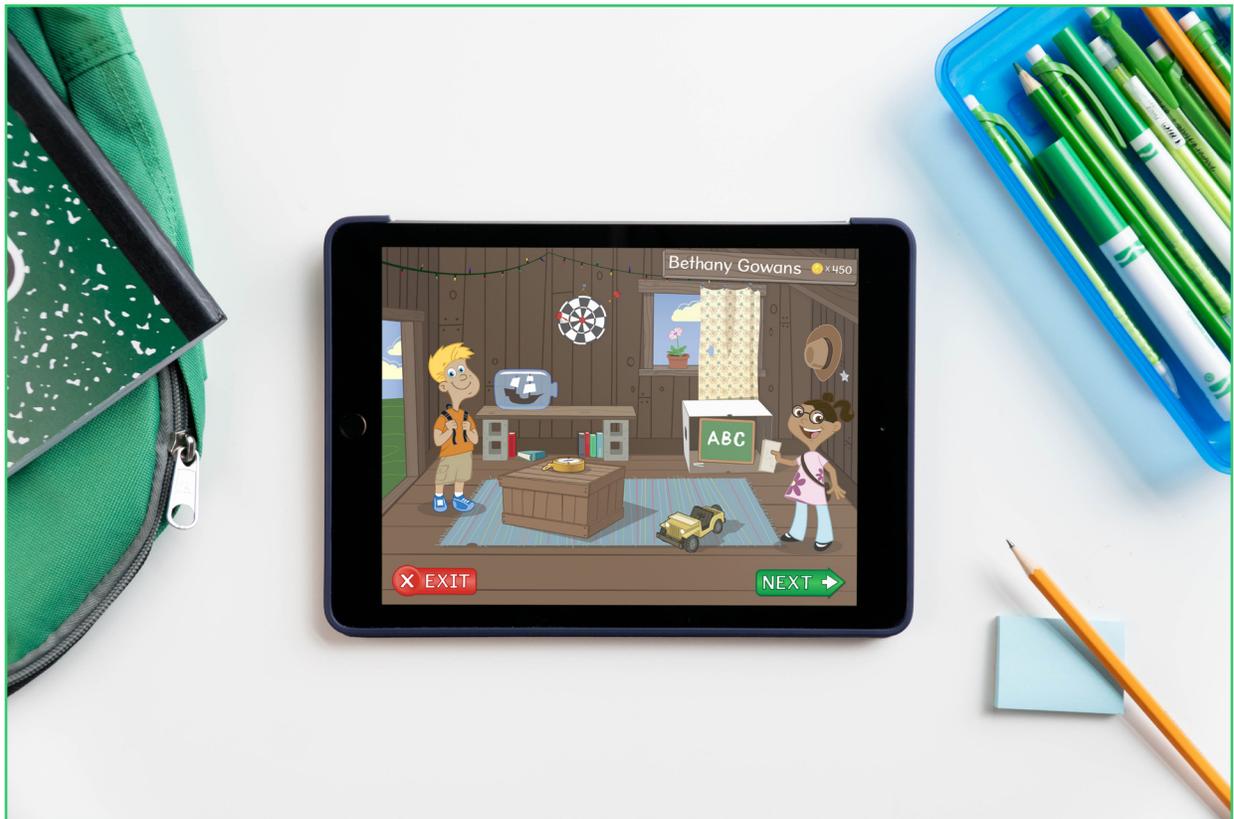


## Additional Resources

The *Reading Horizons Accelerate®* customer website has a multitude of resources to enhance summer instruction. Slide decks are available to use with every lesson and will provide the instructor with support to deliver content in a clear and expeditious fashion. Other resources such as paper and pencil assessments, Practice Pages, Reading Records, graphic organizers, datasheets, and training modules are available on *Reading Horizons Accelerate®* to provide additional reinforcement during summer reading instruction.

Visit **rhaccelerate.com** to create a free account and access a variety of additional resources.