

Overview

Curriculum Level		Unit Level
<p>Curriculum Selected: Reading Horizons Discovery founded in 1984 by Charlotte Lockhart. I was driven to study this curriculum because I use it everyday in my classroom.</p>		<p>Unit Selected: The Phonetic Skills 1-5 unit teaches students key decoding strategies, including identifying short vowels, long vowels, silent 'e' patterns, vowel teams, and consonant-le syllables. This unit builds on prior lessons in phonemic awareness and vowel sounds, giving students explicit rules to decode and spell unfamiliar words independently. I selected this unit because it equips students with essential tools for reading fluency and confidence, forming a critical foundation for long-term literacy success.</p>
<p>Curriculum Goals: Building foundational literacy skills</p>	<p>For what age students was this curriculum made? K-3</p>	<p>Unit Assessment Outcomes: By the end of the Phonetic Skills 1-5 unit, students will be able to decode unfamiliar single- and multi-syllabic words, spell words accurately using phonetic rules, read fluently, and classify words based on phonetic patterns. They will demonstrate these skills through decoding assessments, spelling tests, word-sorting activities, and fluency checks, ensuring they can apply their knowledge in both isolated and contextualized reading and writing tasks.</p>

Stakeholders: The creation and implementation of the **Reading Horizons Discovery** curriculum involve a wide range of stakeholders, including literacy experts, researchers, curriculum developers, and education administrators at the district and school levels. Teachers play a central role in adapting and delivering the curriculum to students, who are the primary beneficiaries, especially struggling readers and English Language Learners. Parents, advocacy groups, and policymakers also have a stake in its success, influencing adoption decisions and supporting student learning. The curriculum's impact extends beyond the classroom, affecting families, school communities, and society by improving literacy outcomes and fostering long-term academic and personal success.

21st Century Classroom: Although the program is primarily focused on individual reading development, it includes collaborative opportunities such as group activities, discussions, and peer interactions (e.g., sorting words or reading aloud), which align with the Kaufman article's emphasis on fostering collaboration and communication in the classroom. Introducing creative activities like word games, storytelling, or using phonetic skills to create new words or rhymes could make learning more innovative and engaging, nurturing students' creativity while reinforcing phonetic concepts.

Unit Analysis and Alignment

Within this table, please identify all unit objectives posted, where available or derived. Across each unit objective, complete all columns (as able) to align the unit to assessments, state standards, published standardized test items, and then evaluate the alignment and suggest modifications (if necessary). Add as many additional rows (or delete) as needed to accommodate your unit.

1	2	3	4	5	6
Unit Objective(s)	Assessment Tied to Objective <i>(ways this objective is measured by student outcomes: project, test, etc ~ include examples.)</i>	State Standard Connected to this Specific Objective <i>(Write out the TEKS, Common Core, industry standards, etc..)</i>	Published Assessment Examples of Questions <i>(2 per objective- use STAAR or other state, national, or industry released assessments)</i>	Evaluation of Alignment <i>(Reflect: Do the unit assessments and objectives align with the state assessment? How/ how not?)</i>	Modify Unit <i>(How would you modify or add to the unit to increase alignment? Provide examples to show what you mean)</i>
Students will identify and decode words with short vowels in closed syllables.	Students will read a list of words containing short vowels in closed syllables and identify the vowel sound. ex: Which word has a short vowel sound? cat, cake, cup, hope	TEKS 1.2(A): Demonstrate phonological awareness by recognizing and producing rhyming words, syllables, and onset-rime units. TEKS 1.2(B): Demonstrate phonemic awareness by blending and segmenting sounds in spoken words.	Circle the word with the short vowel sound.	This objective aligns with TEKS 1.2(A) and 1.2(B) by focusing on the recognition of short vowels and blending them within words. It effectively supports phonemic awareness and decoding.	Introduce a section where students write short vowel words based on phonetic cues or produce rhymes, aligning with the more diverse skills in TEKS.
Students will recognize and decode words with long vowels in open syllables.	Students will match a list of words with open syllables to their corresponding images. Which word has a long 'o' sound?	TEKS 1.2(C): Use letter-sound correspondence to decode and read words, including identifying long	Select the word that contains a long vowel sound	focusing on decoding words with long vowels, supporting students' ability to recognize vowel sounds in context.	Incorporate more complex multi-syllabic words or sentences containing open syllables to challenge

		vowels in open syllables.			students and better match the progression in TEKS standards.
Students will recognize and decode words with silent 'e' patterns	Provide students with a list of words and ask them to identify whether they follow the silent 'e' pattern. ex: Which word has a silent 'e'?	TEKS 1.2(D): Decode words using vowel teams and silent 'e' patterns to reinforce phonetic skills.	Identify the word with the silent 'e' at the end	This skill aligns with TEKS 1.2(D), as it emphasizes decoding words with silent 'e,' building fluency with more advanced phonetic patterns.	Include more word families and create an interactive component, such as sorting words with and without silent 'e' into categories.

Alignment Reflection

Vertical Alignment Reflection: Yes, the level of sophistication required by the **state (TEKS)** and **national standards** aligns with the rigor evidenced in the **Phonetic Skills 1-5** unit. The unit demonstrates the necessary depth in phonics instruction by addressing foundational skills such as decoding short and long vowels, silent 'e' patterns, and syllable types, which are key components of the TEKS for early literacy. These skills are clearly in line with the **TEKS 1.2** standards that require students to demonstrate phonological and phonemic awareness, as well as decoding abilities using various syllabic patterns.

Overall Summary: The Phonetic Skills 1-5 unit is well-aligned with state (TEKS) and national standards, particularly in promoting foundational reading skills such as decoding short and long vowels, silent 'e' patterns, and syllabic types. The unit's clear structure and gradual progression effectively help students build phonemic awareness and reading fluency. Interactive activities and assessments engage students in both individual and collaborative learning, allowing them to demonstrate their phonetic skills through word-sorting, decoding, and spelling tasks. However, the unit could be enhanced by including more complex multisyllabic words, diverse cultural content, and assessments that test fluency in reading connected text.

To further strengthen the unit, recommendations include introducing more challenging vocabulary, incorporating culturally diverse examples, and adding fluency exercises that allow students to apply their skills in context. Additionally, integrating technology for self-paced practice and offering differentiated support would better cater to varying learning needs. The unit does exemplify 21st-century learning skills by incorporating interactive, student-centered elements and digital tools that foster critical thinking and autonomy. These modifications would improve both alignment with rigorous standards and the development of modern literacy skills.