

Dear Educator,

We hope you enjoy version 8 of our *Reading Horizons Elevate*® Teacher's Manuals. Careful work, by multiple passionate educators, has gone into this version to make it our best yet. Version 8 (v8) of the *Reading Horizons Elevate*® Software will be released later in 2018, so your students will continue to use version 7 (v7) of the software for the next few months. With that in mind, there are a few important things we'd like to call to your attention as you and your students work with different versions.

### Sequence Changes and Additions

While minor changes have been made throughout all the manuals, the biggest changes to be aware of are as follows:

- **Digraphs CH, SH, WH, TH, TH**—The first lesson on Digraphs has been moved from early in Chapter 5 to the end of Chapter 2. This move has had significant ripple effects on Chapters 3 and 4. As your students continue to work in version 7, they won't see Digraphs until much later in their studies, so be sure to preview words that you'll use in dictation to ensure they don't contain Digraphs. The Transfer Cards that correlate to the lessons in Chapters 3-4 will also contain Digraph words (though usually only 1-3 words per card), so be sure to warn students they may see words that contain this skill, and that they should skip them.
- **Most Common Words Lists**—There are now seven more Most Common Words (MCW) Lists, each with 15 words, so there are 105 more words for a total of 20 lists and 300 words. These lists are, with very few exceptions, based on the first 300 words of the Fry List. The v8 words appear in the manuals based on frequency order (i.e., words in MCW List 1 are more frequently used than words in MCW List 20). The MCW Lists in v7 were a compilation of words from multiple lists, so they not only included different words but they also appeared in a different order. Visit our educator resource, Reading Horizons Accelerate, to view the v7 Most Common Words Lists ([www.rhaccelerate.com/rhe/enrichment-resources](http://www.rhaccelerate.com/rhe/enrichment-resources)).
- **New Reference Lessons**—We've added nine new reference lessons, including five lessons on Parts of Speech: Nouns, Verbs, Adjectives, Adverbs, and Conjunctions. The other four lessons, Capitalization; Determiners; Sentence Structure; and Root Words, Prefixes, and Suffixes, also expound on v7 lessons.

### V7 to v8 Lesson Correlation Chart

Since changes and additions have been made to the lesson sequence, you'll find an attached lesson-by-lesson correlation chart with v7 lessons on the left and their corresponding v8 lessons on the right.

### Reading Horizons Elevate® Reading Library

There are 45 new passages in the *Reading Horizons Elevate*® Reading Library resulting in a total of 330 reading passages. In addition, some minor edits have been made to many of the existing passages. Please be aware that those changes may mean that in some instances, you or your students may notice a difference between the passage on the software and the hard copy version.

## Marking Changes

We've made small changes in the order of operations for three of our marks. While we feel these changes will contribute to a more accurate and consistent decoding experience for students, the v7 software is not programmed to adjust for this change in the order of marking. Students should continue to use the order taught in v7.

- **Silent e**—Students first see Silent *e* in Phonetic Skill 4. In this lesson they are taught to mark *e* silent immediately after marking the *x* under it. Once they get to multisyllabic words, however, v7 taught students to mark the *x* under the *e* and then to decode each syllable. In v8, students will learn to mark the *e* silent right away, the same way they would in single-syllable words.

**v7**

1.  $\underset{x}{a} \overset{\curvearrowright}{th} \underset{x}{l} \underset{x}{e} e$

2.  $\underset{x}{a} \overset{\curvearrowright}{th} | \underset{x}{l} \underset{x}{e} e$

3.  $\overset{\checkmark}{\underset{x}{a}} \overset{\curvearrowright}{th} | \underset{x}{l} \underset{x}{e} e$

4.  $\overset{\checkmark}{\underset{x}{a}} \overset{\curvearrowright}{th} | \bar{e} \underset{x}{l} \underset{x}{e} e$

$\overset{6}{\checkmark} \underset{1}{x} \overset{5}{\curvearrowright} \underset{2}{th} | \overset{8}{x} \underset{3}{l} \overset{7}{e} \underset{4}{x} e$

**v8**

1.  $\underset{x}{a} \overset{\curvearrowright}{th} \underset{x}{l} \underset{x}{e} \overset{\checkmark}{e}$

2.  $\underset{x}{a} \overset{\curvearrowright}{th} | \underset{x}{l} \underset{x}{e} \overset{\checkmark}{e}$

3.  $\overset{\checkmark}{\underset{x}{a}} \overset{\curvearrowright}{th} | \underset{x}{l} \underset{x}{e} \overset{\checkmark}{e}$

4.  $\overset{\checkmark}{\underset{x}{a}} \overset{\curvearrowright}{th} | \bar{e} \underset{x}{l} \underset{x}{e} \overset{\checkmark}{e}$

$\overset{7}{\checkmark} \underset{1}{x} \overset{6}{\curvearrowright} \underset{2}{th} | \overset{8}{x} \underset{3}{l} \overset{5}{e} \underset{4}{x} e$

- Y as a Vowel**—In v8, students will be taught to immediately identify whether *y* is the first or only working vowel in a word. If so, it will usually adopt one of the sounds of /i/, so a small *i* should be placed in the neck of the *y* immediately after *y* is marked as a vowel. The student will then mark the *i* long or short when decoding the vowel. In v7, students mark an *x* under the *y* when working under the word; then, they wait until decoding the vowel before placing the *i* in the neck of the *y*.

**v7**

 1. myth  
       x

 2. myth  
       x    )

 3. myth  
       x    )    \*

 4. myth  
       x    )    \*  
       i

 5. myth  
       x    )    \*  
       i

 5  
 4i    \*3  
 myth  
 1x    2

**v8**

 1. myth  
       x

 2. myth  
       x    i

 3. myth  
       x    )    i

 4. myth  
       x    )    i    \*

 5. myth  
       x    )    i    \*

 5  
 2i    \*4  
 myth  
 1x    3

- **Double Consonants**—Double consonants are covered in detail in two lessons: Decoding Skill 2 and Double Consonants and *-KE*, *-CK*, and *-C*. In v8, students are advised to mark the first of the double consonants silent as the very last mark they make. Doing so allows them to correctly mark preceding vowels, as well as some more advanced skills such as the schwa and decoding exceptions. The v7 software will expect them to mark the first of the double consonants silent while decoding the syllable in which it falls.

**v7**

1. r<sub>x</sub>ab<sub>x</sub>bit

2. r<sub>x</sub>ab|b<sub>x</sub>it

3. r<sub>x</sub>ab|b<sub>x</sub>it

4. r<sub>x</sub>äb|b<sub>x</sub>it

5. r<sub>x</sub>äb|b<sub>x</sub>it

<sup>5</sup> r<sub>1x</sub> <sup>4</sup> a<sub>3</sub> | <sup>6</sup> b<sub>2x</sub> <sup>3</sup> b<sub>2x</sub> <sup>3</sup> i<sub>3</sub> <sup>3</sup> t<sub>3</sub>

**v8**

1. r<sub>x</sub>ab<sub>x</sub>bit

2. r<sub>x</sub>ab|b<sub>x</sub>it

3. r<sub>x</sub>äb|b<sub>x</sub>it

4. r<sub>x</sub>äb|b<sub>x</sub>it

5. r<sub>x</sub>äb|b<sub>x</sub>it

<sup>4</sup> r<sub>1x</sub> <sup>6</sup> a<sub>3</sub> | <sup>3</sup> b<sub>2x</sub> <sup>5</sup> b<sub>2x</sub> <sup>3</sup> i<sub>3</sub> <sup>3</sup> t<sub>3</sub>

- **Syllable Boxes vs. Syllable Lines**—In v7 of the software, students see and use syllable boxes through the entire course. In v8, syllable boxes will be exchanged for syllable lines in Lesson 65: Decoding Words of Any Length. This is not only more consistent with what you as the educator see in your manual, it is also more representative of how students may want to mark words when they’re decoding with pencil and paper or whiteboard and marker.

**v7**

|                |                |                |                |                |                |
|----------------|----------------|----------------|----------------|----------------|----------------|
| p <sub>x</sub> | o <sub>x</sub> | t <sub>x</sub> | ä <sub>x</sub> | t <sub>x</sub> | o <sub>x</sub> |
|----------------|----------------|----------------|----------------|----------------|----------------|

**v8**

p<sub>x</sub> | o<sub>x</sub> | ä<sub>x</sub> | t<sub>x</sub> | o<sub>x</sub>

We are truly excited about these updates, and we can’t wait for you and your students to see them in action in our v8 software. In the meantime, please don’t hesitate to reach out to your Customer Success Manager with any questions you may have.