



Summer School 2024

This guide is for sites offering general skill instruction rather than targeted skills for students based on specific skill data.

Step One: Decide on the Goal

If you are using Reading Horizons in summer school to provide general foundational reading skills instruction to all enrolled students, we recommend focusing on the priority lessons listed by grade level below.

Step Two: Training and Preparation

We recommend those who are new to *Reading Horizons Discovery*[®] participate in a one-day synchronous training session and complete the prescribed Implementation Essentials videos in the digital tool along with the Real-Time Coaching videos for the specific skill lessons before they are taught.

If synchronous training is not possible, we recommend teachers complete the asynchronous Summer Implementation video, the prescribed Implementation Essentials videos in the digital tool, and the Real-Time Coaching videos for the specific skill lessons before they are taught.

Step Three: Determine Instructional Time and Delivery

Goal: Build Foundational Literacy Skills

1. Depending on the instructional time, it is recommended that one to two skill lessons be taught in a day.
2. Some students will need additional opportunities to transfer their decoding skills to develop automaticity and fluency, so it is recommended to plan thirty to sixty minutes of small groups and centers for reading practice.
3. Provide instruction on the skills based on the instructional goal and student data:
 - a. Kindergarten:
 - i. Sequentially teach the primary skill lessons suggested as a priority for summer school.

- ii. Use the Lesson Toolkits located in the Supplemental Resource folder for differentiated instruction and additional decoding practice with decodable sentences and passages.
- b. Grades 1–3:
 - i. Teach the Marking Mini-Lessons located in the Supplemental Resources folder.
 - ii. Sequentially teach the primary skill lessons suggested as a priority for summer school.
 - iii. Use the Lesson Toolkits located in the Supplemental Resource folder for differentiated instruction and additional decoding practice with decodable sentences and passages.

Step Four: Provide Explicit Instruction and Practice

We recommend teaching two lessons a day in summer school due to extended instructional time and the opportunity to cover more skills to close gaps for students. Recommended assessment points for determining progress are highlighted.

Grade	Lesson	Skill
Kindergarten	Lesson 30 Lesson 31 Mini-Marking Lesson 1	Vowel <i>A</i> Consonant <i>M</i> Mini-Marking Lesson 1 on Slides
	Lesson 33 Lesson 34	Consonant <i>S</i> Consonant <i>T</i>
	Lesson 35 Lesson 37 Mini-Marking Lesson 2	Consonant <i>P</i> Vowel <i>I</i> Mini-Marking Lesson 2 on Building Words
	Lesson 38 Lesson 39	Consonant <i>F</i> Consonant <i>N</i>
	Lesson 40 Lesson 41 Mini-Marking Lesson 3	Consonant <i>G</i> Consonant <i>B</i> Mini-Marking Lesson 3 on Nonsense Words
	Lesson 44 Lesson 45	Vowel <i>O</i> Consonant <i>R</i>
	Lesson 46 Lesson 47	Consonant <i>H</i> Consonant <i>V</i>
	Lessons 48	Consonant <i>J</i>

Lesson 50 Multi-Skill Check 3	Vowel <i>E</i> Multi-Skill Check #3 assessment of Letter Groups 1, 2, and 3
Lesson 51 Lesson 52	Consonant <i>W</i> Consonant <i>D</i>
Lesson 53 Lesson 54	Consonant <i>L</i> Consonant <i>Y</i>
Lesson 56 Lesson 57	Vowel <i>U</i> Consonant <i>Q</i>
Lesson 58 Lesson 59	Consonant <i>Z</i> Consonant <i>X</i>
Lesson 60 Lesson 61	Consonant <i>C</i> Consonant <i>K</i>
Lesson 62 Multi-Skill Check 5	Spelling with <i>c</i> and <i>k</i> Multi-Skill Check #5 assessment of Letter Groups 3, 4, and 5
Lesson 64 Lesson 65	Digraphs: Voiced <i>th</i> Digraphs: Voiceless <i>th</i>
Lesson 67 Lesson 69	Digraphs: <i>ch</i> Digraphs: <i>sh</i>
Lesson 71 Lesson 73	Digraphs: <i>wh</i> <i>L</i> -Blends: <i>bl</i> and <i>cl</i>
Lesson 74 Lesson 75	<i>L</i> -Blends: <i>fl</i> and <i>gl</i> <i>L</i> -Blends: <i>pl</i> and <i>sl</i>
Lesson 77 Lesson 78	<i>R</i> -Blends: <i>br</i> and <i>cr</i> <i>R</i> -Blends: <i>dr</i> and <i>fr</i>
Lesson 79 Lesson 80	<i>R</i> -Blends: <i>gr</i> and <i>pr</i> <i>R</i> -Blends: <i>tr</i>
Lesson 82 Lesson 83	<i>S</i> -Blends: <i>sc</i> and <i>sk</i> <i>S</i> -Blends: <i>sl</i> and <i>sm</i>
Lesson 84 Lesson 85	<i>S</i> -Blends: <i>sn</i> and <i>sp</i> <i>S</i> -Blends: <i>st</i> and <i>sw</i>
Lesson 86 Multi-Skill Check 10	<i>S</i> -Blends: Final <i>sk</i> , <i>sp</i> , and <i>st</i> Multi-Skill Check #10 assessment of <i>S</i> -Blends, <i>R</i> -Blends, and <i>L</i> -Blends

Grade 1	Marking Mini-Lessons 1–3	Early skill overview and instruction on core concepts and markings used within the program
	Lesson 20 Lesson 21	Digraphs: Voiced and Voiceless <i>th</i> Digraphs: Initial <i>ch</i>
	Lesson 22 Lesson 23	Digraphs: Initial <i>sh</i> Digraphs: Final <i>ch</i> and <i>sh</i>
	Lesson 24 Lesson 26	Digraphs: <i>wh</i> and <i>ph</i> <i>L</i> -Blends: <i>bl</i> , <i>cl</i> , and <i>fl</i>
	Lesson 27 Lesson 28	<i>L</i> -Blends: <i>gl</i> , <i>pl</i> , and <i>sl</i> <i>R</i> -Blends: <i>br</i> , <i>cr</i> , and <i>dr</i>
	Lesson 29 Lesson 31	<i>R</i> -Blends: <i>fr</i> , <i>gr</i> , <i>pr</i> , and <i>tr</i> <i>S</i> -Blends: <i>sc</i> , <i>sk</i> , <i>sl</i> , and <i>sm</i>
	Lesson 32 Lesson 33	<i>S</i> -Blends: <i>sn</i> , <i>sp</i> , <i>st</i> , and <i>sw</i> <i>S</i> -Blends: Final <i>sk</i> , <i>sp</i> , and <i>st</i>
	Lesson 34 Multi-Skill Check 7	<i>W</i> -Blends: <i>tw</i> , <i>dw</i> , and <i>sw</i> Multi-Skill Check #7 assessment of Blends and Digraphs
	Lesson 49 Lesson 50	Phonetic Skill 1: Single Consonant Ending Phonetic Skill 1: Digraph Ending
	Lesson 51 Lesson 52	Spelling with <i>-ck</i> Trigraph <i>-tch</i>
	Lesson 53 Lesson 54	Phonetic Skill 2: Two Consonant Endings Phonetic Skill 2: Blends and Consonant Digraph Endings
	Lesson 55 Lesson 56	Three-Letter <i>S</i> -Blends: <i>scr</i> , <i>spr</i> , <i>str</i> , <i>spl</i> , and <i>squ</i> Phonetic Skill 3
	Lesson 58 Lesson 59	Phonetic Skill 4: Vowel <i>a</i> Phonetic Skill 4: Vowel <i>o</i>
	Lesson 60 Lesson 62	Phonetic Skill 4: Vowel <i>i</i> Phonetic Skill 4: Vowel <i>u</i>
	Lesson 63 Multi-Skill Check 12	Phonetic Skill 4: Vowel <i>e</i> Multi-Skill Check #12 assessment of Phonetic Skills 1, 2, 3, and 4
	Lesson 70 Lesson 71	Phonetic Skill 5: <i>ai</i> Phonetic Skill 5: <i>ai</i> and <i>ay</i>

	Lesson 72 Lesson 73	Phonetic Skill 5: <i>ea</i> Phonetic Skill 5: <i>ea</i> and <i>ee</i>
	Lesson 74 Lesson 75	Phonetic Skill 5: <i>oa</i> Phonetic Skill 5: <i>oa</i> and <i>oe</i>
	Lesson 76 Lesson 77	Phonetic Skill 5: <i>ui</i> and <i>ue</i> Phonetic Skill 5: <i>ie</i>
	Lesson 78 Lesson 79	Spelling with <i>-ke</i> Spelling with <i>-k</i>
	Lesson 115 Lesson 116	Decoding Skill 1: Single Consonants Decoding Skill 1: Blends and Digraphs
	Lesson 118 Lesson 119	Decoding Skill 2: Two Consonants Decoding Skill 2: Blends and Digraphs
	Lesson 120 Lesson 121	Decoding Skills 1 and 2 Multisyllabic Words: The Schwa
	Lesson 123 Multi-Skill Check 25	Final Consonant <i>-le</i> Multi-Skill Check #25 assessment of the Two Decoding Skills, The Schwa, and Final Consonant <i>-le</i> (Note: Not all skills assessed in this skill check have been taught. Use the report to determine students' knowledge of the skills explicitly taught.)
Grade 2	All Marking Mini-Lessons	Early skill overview and instruction on core concepts and markings used within the program
	Lesson 29 Lesson 30	Phonetic Skill 1 Spelling with <i>-ck</i>
	Lesson 32 Lesson 34	Phonetic Skill 2 Phonetic Skill 3
	Lesson 36 Lesson 37	Phonetic Skill 4: <i>a</i> , <i>o</i> , and <i>i</i> Phonetic Skill 4: <i>u</i> and <i>e</i>
	Lesson 38 Lesson 39	Another Sound for C: Initial and Phonetic Skill 4 Another Sound for C: <i>-nce</i>
	Lesson 40 Lesson 41	Another Sound for G: Initial Phonetic Skill 4 Another Sound for G: Trigraph <i>-dge</i>
	Lesson 42 Lesson 43	Phonetic Skill 5: <i>ai</i> Phonetic Skill 5: <i>ai</i> and <i>ay</i>

Lesson 44 Lesson 45	Phonetic Skill 5: <i>ea</i> Phonetic Skill 5: <i>ea</i> and <i>ee</i>
Lesson 46 Lesson 47	Phonetic Skill 5: <i>oa</i> Phonetic Skill 5: <i>oa</i> and <i>oe</i>
Lesson 48 Lesson 49 Multi-Skill Check 10	Phonetic Skill 5: <i>ui</i> and <i>ue</i> Phonetic Skill 5: <i>ie</i> Multi-Skill Check #10 assessment of Phonetic Skill 4, Another Sound for C and G and Phonetic Skill 5
Lesson 50 Lesson 51	Spelling with <i>-ke</i> Spelling with <i>-k</i>
Lesson 56 Lesson 57	Adding Suffixes <i>-ed</i> and <i>-ing</i> to Phonetic Skills 1–3 Adding Suffixes <i>-ed</i> and <i>-ing</i> to Phonetic Skills 4–5
Lesson 58 Lesson 59	<i>R</i> -Controlled Vowel: <i>ar</i> <i>R</i> -Controlled Vowel: <i>or</i>
Lesson 60 Lesson 61	<i>R</i> -Controlled Vowels: <i>er</i> , <i>ur</i> , and <i>ir</i> <i>R</i> -Controlled Vowels: Exceptions Silent <i>e</i> and Adjacent vowels
Lesson 64 Lesson 65	Special Vowel Sounds: <i>au</i> Special Vowel Sounds: <i>aw</i>
Lesson 66 Lesson 67 Lesson 68	Special Vowel Sounds: <i>ou</i> as /ou/ Special Vowel Sounds: <i>ow</i> as /ou/ Special Vowel Sounds: <i>ow</i> as /oʊ/
Lesson 69 Lesson 70	Special Vowel Sounds: <i>oi</i> Special Vowel Sounds: <i>oy</i>
Lesson 71 Lesson 72 Multi-Skill Check 15	Special Vowel Sounds: <i>oo</i> as in <i>moon</i> Special Vowel Sounds: <i>oo</i> as in <i>look</i> Multi-Skill Check #15 assessment of <i>R</i> -Controlled Vowels and Special Vowel Sounds
Lesson 82 Lesson 83	Decoding Skill 1 with Single Consonants Decoding Skill 1 with Blends and Digraphs
Lesson 86 Lesson 87	Decoding Skill 2 Decoding Skill 2 with Blends and Digraphs
Lesson 88 Lesson 89	Decoding Skills 1 and 2 Multisyllabic Words: The Schwa
Lesson 92 Lesson 93	Final Consonant <i>-le</i> : / as Part of a Blend Final Consonant <i>-le</i> : / as Not Part of a Blend

	Lesson 99 Lesson 100	Silent Letters: <i>kn</i> and <i>wr</i> Silent Letters: <i>gn</i> and <i>ign</i>
	Lesson 101 Multi-Skill Check 25	Decoding Exceptions: Long to Short Multi-Skill Check #25 assessment of the Two Decoding Skills, The Schwa, and Final consonant <i>-le</i> (Note: Not all skills assessed in this skill check have been taught. Use the report to determine students' knowledge of the skills explicitly taught.)
Grade 3	All Marking Mini-Lessons	Early skill overview and instruction on core concepts and markings used within the program
	Lesson 29 Lesson 30	Phonetic Skill 1 Spelling with <i>-ck</i>
	Lesson 32 Lesson 34	Phonetic Skill 2 Phonetic Skill 3
	Lesson 36 Lesson 37	Phonetic Skill 4: <i>a</i> , <i>o</i> , and <i>i</i> Phonetic Skill 4: <i>u</i> and <i>e</i>
	Lesson 38 Lesson 39	Another Sound for C: Initial and Phonetic Skill 4 Another Sound for C: <i>-nce</i>
	Lesson 40 Lesson 41	Another Sound for G: Initial and Phonetic Skill 4 Another Sound for G: Trigraph <i>-dge</i>
	Lesson 42 Lesson 43	Phonetic Skill 5: <i>ai</i> Phonetic Skill 5: <i>ai</i> and <i>ay</i>
	Lesson 44 Lesson 45	Phonetic Skill 5: <i>ea</i> Phonetic Skill 5: <i>ea</i> and <i>ee</i>
	Lesson 46 Lesson 47	Phonetic Skill 5: <i>oa</i> Phonetic Skill 5: <i>oa</i> and <i>oe</i>
	Lesson 48 Lesson 49 Multi-Skill Check 10	Phonetic Skill 5: <i>ui</i> and <i>ue</i> Phonetic Skill 5: <i>ie</i> Multi-Skill Check #10 assessment of Phonetic Skill 4, Another Sound for C and G and Phonetic Skill 5
	Lesson 50 Lesson 51	Spelling with <i>-ke</i> Spelling with <i>-k</i>
	Lesson 56 Lesson 57	Adding Suffixes <i>-ed</i> and <i>-ing</i> to Phonetic Skills 1–3 Adding Suffixes <i>-ed</i> and <i>-ing</i> to Phonetic Skills 4–5

Lesson 82 Lesson 83	Decoding Skill 1 with Single Consonants Decoding Skill 1 with Blends and Digraphs
Lesson 86 Lesson 87	Decoding Skill 2 Decoding Skill 2 with Blends and Digraphs
Lesson 88 Lesson 89	Decoding Skills 1 and 2 Multisyllabic Words: The Schwa
Lesson 92 Lesson 93	Final Consonant <i>-le</i> : <i>l</i> as Part of a Blend Final Consonant <i>-le</i> : <i>l</i> as Not Part of a Blend
Lesson 101 Multi-Skill Check 25	Decoding Exceptions: Long to Short Multi-Skill Check #25 assessment of the Two Decoding Skills, The Schwa, and Final Consonant <i>-le</i> (Note: Not all skills assessed in this skill check have been taught. Use the report to determine students' knowledge of the skills explicitly taught.)
Lesson 105 Lesson 106	Other Suffixes: <i>-tion</i> and <i>-tial</i> Other Suffixes: <i>-ous</i> and <i>-us</i>
Lesson 107 Lesson 111	Other Suffixes: <i>-sion</i> Roots, Prefixes, and Suffixes
Lesson 112 Lesson 113	Sounds of <i>EU/EW</i> : /yū/ Sounds of <i>EU/EW</i> : /ū/
Lesson 114 Lesson 115	Other Sounds for <i>EA</i> : Long <i>e</i> and Long <i>a</i> Other Sounds for <i>EA</i> : Short <i>e</i>
Lesson 117 Lesson 118	Other Sounds for <i>IE/EI</i> : Long <i>i</i> and Long <i>e</i> and Other Sounds for <i>IE/EI</i> : <i>e</i> before <i>i</i>
Lesson 119 Lesson 120	Other Sounds for <i>IE/EI</i> : Long <i>a</i> Other Sounds for <i>IE/EI</i>
Lesson 127 Multi-Skill Check 25	Practicing Multisyllabic Words Multi-Skill Check #25 assessment of Other Sounds and Suffixes (Note: Not all skills assessed in this skill check have been taught. Use the report to determine students' knowledge of the skills explicitly taught.)

Step Five: Monitor Student Progress

Digital Daily Skill Checks are recommended if the primary digital lesson is taught and differentiated practice is provided. The recommended digital Multi-Skill Checks are listed in the lesson sequence above. If needed, there is a paper-pencil option for the Multi-Skill Check. Use the chart below to learn about the different assessment options and decide which ones are best for your situation to determine student learning and skill proficiency.

Assessment	What: Purpose/Focus	When	Where: Location	Notes/Tips
Daily Skill Check	To determine students' learning after initial skill instruction and guided practice if the primary lesson in the tool is taught	Given after every lesson	Student software; assigned when 'Deliver Lesson' is selected by the teacher	This groups students for differentiated transfer practice, where students focus on building automaticity and fluency.
Digital Multi-Skill Check	To determine skill proficiency over time and assess encoding specifically	Given three times to determine student progress and retention of skills	In the digital tool (assigned by the teacher) and on the student software in sequence	Note that not all skills assessed in the Multi-Skill Checks will have been explicitly taught. Those should be removed or not scored.
Print Multi-Skill Check (optional)	To determine skill proficiency over time and look at the application of the skills in the areas of encoding, decoding, and fluency	Given mid-program and end-of-program	Supplemental Resources folder	Note that not all skills assessed in the Multi-Skill Checks will have been explicitly taught. Those should be removed or not scored.