

# Reading Horizons Discovery™ Correlation to the Common Core State Standards Reading Standards: Foundational Skills (K-3)

## KINDERGARTEN

### Reading Standards: Foundational Skills

<u>Common Core Standard</u>	<u>Reading Horizons Discovery (RHD)</u>
<p><b>Print Concepts:</b> <i>Demonstrate understanding of the organization and basic features of print.</i></p>	
<p><b>a.</b> Follow words from left to right, top to bottom, and page by page.</p> <p><b>b.</b> Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p><b>c.</b> Understand that words are separated by spaces in print.</p> <p><b>d.</b> Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p><b>a. <u>The Slide, Lesson 4:</u></b> Students will learn to read, going from left to right with the aid of “sliding” sounds together left to right and visually seeing an arrow guiding them left to right.</p> <p><b>b. <u>Building Words, Lesson 8; Nonsense Words, Lesson 9:</u></b> Students will learn that spoken words consist of written language in a specific sequence. Students will learn what constitutes a real or a nonsense word and how the word is formed.</p> <p><b>c. <u>Sentence Structure, Lesson 25:</u></b> Students will understand that a word has a beginning and an ending. Each word in a sentence must be separated by a space to show the beginning and ending of each word in the sentence. When there is more than one sentence, students will learn that each sentence begins with an uppercase (capital letter) and ends with a punctuation mark, and there will be spacing between each sentence to show each sentence has a beginning and an ending.</p> <p><b>d. <u>Letter Lessons 2, 3, 5, 6, 7, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37; Alphabetical Order, Lesson 38:</u></b> The alphabetic principle is taught and followed when teaching the letters in each of the RHD letter lessons. Upper- and lowercase letters are taught with their corresponding sounds in each lesson. Alphabetical order is reinforced at the conclusion of teaching all letters.</p>

**Phonological Awareness:**

*Demonstrate understanding of spoken words, syllables, and sounds (phonemes)*

- a. Recognize and produce rhyming words.
  
- b. Count, pronounce, blend, and segment syllables in spoken words.
  
- c. Blend and segment onsets and rimes of single-syllable spoken words.
  
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)
  
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

- a. **Phonemic Awareness—Teacher Supplement: Rhyming Words:** Students will learn to identify words that have a rhyming pattern.
  
- b. **Phonemic Awareness—Teacher Supplement: Syllable Identification:** This lesson defines syllables and helps students to recognize, manipulate, and count syllables in spoken words.
  
- c. **Phonemic Awareness—Teacher Supplement: Oral Blending:** This lesson teaches identification of words by blending onsets and rimes of single-syllable words.
  
- d. **Phonemic Awareness—Teacher Supplement: Phoneme Identification.** This lesson teaches identification of initial, final, and medial phonemes in CVC words.
  
- e. **Phonemic Awareness Supplement: Phoneme Placement and Manipulation.** This lesson teaches placement and manipulation of initial, medial, and final phonemes in single-syllable words.

**Phonics and Word Recognition:**

*Know and apply grade-level phonics and word analysis skills in decoding words.*

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
  
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  
- c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

- a. **Consonant Letter Lessons 3, 5, 6, 7, 12, 13, 14, 15, 19, 20, 21, 22, 26, 27, 28, 29, 30, 33, 34, 36, 37; Whole Class and Student Transfer Cards:** This lesson teaches identification of one-to-one letter/sound correspondence for alphabet letters.
  
- b. **Long and Short Vowels, Lessons 2, 16, 23, 31, 35, 57; Five Phonetic Skills, Whole Class and Student Transfer Cards:** Identify the five major vowel sounds, using diacritical markings to determine long or short sounds.
  
- c. **Most Common Words Lessons 10, 17, 24, 32, 40, 41, 48, 53:** Read common high-frequency words by sight. There are eight lists of words equal 30 words in total (e.g., *the, of, it, to, a, is, in, you, he, was, I*).

<p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><b>d. <u>The Slide and Build a Word; Alphabet Letter Lessons (spelling words within lessons):</u></b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., <i>cat/sat; man/mat; pin/pen</i>).</p>
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**Fluency:**  
*Read emergent-reader texts with purpose and understanding.*

<p>Not stated in Common Core Standards for Kindergarten.</p>	<p><b><u>Reading Horizons Discovery Little Books:</u></b> Ten controlled-vocabulary fiction and non-fiction stories incorporate the phonic sounds and high-frequency words learned from each lesson.</p>
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**FIRST GRADE**  
**Reading Standards: Foundational Skills**

<b><u>Common Core Standard</u></b>	<b><u>Reading Horizons Discovery (RHD)</u></b>
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**Print Concepts:**  
*Demonstrate understanding of the organization and basic features of print.*

<p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p><b>a. <u>Capitalization, Lesson 5; Punctuation, Lesson 11; Sentence Structure, Lesson 54:</u></b></p> <ul style="list-style-type: none"> <li>• Students learn what a sentence is, namely that a sentence is a group of words put together to tell a complete thought or idea. Students learn that every sentence must begin with an uppercase (capital) letter and end with a punctuation mark.</li> <li>• Students learn about declarative sentences.</li> <li>• Students learn about interrogative sentences.</li> <li>• Students learn about exclamatory sentences.</li> </ul>
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**Phonological Awareness:**  
*Demonstrate understanding of spoken words, syllables, and sounds (phonemes)*

<p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p><b>a. <u>Five Phonetic Skills, Lessons 32, 33, 40, 42, 43, 50; Short and Long Vowels, Lesson 31; Two Vowel Posters; Whole Class and Student Transfer Cards:</u></b> Students learn to identify the five major vowel sounds, using diacritical markings to determine long or short sounds.</p>
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<p><b>b.</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>c.</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>d.</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p><b>b. <u>Phonemic Awareness Supplement: Oral Blending; Building Words, Lesson 3; Consonant Letter Blends, Lessons 18, 19, 20, 22:</u></b> Students learn to identify words by blending the sounds (including consonant Blends) in single-syllable words.</p> <p><b>c. <u>Phonemic Awareness Supplement: Phoneme Identification; Building Words, Lesson 3:</u></b> Students learn to identify initial, final, and medial phonemes in CVC words.</p> <p><b>d. <u>Phonemic Awareness Supplement: Phoneme Placement and Manipulation.</u></b> Students learn placement and manipulation of initial, medial, and final phonemes in single-syllable words.</p>
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**Phonics and Word Recognition:**

*Know and apply grade-level phonics and word analysis skills in decoding words.*

<p><b>a.</b> Know the spelling-sound correspondences for common consonant digraphs.</p> <p><b>b.</b> Decode regularly spelled one-syllable words.</p>	<p><b>a.</b> Students will know and identify the spelling/sound correspondence for common consonant Digraphs.</p> <ul style="list-style-type: none"> <li>• <b><u>Voiced and Voiceless TH, Lesson 27; Whole Class and Student Transfer Cards; 42 Sounds Poster.</u></b></li> <li>• <b><u>Digraphs SH, CH, WH, and PH, Lesson 28; Whole Class and Student Transfer Cards; 42 Sounds Poster.</u></b></li> <li>• <b><u>Special Vowel Combinations -LL, -NG, -NK, Lesson 25; Whole Class and Student Transfer Cards; 42 Sounds Poster.</u></b></li> </ul> <p><b>b.</b> Students will decode single-syllable words and identify vowel sounds, using a unique marking system.</p> <ul style="list-style-type: none"> <li>• <b><u>Phonetic Skill 1 and 2, Lessons 32-33 (short vowel cvc, ccvc, ccvcc); Two Vowel Posters; Whole Class and Student Transfer Cards.</u></b></li> <li>• <b><u>Vowel Families O and I, Lesson 40; Whole Class and Student Transfer Cards.</u></b></li> </ul>
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c. Know final -e and common vowel team conventions for representing long vowel sounds.

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

- **Phonetic Skill 3, Lesson 42 (long vowel cv); Two Vowel Posters; Whole Class and Student Transfer Cards.**
- **Phonetic Skill 4, Lesson 43; Two Vowel Posters; Whole Class and Student Transfer Cards.**
- **Phonetic Skill 5, Lesson 50 (adjacent vowel cvvc); Two Vowel Posters; Whole Class and Student Transfer Cards.**

c. Identify the five major vowel sounds, using diacritical markings to determine long sounds (Silent E and Adjacent Vowels).

- **Phonetic Skill 4, Lesson 43; Whole Class and Student Transfer Cards.**
- **Spelling with -KE, Lesson 44; Whole Class and Student Transfer Cards.**
- **Another Sound for C and G, Lesson 47.**
- **Phonetic Skill 5; Two Vowel Posters, Whole Class and Student Transfer Cards.**

d. **Five Phonetic Skills, Lessons 32, 33, 42, 43, 50; Two Decoding Skills, Lessons 61, 66; Lessons 73, 82, 99; Vowel Poster and Two Decoding Skills Poster:** Identify vowels by marking them to determine the number of syllables in a printed word.

e. Decode two-syllable words, following the patterns to determine how many syllables are in a printed word and the correct vowel sound for each syllable.

- **Decoding Skill 1, Lesson 61; Two Decoding Skills Poster, Whole Class and Student Transfer Cards.**
- **Decoding Skill 2, Lesson 66; Two Decoding Skills Poster, Whole Class and Student Transfer Cards.**

<p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> <li>• <b><u>Decoding Two-Syllable Words, Lesson 73; Two Decoding Skills Poster, Whole Class and Student Transfer Cards.</u></b></li> </ul> <p>f. <b><u>Adding Suffixes -S, -ES, -ING, -ED, -ER, -EST, Lessons 23, 37, 38, 48, 55, 71; Whole Class and Student Transfer Cards:</u></b> Students will spell and read words with printed inflectional endings (e.g., <i>dress/dresses, hop/hopping, jump/jumped, late/later</i>).</p> <p>g. <b><u>Most Common Words Lessons 2, 7, 9, 12, 15, 17, 24, 29, 36, 41, 46, 51, 56, 58, 60, 65, 70, 75, 81, 85, 92, 98:</u></b> Read common high-frequency words by sight (300 words divided into 22 lists/lessons).</p>
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**Fluency:**

*Read with sufficient accuracy and fluency to support comprehension.*

<p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>a. <b><u>Reading Horizons Discovery Little Books:</u></b> 54 controlled-vocabulary fiction and non-fiction Lexiled® stories incorporate the phonic sounds and high-frequency words learned from each lesson.</p> <p>b. <b><u>Reading Horizons Discovery Little Books:</u></b> 54 fiction and non-fiction Lexiled® stories incorporate the phonic sounds and high-frequency words learned from each lesson.</p> <p>c. <b><u>Reading Horizons Discovery Little Books:</u></b> 54 fiction and non-fiction stories incorporate the phonic sounds and high-frequency words learned from each lesson. Each story contains comprehension questions.</p>
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**SECOND GRADE**

**Reading Standards: Foundational Skills**

**Common Core Standard**

**Reading Horizons Discovery (RHD)**

**Phonics and Word Recognition:**

*Know and apply grade-level phonics and word analysis skills in decoding words.*

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

b. Know spelling-sound correspondences for additional common vowel teams.

a. Students will decode single-syllable words and identify vowel sounds, using a unique marking system.

- **Phonetic Skills 1 and 2, Lessons 32-33 (short vowel cvc, ccvc, ccvcc); Two Vowel Posters, Whole Class and Student Transfer Cards.**
- **Vowel Families O and I, Lesson 40; Whole Class and Student Transfer Cards.**
- **Phonetic Skill 3, Lesson 42; Two Vowel Posters, Whole Class and Student Transfer Cards.**
- **Phonetic Skill 4, Lesson 43; Two Vowel Posters, Whole Class and Student Transfer Cards.**
- **Phonetic Skill 5, Lesson 50; Two Vowel Posters, Whole Class and Student Transfer Cards.**

b. Identify the five major vowel sounds, using diacritical markings to determine long sounds.

- **Phonetic Skill 5 (Adjacent Vowels), Lesson 50:** Students will learn to identify common adjacent vowel spelling/sound correspondences.
- **R-Controlled Vowels (Murmur Diphthongs), Lessons 76-78; 42 Sounds Poster, Whole Class and Student Transfer Cards:** Students will learn to identify and know spelling/sound correspondences for additional vowel teams.
- **Special Vowel Sounds (diphthongs), Lessons 86-89; 42 Sounds Poster, Whole Class and Student Transfer Cards:** Students will learn to identify and know spelling/sound correspondences for additional vowel teams.



c. Decode regularly spelled two-syllable words with long vowels.

d. Decode words with common prefixes and suffixes.

e. Identify words with inconsistent but common spelling-sound correspondences.

f. Recognize and read grade-appropriate irregularly spelled words.

c. Decode two-syllable words following the patterns to determine how many syllables are in a printed word and the correct vowel sound for each syllable.

- **Decoding Skill 1, Lesson 61; Two Decoding Skills Poster, Whole Class and Student Transfer Cards, RHD Little Book 61.**
- **The Last Job of Y, Lesson 64; Whole Class and Student Transfer Cards, RHD Little Book 64.**

**Decoding Skill 2, Lesson 66; Two Decoding Skills Poster, Whole Class and Student Transfer Cards, RHD Little Book 66.**

- **Decoding Two-Syllable Words, Lesson 73; Two Decoding Skills Poster, Whole Class and Student Transfer Cards, RHD Little Book 73.**

d. Students will spell and read words with common prefixes and suffixes.

- **Adding Suffixes -S, -ES, -ING, -ED, -ER, -EST, Lessons 23, 37, 38, 48, 55; Whole Class and Student Transfer Cards; Little Books 23, 37, 38, 48, 55.**
- **Root Words, Prefixes, and Suffixes, Lesson 79; Whole Class and Student Transfer Cards.**

e. Identify words with inconsistent but common spelling-sound correspondences (e.g., *cost/most; hint/hind; doll/roll*).

- **Special Vowel Combinations -LL, -NG, and -NK, Lesson 25; Whole Class and Student Transfer Cards.**
- **Vowel Families O and I, Lesson 40; Whole Class and Student Transfer Cards.**

f. **Most Common Words Lessons 2, 7, 9, 12, 15, 17, 24, 29, 36, 41, 46, 51, 56, 58, 60, 65, 70, 75, 81, 85, 92, 98:** Read common high-frequency words by sight (300 words divided into 22 lists/lessons).



**Fluency:**

*Read emergent-reader texts with purpose and understanding.*

<p><b>a.</b> Read on-level text with purpose and understanding.</p> <p><b>b.</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>c.</b> Use context to confirm or self-correct word recognition</p>	<p><b>a. <u>Reading Horizons Discovery Little Books:</u></b> 54 controlled vocabulary fiction and non-fiction Lexiled® stories incorporate the phonic sounds and high-frequency words learned from each lesson.</p> <p><b>b. <u>Reading Horizons Discovery Little Books:</u></b> Controlled vocabulary fiction and non-fiction Lexiled® stories incorporate the phonic sounds and high-frequency words learned from each lesson.</p> <p><b>c. <u>Reading Horizons Discovery Little Books:</u></b> 54 fiction and non-fiction stories incorporate the phonic sounds and high-frequency words learned from each lesson. Each story contains comprehension questions.</p>
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**THIRD GRADE**

**Reading Standards: Foundational Skills**

**Common Core Standard**

**Reading Horizons Discovery (RHD)**

**Phonics and Word Recognition:**

*Know and apply grade-level phonics and word analysis skills in decoding words.*

<p><b>a.</b> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><b>b.</b> Decode words with common Latin suffixes.</p> <p><b>c.</b> Decode multi-syllable words.</p>	<p><b>a. <u>Root Words, Prefixes, and Suffixes, Lesson 79; Other Suffixes -TION, -SION, -OUS, Lesson 93; Whole Class and Student Transfer Cards:</u></b> Students will spell and read words with common prefixes and suffixes.</p> <p><b>b. <u>Root Words, Prefixes, and Suffixes, Lesson 79; Other Suffixes -TION, -SION, -OUS, Lesson 93; Whole Class and Student Transfer Cards:</u></b> Decode two-syllable words, understanding that some suffixes create their own syllables and change the meaning of the word.</p> <p><b>c.</b> Decode multi-syllabic words, following the patterns to determine how many syllables are in a printed word and the correct vowel sound for each syllable.</p> <ul style="list-style-type: none"> <li>• <b><u>Decoding Skill 1, Lesson 61; Whole Class and Student Transfer Cards, Little Book 61.</u></b></li> </ul>
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d. Read grade-appropriate irregularly spelled words.

- **Decoding Skill 2, Lesson 66; Whole Class and Student Transfer Cards, Little Book 66.**
- **Double Consonants, Lesson 68; Whole Class and Student Transfer Cards; Little Book 68.**
- **-LE at the End of a Word, Lesson 69; Whole Class and Student Transfer Cards; Little Book 69.**
- **Decoding Multi-Syllabic Words, Lesson 82; Whole Class and Student Transfer Cards, Little Book 82.**
- **Decoding Exceptions, Lesson 91; Whole Class and Student Transfer Cards, Little Book 91.**
- **Letter Combinations That Split, Lesson 94; Whole Class and Student Transfer Cards.**

d. **Most Common Words Lessons 2, 7, 9, 12, 15, 17, 24, 29, 36, 41, 46, 51, 56, 58, 60, 65, 70, 75, 81, 85, 92, 98:** Read common high-frequency words by sight (300 words divided into 22 lists/lessons).

- **Other Sounds for EA and IE/EI, Lesson 95; Whole Class and Student Transfer Cards, Little Book 95.**
- **Reversed Vowels, Lesson 96; Whole Class and Student Transfer Cards, Little Book 96:** Irregular spelling patterns for common words.

**Fluency:**

*Read emergent-reader texts with purpose and understanding.*

**a.** Read on-level text with purpose and understanding.

**b.** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**a. Reading Horizons Discovery Little Books:** 54 controlled vocabulary fiction and non-fiction Lexiled® stories incorporate the phonic sounds and high-frequency words learned from each lesson.

**b. 54 Lexiled® fiction (including poetry) and non-fiction Little Books.**

**c. Reading Horizons Discovery Little Books:** 54 fiction and non-fiction stories incorporate the phonic sounds and high-frequency words learned from each lesson. Each story contains comprehension questions.