

# Reading Horizons Discovery® Phonics and Arizona's College and Career Reading Standards Grade 1 Correlation

FIRST GRADE Reading Standards: Foundational Skills	
<u>Common Core Standard</u>	<u>Reading Horizons Discovery (RHD)</u>
<b>1. Print Concepts:</b> <i>Demonstrate understanding of the organization and basic features of print.</i>	
<b>a.</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <b>(1.RF.1)</b>	<b>a. <u>Sentence Structure, Lesson 54:</u></b> <ul style="list-style-type: none"> <li>• A <b>sentence</b> is a group of words put together to tell us a complete thought or idea. Sentences are made up of two parts: one part is the naming part called the <b>subject</b>, and the other part states something about the subject and is called the <b>predicate</b>. Example: My dad is sick. 'My dad' is the <b>subject</b> and 'is sick' is the <b>predicate</b>.</li> <li>• Every sentence must begin with an <b>uppercase (capital) letter</b> and end with a punctuation mark. <b>Declarative/Telling:</b> a <b>telling sentence</b> gives us information. The telling sentence ends with a 'dot' or period (.) as the punctuation mark (Example: <i>I have a dog</i>).</li> <li>• <b>Interrogative/Question:</b> sometimes we use a sentence to ask someone a question. This is called an interrogative or <b>asking sentence</b>. When we ask question sentences, they usually begin with the words: is, who, what, when, where, why, or how. This type of sentence uses the question mark (?) as the ending mark (Example: <i>Is that your dog?</i>).</li> <li>• <b>Exclamatory/Exclamations:</b> sentences that show <b>expression</b> (sad or happy) or <b>excitement</b>, such as yelling, are called exclamatory sentences. An exclamatory sentence expresses strong feelings about something. Exclamatory sentences always end with an exclamation mark (!) as the ending punctuation (Example: <i>My dog bit me!</i>).</li> </ul>

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<b>2. Phonological Awareness:</b> <i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</i>	
<p><b>a.</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p> <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). (1.RF.2)</p>	<p><b>a. <u>5 Phonetic Skills, Lessons 32, 33, 40, 42, 43, 50:</u></b> 5 Skills Poster, Whole Class and Student Transfer Cards. Identify the five major vowel sounds using diacritical markings to determine long or short sounds.</p> <p><b>b. <u>Phonemic Awareness Supplement: Oral Blending.</u></b> Identification of words by blending onsets and rimes of single-syllable words.</p> <p><b>c. <u>Phonemic Awareness Supplement: Phoneme Identification.</u></b> Identification of initial, final, and medial phonemes in CVC words.</p> <p><b>d. <u>Phonemic Awareness Supplement: Phoneme Placement and Manipulation.</u></b> Placement and manipulation of initial, medial, and final phonemes in single-syllable words.</p>
<b>3. Phonics and Word Recognition:</b> <i>Know and apply grade-level phonics and word analysis skills in decoding words.</i>	
<p><b>a.</b> Know the spelling-sound correspondences for common consonant digraphs.</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 &amp; Voiceless TH, Lesson 27:</u></b> Whole Class and Student Transfer Cards; 42 Sounds Poster.</li> <li>• <b><u>Digraphs SH, CH, WH, &amp; PH Lesson 28:</u></b> Whole Class and Student Transfer Cards; 42 Sounds Poster.</li> <li>• <b><u>Special Vowel Combinations, Lesson 25:</u></b> (-ll, -ng, -nk) Whole Class and Student Transfer Cards; 42 Sounds Poster.</li> </ul>

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<p><b>b.</b> Decode regularly spelled one-syllable words.</p>	<p><b>b.</b> Students will decode single-syllable words and identify vowel sounds using unique marking system.</p> <ul style="list-style-type: none"> <li>• <u><b>Special Vowel Combination, Lesson 25 (-ll, -ng, -nk); Phonetic Skill 1 and 2, Lessons 32-33 (short vowel cvc, ccvc, ccvcc):</b></u> 5 Skills Poster, Special Vowel Combinations Poster, Whole Class and Student Transfer Cards.</li> <li>• <u><b>Vowel Families O and I, Lesson 40:</b></u> Whole Class and Student Transfer Cards.</li> <li>• <u><b>Phonetic Skill 3, Lesson 42:</b></u> (long vowel, cv) 5 Skills Poster, Whole Class and Student Transfer Cards.</li> <li>• <u><b>Phonetic Skill 4, Lesson 43:</b></u> (silent e, cvcE) 5 Skills Poster, Whole Class and Student Transfer Cards.</li> <li>• <u><b>Phonetic Skill 5, Lesson 50:</b></u> (adjacent vowel, cvvc): 5 Skills Poster, Whole Class and Student Transfer Cards.</li> </ul>
<p><b>c.</b> Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p><b>c.</b> Identify the five major vowel sounds using diacritical markings to determine long sounds (silent e and adjacent vowels).</p> <ul style="list-style-type: none"> <li>• <u><b>Phonetic Skill 4, Lesson 43:</b></u> (silent e) 5 Skills Poster, Whole Class and Student Transfer Cards.</li> <li>• <u><b>Spelling with -KE, Lesson 44:</b></u> Whole Class and Student Transfer Cards.</li> <li>• <u><b>Another Sound for C and G, Lesson 47:</b></u> Whole Class and Student Transfer Cards.</li> <li>• <u><b>Phonetic Skill 5, Adjacent Vowels, Lesson 50:</b></u> 5 Skills Poster, Whole Class and Student Transfer Cards.</li> </ul>

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<p><b>d.</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p><b>e.</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p><b>f.</b> Read words with inflectional endings.</p> <p><b>g.</b> Recognize and read grade-appropriate irregularly spelled words. <b>(1.RF.3)</b></p>	<p><b>d. <u>5 Phonetic Skills; Vowel Poster and Two Decoding Skills Poster:</u></b> Identify vowels by marking them to determine the number of syllables in a printed word.</p> <p><b>e.</b> 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.</p> <ul style="list-style-type: none"> <li>• <b><u>Decoding Skill 1, Lesson 61:</u></b> Two Decoding Skills Poster, Whole Class and Student Transfer Cards.</li> <li>• <b><u>Decoding Skill 2, Lesson 66:</u></b> Two Decoding Skills Poster, Whole Class and Student Transfer Cards.</li> <li>• <b><u>Decoding Two-Syllable Words, Lesson 73:</u></b> Two Decoding Skills Poster, Whole Class and Student Transfer Cards.</li> </ul> <p><b>f. <u>Adding suffixes -S, -ES, -ING, -ED, -ER, -EST, Lessons 23, 37, 38, 48, 55:</u></b> Whole Class and Student Transfer Cards. Students will spell and read words with printed inflectional endings (e.g., dress/dresses, hop/hopping, jump/jumped, late/later).</p> <p><b>g. <u>Most Common Words Lessons:</u></b> Read common high frequency words by sight (300 words divided into 22 lists/lessons).</p>
<p><b>4. Fluency:</b> <i>Read with sufficient accuracy and fluency to support comprehension.</i></p>	
<p><b>a.</b> Read on-level text with purpose and understanding.</p>	<p><b>a. <u>Reading Horizons Discovery Little Books:</u></b> Controlled-vocabulary fiction and non-fiction stories incorporating the phonic sounds and high frequency words learned from each lesson.</p>



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<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 and understanding, rereading as necessary. <b>(1.RF.4)</b></p>	<p><b>b. <u>Reading Horizons Discovery Little Books:</u></b> Controlled-vocabulary fiction and non-fiction stories incorporating the phonic sounds and high frequency words learned from each lesson.</p> <p><b>c. <u>Reading Horizons Discovery Little Books:</u></b> Controlled-vocabulary fiction and non-fiction stories incorporating the phonic sounds and high frequency words learned from each lesson. Each story contains comprehension questions.</p>
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