

Reading Horizons Discovery® Phonics and Arizona’s College and Career Reading Standards Kindergarten Correlation

KINDERGARTEN Reading Standards: Foundational Skills	
<u>Common Core Standard</u>	<u>Reading Horizons Discovery (RHD)</u>
1. Print Concepts: <i>Demonstrate understanding of the organization and basic features of print.</i>	
<p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet. (K.RF.1)</p>	<p>a. <u>The Slide, Lesson 4:</u> 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. <u>Building Words, Lesson 8; Nonsense Words, Lesson 9:</u> Students will learn that spoken words consist of written language in a specific sequence. Students will learn what constitutes a real or nonsense word and how the word is formed.</p> <p>c. <u>Sentence Structure Lesson 25:</u> 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>d. <u>Alphabetical Order, Lesson 38:</u> The alphabetic principle is taught and followed when teaching the letters in each of the <i>Reading Horizons Discovery</i> letter lessons. Upper- and lowercase letters are taught with their corresponding sound in each lesson. Alphabet Order is reinforced at the conclusion of teaching all Letters. Students will be able to identify (orally and written) the missing letter in alphabet order when groups of 3 letters are presented in the lesson (e.g., A, __, C; G, H, __; __, o, p).</p>

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2. Phonological Awareness:

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

<p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (K.RF.2)</p>	<p>a. <u>Phonemic Awareness-Teacher Supplement: Rhyming Words.</u> Students will learn to identify words that have a rhyme pattern.</p> <p>b. <u>Phonemic Awareness-Teacher Supplement: Syllable Identification.</u> Define syllables, recognize, manipulate, and count syllables in spoken words.</p> <p>c. <u>Phonemic Awareness-Teacher Supplement: Oral Blending.</u> Identification of words by blending onsets and rimes of single-syllable words.</p> <p>d. <u>Phonemic Awareness-Teacher Supplement: Phoneme Identification.</u> Identification of initial, final, and medial phonemes in CVC words.</p> <p>e. <u>Phonemic Awareness Supplement: Phoneme Placement and Manipulation.</u> Placement and manipulation of initial, medial, and final phonemes in single-syllable words.</p>
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3. Phonics and Word Recognition:

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

<p>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.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>a. <u>Consonant and Vowel Letter Lessons A – Z, Lessons 2, 3, 5-7, 12-16, 19-23, 26-31, 33-37; Whole Class and Student Transfer Cards:</u> Identification of one-to-one letter/sound correspondence for alphabet letters (consonants and primary vowels – short vowel sounds).</p> <p>b. <u>Long and Short Vowels, Lesson 57; 5 Phonetic Skills, Whole Class and Student Transfer Cards:</u> Identify the 5 major vowel sounds using diacritical markings to determine long or short sounds.</p>
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<p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (K.RF.3)</p>	<p>c. <u>Most Common Words:</u> Read common high-frequency words by sight. Eight lists of words equaling 30 words in total. (e.g., the, of, it, to, a, is, in, you, he, was, I.)</p> <p>d. <u>The Slide and Build a Word; Alphabet Letter Lessons (spelling words within lessons):</u> Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., cat/sat; man/pan; pin/pen)</p>
<p>4. Fluency: <i>Read emergent-reader texts with purpose and understanding.</i></p>	
<p>Not stated in Arizona Standards for Kindergarten. (K.RF.4)</p>	<p><u>Reading Horizons Discovery Little Books:</u> Controlled vocabulary fiction and non-fiction stories incorporating the phonic sounds and high-frequency words learned from each lesson.</p>