

Reading Horizons Discovery Language Arts and Oklahoma PASS Language Arts Standards First Grade Correlation

FIRST GRADE
Reading/Literature Standards: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.

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| <u>Oklahoma PASS Standard</u> | <u>Reading Horizons Discovery (RHD)</u> |
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Reading/Literature
The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.

Standard 1. Print Awareness:
The student will develop and demonstrate knowledge of print awareness.

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| <p>1. Read from left to right, top to bottom.</p> <p>2. Track print as text is being read.</p> <p>3. Recognize the difference among letters, words, and sentences.</p> | <p>1. <i>The Slide, Lesson 4:</i> 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>2. <i>Reading Horizons Discovery Software Lessons:</i> Controlled vocabulary sentences and paragraphs where words are highlighted as the text is being read. <i>Reading Horizons Discovery Little Books:</i> Controlled vocabulary fiction and non-fiction stories incorporating the phonic sounds and high-frequency words learned from each lesson. Each story has an option to be read to the student.</p> <p>3. <i>Sentence Structure, Lesson 54:</i></p> <ul style="list-style-type: none"> • A sentence 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 subject, and the other part states something about the subject and is called the predicate. Example: My dad is sick. ‘My dad’ is the subject and ‘is sick’ is the predicate. • Every sentence must begin with an uppercase (capital) letter and end with a |
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| | <p>punctuation mark. <i>Declarative/Telling</i>: a telling sentence gives us information. The telling sentence ends with a ‘dot’ or period (.) as the punctuation mark (<i>Example: I have a dog</i>).</p> <ul style="list-style-type: none"> • <i>Interrogative/Question</i>: sometimes we use a sentence to ask someone a question. This is called an interrogative or asking sentence. 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 (<i>Example: Is that your dog?</i>). • <i>Exclamatory/Exclamations</i>: sentences that show expression (sad or happy) or excitement, 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 (<i>Example: My dog bit me!</i>). |
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Standard 2. Phonological/Phonemic Awareness:
The student will develop and demonstrate knowledge of phonological/phonemic awareness.

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| <p>1. Create and state groups of rhyming words. Example: bat/cat/sat/mat</p> <p>2. Count syllables in a word.</p> <p>3. Distinguish onset (beginning sound) and rime in one syllable words. Examples: onset: /b/ in bat; rime: at in bat</p> | <p>1. Phonemic Awareness Supplement: Rhyming Words. Students will learn and develop an awareness of rhyme with spoken words. Example: bat/cat/rat/mat</p> <p>2. Phonemic Awareness Supplement: Syllable Identification. Students will learn to define syllables and recognize how many syllables are in a word.</p> <p>3. Phonemic Awareness Supplement: Phoneme Identification. Identification of initial, final, and medial phonemes in CVC words.</p> |
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| <p>4. Segment and blend the phonemes of one-syllable words. Example: bat = /b/ /a/ /t/</p> <p>5. Isolate phonemes within words by identifying the beginning, middle, and ending sounds in one-syllable words. Example: the beginning sound of dog is /d/ the middle sound in can is /a/</p> <p>6. Add or delete a phoneme to a word. Example: /b/ + at = bat, cat - /k/ = at</p> | <p>4. Phonemic Awareness Supplement: Oral Blending. Identification of words by blending onsets and rimes of single-syllable words.</p> <p>5. Phonemic Awareness Supplement: Phoneme Identification. Identification of initial, final, and medial phonemes in CVC words.</p> <p>6. Phonemic Awareness Supplement: Phoneme Placement and Manipulation. Placement and manipulation of initial, medial, and final phonemes in single-syllable words.</p> |
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**Standard 3. Phonics/Decoding:
The student will apply sound-symbol relationships to decode unknown words.**

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| <p>1. Phonetic Analysis - Apply phonics knowledge to decode one-syllable words.</p> <p>a. Use short and long vowel patterns. Example: CVC = mad, hid, cut Example: CVCV (final e) = made, hide, cute Example: CV1 = he, me, so</p> <p>b. Use r-controlled vowel patterns Example: er = —rll in fern, ir = —rll in bird, and ur = —rll in turn</p> | <p>1. Phonetic Analysis - Apply phonics knowledge to decode one-syllable words.</p> <p>a. Students will know and identify the patterns for long and short vowel sounds.</p> <ul style="list-style-type: none"> • Phonetic Skill 1, Lesson 32 (short vowel cvc; Five Phonetic Skills Poster, Whole Class and Student Transfer Cards). • Phonetic Skill 4, Lesson 43 (Silent E cvcE; Five Phonetic Skills Poster, Whole Class and Student Transfer Cards). • Phonetic Skill 3, Lesson 42 (long vowel cv; Five Phonetic Skills Poster, Whole Class and Student Transfer Cards). <p>b. Students will know/use and identify r-controlled vowel sounds in words.</p> <ul style="list-style-type: none"> • R-Controlled Vowels (Murmur Diphthongs)-Lessons 76-78; 42 Sounds Poster, Whole Class and Student Transfer Cards |
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Standard 4. Vocabulary:
The student will develop and expand knowledge of words and word meanings to increase vocabulary.

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| <p>1. Increase personal vocabulary by listening to and reading a variety of text and literature.</p> <p>2. Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.</p> <p>3. Use new vocabulary and language in own speech and writing.</p> <p>4. Classify categories of words. Example: Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas</p> | <p>1. <i>Reading Horizons Discovery Little Books:</i> Controlled vocabulary fiction and non-fiction stories incorporating the phonic sounds and high-frequency words learned from each lesson.</p> <p>2. <i>Most Common Words Lessons:</i> Read common high-frequency words by sight (300 words divided into 22 lists/lessons). <i>Reading Horizons Discovery Little Books:</i> Controlled vocabulary fiction and non-fiction stories incorporating the phonic sounds and high-frequency words learned from each lesson.</p> <p>3. This is not addressed in Reading Horizons <i>Discovery</i>.</p> <p>4. This is not addressed in Reading Horizons <i>Discovery</i>.</p> |
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Standard 5. Fluency:
The student will identify words rapidly so that attention is directed at the meaning of the text.

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| <p>1. Read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader), effortlessly, and with expression.</p> <p>2. Read regularly in instructional-level text (text in which no more than 1 in 10 words is difficult for the reader).</p> <p>3. Students will engage in repeated readings of the same text to increase fluency.</p> | <p>1. <i>Reading Horizons Discovery Little Books:</i> Controlled vocabulary fiction and non-fiction stories incorporating the phonic sounds and high-frequency words learned from each lesson.</p> <p>2. <i>Reading Horizons Discovery Little Books:</i> Controlled vocabulary fiction and non-fiction stories incorporating the phonic sounds and high-frequency words learned from each lesson.</p> <p>3. This is not addressed in Reading Horizons <i>Discovery</i>.</p> |
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| <p>4. Recognize 100-200 high frequency and/or common irregularly spelled words in text. (e.g., have, to, was, where, said).</p> <p>5. Use punctuation cues (e.g., periods, commas, question marks) in text as a guide to understand meaning.</p> | <p>4. <i>Most Common Words Lessons:</i> Read common high-frequency words by sight (300 words divided into 22 lists/lessons).</p> <p>5. <i>Sentence Structure, Lesson 54:</i> Students will learn how to use punctuation as a guide to understand the meaning of sentences when reading and writing.</p> |
| <p>Standard 6. Comprehension/Critical Literacy: The student will interact with the words and concepts in a text to construct an appropriate meaning.</p> | |
| | <p>This is not addressed in Reading Horizons <i>Discovery</i>.</p> |
| <p>Standard 7. Literature: The student will read to construct meaning and respond to a wide variety of literary forms.</p> | |
| | <p>This is not addressed in Reading Horizons <i>Discovery</i>.</p> |
| <p>Standard 8. Research and Information: The student will conduct research and organize information.</p> | |
| | <p>This is not addressed in Reading Horizons <i>Discovery</i>.</p> |
| <p>Writing/Grammar/Usage and Mechanics The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> | |
| <p>Standard 3. Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.</p> | |
| <p>1. Grammar/Usage: Students are beginning to recognize appropriate use of nouns, pronouns, verbs, adjectives, and contractions in their writing.</p> | <p>1. Grammar/Usage: Students are beginning to recognize appropriate use of nouns, pronouns, verbs, adjectives, and contractions in their writing.</p> |

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| <p>a. Subject (naming part) and predicate (action part)</p> <p>b. Singular and plural nouns</p> <p>c. Common and proper nouns</p> <p>d. Singular, personal, gender pronouns</p> <p>e. Nominative and possessive pronouns</p> <p>f. Present and past tense verbs</p> <p>g. Contractions</p> <p>h. Adjectives</p> <p>2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.</p> <p>a. Capitalize the first word of a sentence and the pronoun —I. I</p> | <p>a. <i>Sentence Structure, Lesson 54:</i> Students will learn to produce/recognize the <i>subject</i> (naming part) and <i>predicate</i> (action part) in sentences.</p> <p>b. <i>Nouns, Lesson 34:</i> Students will learn to form regular plural nouns orally by adding /s/ or /es/. Students will identify common, proper, and possessive nouns.</p> <p>c. <i>Nouns, Lesson 34:</i> Students will learn to identify common and proper nouns.</p> <p>d. <i>Nouns, Lesson 34:</i> Students will learn to identify singular, personal, possessive, and gender pronouns.</p> <p>e. <i>Nouns, Lesson 34:</i> Students will learn to identify nominative and possessive pronouns.</p> <p>f. <i>Verbs, Lesson 39:</i> Students will learn that a verb is a word that shows action. Students will learn to use verbs to convey a sense of past, present, and future.</p> <p>g. <i>Contractions, Lesson 30:</i> Students will learn contractions are joined words that have been reduced in length by leaving out some letters and an apostrophe (') is used in the exact place where letters have been left out (e.g., <i>let us = let's</i>)</p> <p>h. <i>Adjectives, Lesson 44:</i> Students will learn an adjective is a word to describe the noun.</p> <p>2. <i>Mechanics:</i> Students are expected to demonstrate appropriate language mechanics in writing.</p> <p>a. <i>Capitalization, Lesson 5:</i> Students will learn to capitalize the first word of a sentence and the pronoun, I.</p> |
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| <p>b. Capitalize all proper nouns (John, Sally).</p> <p>c. Capitalize greetings (Dear Joe).</p> <p>d. Capitalize months and days of the weeks (December, Monday).</p> <p>e. Capitalize titles (Dr., Mr., and Mrs.).</p> <p>f. Capitalize initials of people (A.J. Smith).</p> <p>3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.</p> <p>a. Correctly use terminal (end) punctuation.</p> <p>b. Use commas correctly in dates.</p> <p>c. Use apostrophes correctly in contractions.</p> <p>d. Use quotation marks to show that someone is speaking.</p> <p>e. Use a period in common abbreviations.</p> | <p>b. Capitalization, Lesson 5; Nouns, Lesson 34: Students will learn to capitalize all proper nouns.</p> <p>c. Capitalization, Lesson 5; Commas, Lesson 21: Students will learn to capitalize greetings.</p> <p>d. Capitalization, Lesson 5: Students will learn to capitalize holidays, product names, and geographic names. All names for proper nouns must be capitalized.</p> <p>e. Capitalization, Lesson 5: Students will learn to capitalize appropriate words in titles.</p> <p>f. Capitalization, Lesson 5: Students will learn to capitalize initials of people.</p> <p>3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.</p> <p>a. Sentence Structure, Lesson 54: Students will learn to produce/recognize and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p> <p>b. Commas, Lesson 21: Students will learn that a comma (,) sets word or phrases apart. Students will use commas in dates and to separate single words in a series.</p> <p>c. Contractions, Lesson 30: Students will learn contractions are joined words that have been reduced in length by leaving out some letters and an apostrophe (') is used in the exact place where letters have been left out (e.g., <i>let us = let's</i>)</p> <p>d. Punctuation, Lesson 11; Commas, Lesson 21: Students will learn to use commas and quotation marks in dialogue.</p> <p>e. Not addressed in Reading Horizons Discovery</p> |
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4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing a complete sentence (simple subject and simple predicate).

5. Sentence Variety: The student will identify declarative (telling), interrogative (asking), and exclamatory (exciting) sentences.

4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing a complete sentence (simple subject and simple predicate).

Punctuation, Lesson 11: A *sentence* 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 *subject*, and the other part states something about the subject and is called the *predicate*. Example: My dad is sick. ‘My dad’ is the *subject* and ‘is sick’ is the *predicate*.

5. Sentence Variety: The student will identify declarative (telling), interrogative (asking), and exclamatory (exciting) sentences.

Punctuation, Lesson 11:

- Every sentence must begin with an **uppercase (capital) letter** and end with a punctuation mark. **Declarative/Telling:** a **telling sentence** gives us information. The telling sentence ends with a ‘dot’ or period (.) as the punctuation mark (Example: *I have a dog*).
- **Interrogative/Question:** sometimes we use a sentence to ask someone a question. This is called an interrogative or **asking sentence**. 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: *Is that your dog?*).
- **Exclamatory/Exclamations:** sentences that show **expression** (sad or happy) or **excitement**, 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: *My dog bit me!*).

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| <p>6. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.</p> <p>a. Spell correctly frequently used grade-level-appropriate sight words.</p> <p>b. Spell short vowel words using the cvc pattern (Example: it-hit, an-man).</p> <p>c. Spell long vowel words using the cvce pattern (Example: lake, bone, time).</p> <p>7. Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process.</p> <p>a. Print legibly and space letters, words, and sentences appropriately.</p> | <p>6. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.</p> <p>a. <i>Most Common Words Lessons:</i> Read common high-frequency words by sight and learn to spell the words (300 words divided into 22 lists/lessons).</p> <p>b. <i>5 Phonetic Skills, Phonetic Skills 1 and 2, Vowel Families O and I, Lessons 32, 33, 40 (short vowels-cvc, ccvc, cvcc); 42 Sounds Poster, Five Phonetic Skill Poster, Whole Class and Student Transfer Cards:</i> Students will use decoding skills for conventional spelling of words with common spelling patterns (short vowels-cvc, ccvc, cvcc).</p> <p>c. <i>Phonetic Skill 4 Lesson 43 (long vowel cvcE); 42 Sounds Poster, Five Phonetic Skill Poster, Whole Class and Student Transfer Cards:</i> Students will use decoding skills for conventional spelling of words with cvcE spelling pattern (Example: lake, bone, time).</p> <p>7. Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process.</p> <p>a. <i>Letter Group 1, Lesson 1 (Aa, Bb, Ff, Dd, Gg); Letter Group 2, Lesson 6 (Hh, Jj, Ll, Mm, Ee); Letter Group 3, Lesson 8 (Nn, Pp, Rr, Ss, Oo); Letter Group 4, Lesson 10 (Tt, Vv, Ww, Xx, Yy, Uu); Letter Group 5, Lesson 13 (Qq, Zz, Cc, Kk, Ii); Punctuation, Lesson 11; Sentence Structure, Lesson 54; 42 Sounds Poster, Whole Class and Student Transfer Cards:</i> Students will identify and print all upper- and lowercase letters, words, and sentences appropriately.</p> |
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***Reading Horizons Discovery* Language Arts and
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b. Print using left to right progression moving from the top to the bottom of the page.

b. *The Slide, Lesson 1; Building Words, Lesson 3:*
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.