



*Reading Horizons Discovery*<sup>®</sup>  
and  
Harcourt Trophies<sup>©</sup>  
Kindergarten



---

Correlated by Joan Parrish for Reading Horizons

June 2016

# Table of Contents

*Reading Horizons Discovery® Correlation to Harcourt Trophies©*

## **INTRODUCTION**

Explanation of Implementation Guide..... 5-6

## **KINDERGARTEN CHAPTERS**

Chapter One ..... 7-14

Chapter Two..... 15-18

## **PHONEMIC/PHONOLOGICAL AWARENESS**

Implementation of Phonemic/Phonological Awareness Concepts..... 19-20

## **KINDERGARTEN MOST COMMON WORDS**

Kindergarten Most Common Words ..... 21-22

## **KINDERGARTEN LITTLE BOOKS**

Kindergarten Little Books..... 23-24

# Correlation

# Introduction

The *Reading Horizons Discovery*® (*RHD*) program can be used as a supplemental phonics program to enhance a basal reading series or as a complete phonics program when one is not present in a reading series. The *RHD* program is explicit, sequential, and systematic in teaching consonant and vowel sounds, using a unique marking system for decoding and reading purposes. ***RHD Kindergarten*** has two teacher manuals – **Kindergarten Chapter 1 (K-Ch. 1)** and **Kindergarten Chapter 2 (K-Ch. 2)**. The Kindergarten manuals include lessons on the Alphabet (letters/sounds), Building Words, Nonsense Words, Blends, Special Vowel Combinations, Digraphs (*th, ch, sh, wh, ph*), Short and Long vowel sounds, seven Grammar/Reference Lessons (capitalization, punctuation, sentence structure, alphabetical order, nouns, verbs, antonyms), and eight Most Common Word lists (30 words total).

Due to the unique marking system of proving words, it is recommended to teach the Alphabet lessons and Blends in *RHD* order along with the basal reading lessons. The **Practice Pages and Enrichment Pages** on the **Enrichment CD** work as a great reinforcement for practicing the skills being taught.

*RHD* contains a **Phonemic Awareness (PA) Section** to be used as a determinant factor of phonemic awareness in students through teaching the lessons and administering the assessments. The PA lessons can be reviewed throughout the program to enhance phonics skills.

**Harcourt Trophies Kindergarten** focuses on phonemic awareness strategies in learning to read and the introduction/instruction of letter-sound relationships. The lessons/themes involving consonant sounds (initial and final position) with the short vowel sounds are taught (phonograms). Big Books and Pre-Decodable books are included in the lessons. The **teacher editions** for Kindergarten (there are 3) will be referred to as **K-1, K-2, K-3**. The **lessons** are **thematic** in each teacher edition and will be referred to as (Theme) **Th-**, (Week) **Wk-**; the specific **day** for skill introduction is **d-**. The introduction of *letter formation and letter sounds are introduced using Alphabet Cards and Picture Word Cards. The alphabet for phoneme-grapheme practice is NOT introduced and taught in alphabetical order (begins with M/m/, S/s/...)*. Short vowel sounds are taught in isolation then as phonograms (-am, -at, -at, . . .) to create words for pre-decodable readers (text uses CVC words, high frequency words, and rebus pictures).

**The following implementation guide shows the *RHD* sequence of phonics instruction, correlating the Harcourt Trophies phonics lessons to the *RHD* sequence. We recommend you follow the *RHD* sequence and use the marking system when teaching the phonic skills in Harcourt Trophies. When using the practice pages from Harcourt, be sure to encourage your students to use the *RHD* marking system when decoding words. Supplement with materials as instructed in each *RHD* Lesson Summary, the Enrichment CD, and *Little Books* to reinforce each skill.**

# Introduction

The format will be as follows:

*Discovery*® Lesson  
*Discovery*® Skill

Correlation to Harcourt material --

Implementation of two programs --

Following the correlation of the *Reading Horizons Discovery*® program and the Harcourt Trophies program come two separate indexes. The first index gives a review of the Most Common Words, indicates the skill each word list follows, and in which lesson the words are reviewed.

The second index lists the stories found in the *Little Books* and which skills they follow.

# Chapter 1

## Lesson 1

### **Alphabet Introduction, pp. 41-45**

Harcourt Trophies -- Not taught in Kindergarten.

Implementation --

## Lesson 2

### **Vowel A, pp. 47-52**

Harcourt Trophies -- *A/a*: K-1, Th-3, Wk-2, d-1 (initial position and medial position). Taught as phonograms -ap, -at, -am.

Implementation -- Introduce *A/a* as a vowel (short vowel sound) and written practice of letter (upper- and lowercase).

Use Vowels Poster, Whole Class and Student Transfer Cards.

## Lesson 3

### **Consonant B, pp. 53-57**

Harcourt - Trophies -- *B/b*: K-2, Th-7, Wk-1, d-1 (initial and final position).

Implementation -- Teach *B/b* as a consonant with written practice of letter (upper- and lowercase).

Use Whole Class and Student Transfer Cards.

## Lesson 4

### **The Slide, pp. 59-64**

Harcourt - Trophies -- K-1, Th-3, Wk-2, d-3 (introduced as word building; put beginning sound with next one to begin to build a word).

Implementation -- Fluency introduction to reading by sliding a consonant sound to a vowel: Slide *b-a* together to form slide and sound /ba/ (upper- and lowercase).

Use Whole Class and Student Transfer Cards.

## Lesson 5

### **Consonant F, pp. 65-70**

Harcourt Trophies -- *F/f*: K-2, Th-5, Wk-1, d-3 (initial position).

Implementation -- Teach *F/f* as a consonant. Slide *f-a* together to form slide and sound /fa/. Review /ba/ slide. Written practice of letters (upper- and lowercase).

Use Whole Class and Student Transfer Cards.

## Lesson 6

### **Consonant D, pp. 71-76**

Harcourt Trophies -- *D/d*: K-1, Th-4, Wk-1, d-1(initial and final position).

Implementation -- Teach *D/d* as a consonant. Slide *d-a* together to form slide and sound /da/. Review /ba/, /fa/ slides.

# Correlation

Written practice of letters (upper- and lowercase).

Use Whole Class and Student Transfer Cards.

## **Lesson 7** **Consonant G, pp. 77-71**

Harcourt Trophies -- *G/g*: K-2, Th-5, Wk-1, d-1 (initial and final position).

Implementation -- Teach *G/g* as a consonant. Slide *g-a* together to form slide and sound /ga/. Review /ba/, /fa/, /da/ slides. Written practice of letters (upper- and lowercase).

Use Whole Class and Student Transfer Cards.

## **Lesson 8** **Let's Make Words, pp. 83-88**

Harcourt Trophies -- K-1, Th-3, Wk-2, d-3 (referred to as Build A Word beginning with a-m / am; continues introduction with consonants m, p, r, t).

Implementation -- Creating and decoding CVC words using letters *a, b, f, d, g*. Introduce marking system for decoding and reading purposes (identify vowel and print *x* beneath letter).

## **Lesson 9** **Nonsense Words, pp. 89-94**

Harcourt Trophies -- Not taught in Kindergarten.

Implementation -- Using letters *a, b, f, d, g*, to create nonsense words to identify if students understand blending to words and know phonemes.

## **Lesson 10** **Most Common Words List 1, pp. 95-102**

Harcourt Trophies -- High frequency words are introduced with lessons for the purpose of reading decodable books. They are to be written and listed on a Word Wall.

Implementation -- Teaches words: *the, of, and*.

Use Whole Class and Student Transfer Cards.

## **Lesson 11** **Capitalization, pp. 103-104**

Harcourt Trophies -- K-2, Th-6, Wk-1, d-1 Reference to "capital letter at the beginning and period at the end.

Implementation -- Capitalize first word in a sentence; capitalize the pronoun – *I*; capitalize names.

## **Lesson 12** **Consonant H, pp. 105-110**

Harcourt Trophies -- *H/h*: K-2, Th-6, Wk-1, d-1 (initial position).

Implementation -- Teach *H/h* as a consonant. Slide *h-a* together to form slide and sound /ha/.



Use Whole Class and Student Transfer Cards.

**Lesson 13**  
**Consonant J, pp. 111-116**

Harcourt Trophies -- *J/j*: K-3, Th-9, Wk-1, d-3 (initial position).

Implementation -- Teach *J/j* as a consonant. Slide *j-a* together to form slide and sound /ja/.

Use Whole Class and Student Transfer Cards.

**Lesson 14**  
**Consonant L, pp. 117-122**

Harcourt Trophies -- *L/l*: K-2, Th-6, Wk-1, d-1 (initial position and final position: -ail, -eel, -le).

Implementation -- Teach *L/l* as a consonant. Slide *l-a* together to form slide and sound /la/.

Use Whole Class and Student Transfer Cards.

**Lesson 15**  
**Consonant M, pp. 123-128**

Harcourt Trophies -- *M/m*: K-1, Th-2, Wk-1, d-1.

Implementation -- Teach *M/m* letter sound and written form. Slide *m-a* together to form slide and sound /ma/.

Use letters *b, f, d, g, h, j, l, m*, to make Slides with vowel *A/a*. Create real and nonsense CVC words, be sure to check students ability of blending sounds together to create words.

Use Whole Class and Student Transfer Cards.

**Lesson 16**  
**Vowel E, pp. 129-134**

Harcourt Trophies -- *E/e* (short e): K-3, Th-9, Wk 2 and 3, d-1 (initial and medial position). Phonograms: -et, -en

Implementation -- Teach vowel *E/e* written form and letter sound (short sound). Use letters (consonants) previously taught with vowels *A/a* and *E/e* to make slides (e.g., *ba, be, fa, fe, da, de, ga, ha, he, ja, je, la, le, ma, me*). Create real and nonsense CVC words (e.g., *dad, bed, jam, Meg*).

Use Vowels Poster, Whole Class and Student Transfer Cards.

**Lesson 17**  
**Most Common Words List 2, pp. 135-140**

Harcourt Trophies -- High frequency words are introduced with lessons for the purpose of reading decodable books. They are to be written and listed on a Word Wall.

Implementation -- Teaches words: *a, to, in*.

Use Whole Class and Student Transfer Cards.

**Lesson 18**  
**Punctuation, pp. 141-143**

# Correlation

Harcourt Trophies -- Sentences: K-1, Th-4, Wk-3, d-5 (period).  
K-2, Th-6, Wk-1, d-1 (question mark).  
K-2, Th-6, Wk-2, d-5 (exclamation mark).

Implementation -- Teaches three types of punctuation: period, exclamation point, question mark.

## **Lesson 19** **Consonant N, pp. 145-150**

Harcourt Trophies -- *N/n*: K-1, Th-4, Wk-1, d-1 (initial and final position).

Implementation -- Teach *N/n* as a consonant. Slide *N/n* to vowels *A/a* and *E/e* together to form the slides and sounds /*na/* and /*ne/*. Use letters previously taught to create CVC words.

Use Whole Class and Student Transfer Cards.

## **Lesson 20** **Consonant P, pp. 151-156**

Harcourt Trophies -- *P/p*: K-1, Th-3, Wk-1, d-1 (initial position and final position).

Implementation -- Teach *P/p* as a consonant. Slide *P/p* to vowels *A/a* and *E/e* together to form the slides and sounds /*pa/* and /*pe/*. Use letters previously taught to create CVC words.

Use Whole Class and Student Transfer Cards.

## **Lesson 21** **Consonant R, pp. 157-162**

Harcourt Trophies -- *R/r*: K-1, Th-2, Wk-1, d-2 (initial position and final sound position as in water or bear).

Implementation -- Teach *R/r* as a consonant. Slide *R/r* to vowels *A/a* and *E/e* together to form the slides and sounds /*ra/* and /*re/*. Use letters previously taught to create CVC words.

Use Whole Class and Student Transfer Cards.

## **Lesson 22** **Consonant S, pp. 163-168**

Harcourt Trophies -- *S/s*: K-1, Th-2, Wk-2, d-1 (initial position and final position).

Implementation -- Teach *S/s* as a consonant. Slide *S/s* to vowels *A/a* and *E/e* together to form the slides and sounds /*sa/* and /*se/*. Use letters previously taught to create CVC words.

Use Whole Class and Student Transfer Cards.

## **Lesson 23** **Vowel O, pp. 169-174**

Harcourt Trophies -- *O/o* (short o): /*o/*: K-2, Th-7, Wk-2 and 3, d-1 (phonograms -ot, -og, -op).

Implementation -- Teach vowel *O/o* sound and written form. Use letters *b, f, d, g, h, j, l, m, n, p, r, s*, with vowels *A/a, E/e, O/o* to make slides (e.g., *bo, fe, do, ga, ho, je, lo, ma, no, pe, ra, so*). Create real and nonsense CVC words

(use suggested word bank at the end of the lesson).

Use Vowels Poster, Whole Class and Student Transfer Cards.

#### **Lesson 24**

#### **Most Common Words List 3, pp. 135-140**

Harcourt Trophies -- High frequency words are introduced with lessons for the purpose of reading decodable books. They are to be written and listed on a Word Wall.

Implementation -- Teaches words: *is, you, that, it*.

Use Whole Class and Student Transfer Cards.

#### **Lesson 25**

#### **Sentence Structure, pp. 184-185**

Harcourt Trophies -- Telling Sentences: taught as “concept of print”; ending punctuation. K-2, Th-6, Wk-1, d-1.

Asking Sentences: taught as “concept of print”; ending punctuation. K-2, Th-6, Wk-2, d-5.

Implementation -- Teaches different types of sentences (declarative and interrogative) and sentence structure (simple and complex). Teaches question words (who, what, when, where, why, do, will, can, how).

#### **Lesson 26**

#### **Consonant T, pp. 185-190**

Harcourt Trophies -- *T/t*: K-1, Th-3, Wk-3, d-1 (initial and final position).

Implementation -- Teach *T/t* as a consonant. Slide *T/t* to vowels *A/a, E/e, and O/o* together to form the slides and sounds */ta/, /te/, /to/*. Use letters previously taught to create CVC words (use suggested word bank at the end of the lesson).

Use Whole Class and Student Transfer Cards.

#### **Lesson 27**

#### **Consonant V, pp. 191-196**

Harcourt Trophies -- *V/v*: K-3, Th-9, Wk-1, d-1 (initial position).

Implementation -- Teach *V/v* as a consonant. Slide *V/v* to vowels *A/a, E/e, and O/o* together to form the slides and sounds */va/, /ve/, /vo/*. Use letters previously taught to create CVC words (use suggested word bank at the end of the lesson).

Use Whole Class and Student Transfer Cards.

#### **Lesson 28**

#### **Consonant W, pp. 197-202**

Harcourt Trophies -- *W/w*: K-2, Th-8, Wk-1, d-1 (initial position).

Implementation -- Teach *W/w* as a consonant. Slide *W/w* to vowel *E/e* together to form the slide and sound */we/*. Use letters previously taught to create CVC words (use suggested word bank at the end of the lesson).

Use Whole Class and Student Transfer Cards.

# Correlation

*\*\*With the exception of the words 'wag' and 'wax', when the vowel 'a' follows the consonant 'w' in a word, most of the time the 'a' sounds like the short ă. This lesson is taught in Discovery® Grades 1-3 Chapter 5, Exceptions to Murmur Diphthongs.*

## **Lesson 29** **Consonant X, pp. 203-207**

Harcourt Trophies -- *X/x* (final position): K-2, Th-8, Wk-1, d-3 (phonograms -ax, -ix, -ox).

Implementation -- Introduce *X/x* (sound /ks/) in final position with CVC words (e.g., *tax, Rex, pox*). Use letters previously taught to create CVC words (use suggested word bank at the end of the lesson).

Use Whole Class and Student Transfer Cards.

## **Lesson 30** **Consonant Y, pp. 209-214**

Harcourt Trophies -- *Y/y*: K-3, Th-10, Wk-1, d-1 (initial position).

Implementation -- Teach *Y/y* as a consonant. Slide *Y/y* to vowels *A/a, E/e, and O/o* together to form the slides and sounds /ya/, /ye/, /yo/. Use letters previously taught to create CVC words (use suggested word bank at the end of the lesson).

Use Whole Class and Student Transfer Cards.

## **Lesson 31** **Vowel U, pp. 215-222**

Harcourt Trophies -- *U/u* (short u): /u/: K-3, th-11, Wk-2, d-1 (phonogram -ut); Th-11, wk-3 (phonogram -un, -up)

Implementation -- Teach vowel *U/u* sound and written form. Use letters *b, f, d, g, h, j, l, m, n, p, r, s*, with vowels *A/a, E/e, O/o, and U/u* to make Slides (e.g., *bu, fe, do, gu, ho, je, lu, ma, no, pu, re, so, tu, va, we, -ux, yu*). Create real and nonsense CVC words (use suggested word bank at the end of the lesson).

Use Vowels Poster, Whole Class and Student Transfer Cards.

## **Lesson 32** **Most Common Words List 4, pp. 223-231**

Harcourt Trophies -- High frequency words are introduced with lessons for the purpose of reading decodable books. They are to be written and listed on a Word Wall.

Implementation -- Teaches words: *he, was, for, on*.

Use Whole Class and Student Transfer Cards.

## **Lesson 33** **Consonant Q, pp. 231-236**

Harcourt Trophies -- *Q/q*: K-3, th-11, Wk-1, d-1 (initial position as 'q') /kw/ spelled q.

Implementation -- Teach *Q/q* with *u* to give it a sound (*u* is not a working vowel). Practice writing letters together to make the /kw/ sound. Make Slides with vowels *a, o, e*, and make real and nonsense words (use suggested word bank at the end of the lesson).

Use Whole Class and Student Transfer Cards.

**Lesson 34**  
**Consonant Z, pp. 237-242**

Harcourt Trophies -- *Z/z*: K-3, Th-10, Wk-1, d-3 (initial position)

Implementation -- Teach *Z/z* letter sound and written form in initial placement with vowels *a, o, e, u*, and make Slides, real and nonsense CVC words (use suggested word bank at the end of the lesson).

Use Whole Class and Student Transfer Cards.

**Lesson 35**  
**Vowel I, pp. 243-248**

Harcourt Trophies -- *I/i* (short i): K-2, Th-5, Wk-2 and 3, d-1 (initial and medial position); */i/*: for word building (phonograms –it, -ig, -ip).

Implementation -- Teach vowel *I/i* sound and written form. Use letters *b, f, d, g, h, j, l, m, n, p, r, s, t, v, w, x, y, qu, z*, with vowels *A/a, E/e, O/o, U/u*, and *I/i* to make Slides (e.g., *bu, fi, do, gu, hi, je, lu, ma, no, pu, re, si, tu, va, we, -ux, yu, qui, zi*). Create real and nonsense CVC words (use suggested word bank at the end of the lesson).

Use Vowels Poster, Whole Class and Student Transfer Cards.

**Lesson 36**  
**Consonant C, pp. 249-253**

Harcourt Trophies -- *C/c* (initial position): K-1, Th-3, Wk-1, d-3.

Implementation -- Teach *C/c* letter name and sound */kuh/* in written form.

Use Whole Class and Student Transfer Cards.

**Lesson 37**  
**Consonant K, pp. 254-260**

Harcourt Trophies -- *K/k* (initial position): K-2, Th-7, Wk-1, d-3.

Implementation -- Teach *K/k* letter name and sound */kuh/* in written form.

Use Whole Class and Student Transfer Cards.

**Lesson 38**  
**Alphabetical Order, pp. 261-263**

Harcourt Trophies -- Initially taught in “Alphabet song” order, followed by students saying alphabet letters and teacher writes them in order.

Implementation -- Review written uppercase and lowercase letters, alphabet order of letters, writing names using capital letter at beginning.

**Lesson 39**  
**Spelling with C and K, pp. 269-276**

Harcourt Trophies -- Not taught in Kindergarten.

# Correlation

Implementation -- Teach rule for using *C/c* with vowels *a, o, u*, and *K/k* with vowels *i, e* (consonants in initial position).

Make Slides with vowels, real and nonsense CVC words (use suggested word bank at the end of the lesson).

Use Whole Class and Student Transfer Cards.

## **Lesson 40**

### **Most Common Words List 5, pp. 273-279**

Harcourt Trophies -- High frequency words are introduced with lessons for the purpose of reading decodable books. They are to be written and listed on a Word Wall.

Implementation -- Teaches words: *are, as, with, his*.

Use Whole Class and Student Transfer Cards.

# Chapter 2

## Lesson 41

### **Most Common Words List 6, pp. 3-10**

Harcourt Trophies -- High frequency words are introduced with lessons for the purpose of reading decodable books. They are to be written and listed on a Word Wall.

Implementation -- Teaches words: *they, I, at, be*.

Use Whole Class and Student Transfer Cards.

## Lesson 42

### **Verbs, pp. 11-14**

Harcourt Trophies -- K-1, Th-7, Wk-3, d-3 (introduced as names for people, places, or things).

Implementation -- Teaches a noun is a person, place, or thing; singular and plural nouns (-s and -es).

## Lesson 43

### **L-Blends (*bl, cl, fl, gl, pl, sl*), pp. 15-22**

Harcourt Trophies -- Not taught in Kindergarten.

Implementation -- Identify/teach six L-Blends, then with vowels as slides, and make real and nonsense words (use provided word bank)

Use Blends Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*® Kindergarten Little Books.

## Lesson 44

### **R-Blends (*br, cr, dr, fr, gr, pr, tr*), p. 23-30**

Harcourt Trophies -- Not taught in Kindergarten.

Implementation -- Identify/teach seven R-Blends, then with vowels as slides, and make real and nonsense words (use provided word bank).

Use Blends Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*® Kindergarten Little Books.

## Lesson 45

### **S-Blends (*sc, sk, sl, sn, sm, sp, st, sw*), pp. 31-42**

Harcourt Trophies -- Not taught in Kindergarten.

Three-Letter S-Blends: not taught in Kindergarten.

Implementation -- Identify/teach eight S-Blends, then with vowels as slides, and make real and nonsense words (use provided word bank).

# Correlation

Teach five/three-letter *S*-Blends, then with vowels as slides (remember *squ*, the *u* is not a working vowel).

Use Blends Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*® Kindergarten Little Books.

## **Lesson 46**

### **Extra Blends: *DW* and *TW*, pp. 43-48**

Harcourt Trophies -- Not taught in Kindergarten.

Implementation -- Identify/ teach *tw* and *dw* as extra blends.

Use Blends Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*® Kindergarten Little Books.

## **Lesson 47**

### **Double *S*, *F*, and *Z* Words, pp. 49-56**

Harcourt Trophies -- *ff* special spelling: not taught in Kindergarten.

*zz* special spelling: not taught in Kindergarten.

*ss* special spelling: not taught in Kindergarten.

Implementation -- Teach spelling rule for single-syllable words ending in *s*, *f*, or *z*. Use word bank from lesson and reinforce spelling skill.

Use Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*® Kindergarten Little Books.

## **Lesson 48**

### **Most Common Words List 7, pp. 57-63**

Harcourt Trophies -- High frequency words are introduced with lessons for the purpose of reading decodable books. They are to be written and listed on a Word Wall.

Implementation -- Teaches words: *this*, *have*, *from*, *or*.

Use Whole Class and Student Transfer Cards.

## **Lesson 49**

### **Verbs, pp. 65-66**

Harcourt Trophies -- K-2, Th-7, Wk-3, d-3 (introduced as “action words” for the purpose of creative writing).

Implementation -- Teach action verbs (recognize in sentence).

## **Lesson 50**

### **Special Vowel Combination Double *L*, pp. 67-73**

Harcourt Trophies -- Not taught in Kindergarten.



Implementation -- Teach Special Vowel Combination words ending in *-ll*. Some of the vowels change in sound when followed by *-ll*. Teach special marking for decoding purposes.

Use Special Vowel Combinations Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*® Kindergarten Little Books.

### **Lesson 51**

#### **Special Vowel Combination NG, p. 75-80**

Harcourt Trophies -- Not taught in Kindergarten.

Implementation -- Teach Special Vowel Combination words ending in *-ng*. Some of the vowels change in sound when followed by *-ng*. Teach special marking for decoding purposes.

Use Special Vowel Combinations Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*® Kindergarten Little Books.

### **Lesson 52**

#### **Special Vowel Combination NK, p. 81-86**

Harcourt Trophies -- Not taught in Kindergarten.

Implementation -- Teach Special Vowel Combination words ending in *-nk* (there are no English words ending with the spelling of *-enk*). Some of the vowels change in sound when followed by *-nk*. Teach special marking for decoding purposes.

Use Special Vowel Combinations Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*® Kindergarten Little Books.

### **Lesson 53**

#### **Most Common Words List 8, pp. 87-93**

Harcourt Trophies -- High frequency words are introduced with lessons for the purpose of reading decodable books. They are to be written and listed on a Word Wall.

Implementation -- Teaches words: *one, had, by, word*.

Use Whole Class and Student Transfer Cards.

### **Lesson 54**

#### **Antonyms, pp. 95-96**

Harcourt Trophies -- Antonyms/Opposites: K-2, Th-5, Wk-1, d-3 (creative writing recognition).

Implementation -- Teach antonyms are words that are opposite from each other.

### **Lesson 55**

#### **Voiced and Voiceless TH, pp. 97-105**

Harcourt Trophies -- Not taught in Kindergarten.

# Correlation

Implementation -- Teach the consonants *th* together in a word create a Digraph (one consonant sound). The *th* Digraph can have two sounds: voiced (vocal cords vibrate) and voiceless (no vibration of vocal cords). Teach special marking for decoding purposes.

Use Digraphs Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*® Kindergarten Little Books.

## **Lesson 56**

### **Digraphs *CH, SH, WH, PH*, pp. 107-120**

Harcourt Trophies -- Not taught in Kindergarten.

Implementation -- Teach the consonants *ch*, *sh*, *wh*, and *ph* together in a word create a Digraph (one consonant sound). Teach special marking for decoding purposes.

Teach plural endings (-es) for words ending in the Digraphs *ch* and *sh*.

Use Digraphs Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*® Kindergarten Little Books.

## **Lesson 57**

### **Short and Long Vowels, pp. 121-128**

Harcourt Trophies -- Short vowel sounds are reviewed in K-3, Th-12 as phonograms.

No rules for a vowel being short are taught.

Long vowels are not taught in Kindergarten.

Implementation -- Teach all vowels have more than one sound. Teach diacritical markings to identify if the vowel sound is short or long in a word.

Use Whole Class and Student Transfer Cards.

# Phonemic Awareness

## Phonemic/Phonological Awareness Section

### Phonemic/Phonological Awareness: Rhyming Words, p. 27

Harcourt - Trophies -- K-1, Wk-1, d-3. Reviewed in various lessons throughout the program. Students listen for same vowel-consonant ending of words.

Implementation -- Help students identify and develop an awareness of rhyme.

### Phonemic/Phonological Awareness: Syllable Identification p. 29

Harcourt - Trophies -- K-1, Wk-1, d-5 and K-1, Wk-2, d-5. Introduced as “word parts” in names. Clap the syllables in the name/s.

Implementation -- Define syllables, and help students recognize how many syllables are in a word. Clapping syllables in names, blending and segmentation of syllables in words.

### Phonemic/Phonological Awareness: Phoneme Identification, p. 31

Harcourt - Trophies -- K-1, Wk-1, d-4. Introduced as beginning sound for first names (classroom)

K-1, Th-2, Wk-1, d-2 phoneme identification and isolation begins with /m/ and continues throughout various lessons.

Implementation -- Say a word, and identify the specific phoneme.

### Phonemic/Phonological Awareness: Phoneme Placement and Manipulation, p. 34

Harcourt - Trophies -- K-1, Th-2, Wk-1, d-2 (this skill is introduced with the first letter formation and letter-sound lesson M/m/ and continues through the program with the introduction of each letter).

Onset and rime: K-1, Th-2, Wk-1, d-4.

Implementation -- Blending and segmenting of phonemes in single-syllable words.



# Most Common Words

In Harcourt Trophies material, High frequency words are introduced with lessons for the purpose of reading decodable books. They are to be written and listed on a Word Wall. In the *Reading Horizons Discovery*® Kindergarten program, high-frequency words are called Most Common Words. These words have been divided into eight lists, with three to four words in each list. The Most Common Words are taught a few at a time throughout the course. Following is a list of what words are taught after specific skills.

These Most Common Word lessons are included in the lesson flow:

List #1: the, of, and

List #2: a, to, in

List #3: is, you, that, it

List #4: he, was, for, on

List #5: are, as, with, his

List #6: they, I, at, be

List #7: this, have, from, or

List #8: one, had, by, word

Following tells which *Reading Horizons Discovery*® lesson contain a short review of the Most Common Words lists:

List #1: K-Ch 1, Lsn 10, p. 95-102. Use Whole Class and Student Transfer Cards.

List #2: K-Ch 1, Lsn 17, p. 135-140. Use Whole Class and Student Transfer Cards.

List #3: K-Ch 1, Lsn 24, p. 175-182. Use Whole Class and Student Transfer Cards.

List #4: K-Ch 1, Lsn 32, p. 223-232. Use Whole Class and Student Transfer Cards.

List #5: K-Ch 1, Lsn 40, p. 273-279. Use Whole Class and Student Transfer Cards.

List #6: K-Ch 2, Lsn 41, p. 3-10. Use Whole Class and Student Transfer Cards.

List #7: K-Ch 2, Lsn 48, p. 57-63. Use Whole Class and Student Transfer Cards.

List #8: K-Ch 2, Lsn 53, p. 87-93. Use Whole Class and Student Transfer Cards.



# Little Books

The Kindergarten *Reading Horizons Discovery*<sup>®</sup> program is augmented with 20 vocabulary-controlled *Little Books* reinforcing specific skills.

In Kindergarten, students are usually taught through the blends in the *Reading Horizons Discovery*<sup>®</sup> program. All the *Little Books* for Kindergarten students are connected with blends, special vowel combinations, and digraphs.

The following list of *Little Books* shows the order of their use with the *Reading Horizons Discovery*<sup>®</sup> program. They are listed in order of the skills being taught and *Reading Horizons Discovery*<sup>®</sup> lesson number.

*L*-Blend: Lsn 43

*R*-Blends: Lsn 44

*S*-Blends: Lsn 45

Two Extra Blends: Lsn 46

Double *S*, *F*, and *Z* words: Lsn 47

Special Vowel Combination *-LL*: Lsn 50

Special Vowel Combination *-NG*: Lsn 51

Special Vowel Combination *-NK*: Lsn 52

Voiced and Voiceless Digraphs *TH*: Lsn 55

Digraphs *CH*, *SH*, *WH*, *PH*: Lsn 56

