



Reading Horizons Discovery®

and

Houghton-Mifflin/Harcourt
Story Town[©]

Kindergarten



Correlated by Joan Parrish for Reading Horizons

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Table of Contents

Reading Horizons Discovery® Correlation to Houghton-Mifflin/Harcourt Story Town

INTRODUCTION

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

KINDERGARTEN CHAPTERS

Kindergarten Chapter One 7-14

Kindergarten Chapter Two..... 15-18

PHONEMIC AWARENESS

Implementation of Phonemic Awareness Concepts 19-20

KINDERGARTEN MOST COMMON WORDS

Kindergarten Most Common Words 21-22

KINDERGARTEN LITTLE BOOKS

Kindergarten Little Books..... 23-24

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. The **stories** in the *Little Books* serve as an excellent source to use for reading with the *RHD* lessons due to the controlled and sequential vocabulary.

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.

Houghton-Mifflin/ Harcourt STORY TOWN Kindergarten lessons are contained in the Teacher Edition. There are ten Themes in the Teacher Edition, each Theme contains lessons (one lesson per week, 5 days of specific skills). The Story Town skills will be labeled or coded as, Theme (Th), Lesson/week (lsn/wk), example: Th 1, lsn/wk 3 (please check the 5-Day Lesson Planner to see which day a skill is taught during the week). Alphabet Sound/Spelling Cards and Letter Cards are used in *Story Town* by the teacher for letter/sound recognition (Photo Cards are used for ELL purposes), and blending to make words. *Leveled Readers (pre-decodable books)* for independent reading or small groups are labeled as “Below-Level, On-Level, and Advanced”. **All the vowel sounds are taught as vowel phonograms (example: -at, -am, -op, -in, etc.), and Phonics and Spelling are taught together using Word Builder cards. If students have difficulty hearing the vowel sound, teachers are encouraged to use the Word Sort vowel families to help sound out and spell words.** Paying close attention to the *5-Day Lesson Planner* at the beginning of each Lesson/Week will let the teacher know when specific phonologic, phonic, spelling, and grammar skills are taught.

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

Introduction

The format will be as follows:

Skill

Correlation to STORY TOWN --

Reading Horizons Discovery® --

Implementation of two programs --

Following the correlation of the *Reading Horizons Discovery*® program and the Story Town 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

K-Ch. 1, Lesson 1 **Alphabet Introduction, pp. 41-45**

Correlation to STORY TOWN -- Not taught in Kindergarten.

Implementation --

K-Ch. 1, Lesson 2 **Vowel A, pp. 47-52**

Correlation to STORY TOWN -- Aa /a/ short a: Th 2, lsn/wk-6 (phonogram -at); Th 3, lsn/wk-7 (phonogram -am); Th 3, lsn/wk-9 (phonogram -ap); Th 10, lsn/wk-29 (review).

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.

K-Ch. 1, Lesson 3 **Consonant B, pp. 53-57**

Correlation to STORY TOWN -- *B/b*: Th 5, lsn/wk-13.

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

Use Whole Class and Student Transfer Cards.

K-Ch. 1, Lesson 4 **The Slide, pp. 59-64**

Correlation to STORY TOWN -- *Not a specific skill presented in Kindergarten.*

Th 2, lsn/wk-6: aural only (blend phonemes using alphabet cards, start at beginning of the word and moving to the vowel, then the rest of the word).

Th 3, lsn/wk-7: In Kindergarten students are taught to slide a beginning consonant to a phonogram, example: /c/ + -an = c a n.

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.

K-Ch. 1, Lesson 5 **Consonant F, pp. 65-70**

Correlation to STORY TOWN -- *F/f*: Th 4, lsn/wk-11.

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.

Correlation

K-Ch. 1, Lesson 6 **Consonant D, pp. 71-76**

Correlation to STORY TOWN -- *D/d*: Th 3, lsn/wk-8 (slide d-a).

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

Use Whole Class and Student Transfer Cards.

K-Ch. 1, Lesson 7 **Consonant G, pp. 77-71**

Correlation to STORY TOWN -- *G/g*: Th 4, lsn/wk-11.

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.

K-Ch. 1, Lesson 8 **Let's Make Words, pp. 83-88**

Correlation to STORY TOWN -- Th 2, lsn/wk-6 (blend phonemes using alphabet cards); Th 3, lsn/wk-7 (use phonograms -am, -an, -ap, -at, and alphabet cards to spell words).
Th 10, lsn/wk-30 (review or word blending and word building).

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).

K-Ch. 1, Lesson 9 **Nonsense Words, pp. 89-94**

Correlation to STORY TOWN -- 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.

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

Correlation to STORY TOWN -- 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.

K-Ch. 1, Lesson 11 **Capitalization, pp. 103-104**

Correlation to STORY TOWN -- Capital letters: introduced, taught, and practiced in every lesson with each letter.

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

K-Ch. 1, Lesson 12
Consonant H, pp. 105-110

Correlation to STORY TOWN -- *H/h*: Th 6, lsn/wk-16.

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

Use Whole Class and Student Transfer Cards.

K-Ch. 1, Lesson 13
Consonant J, pp. 111-116

Correlation to STORY TOWN -- *J/j*: Th 8, lsn/wk-22 (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.

K-Ch. 1, Lesson 14
Consonant L, pp. 117-122

Correlation to STORY TOWN -- *L/l*: Th 6, lsn/wk-16.

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

Use Whole Class and Student Transfer Cards.

K-Ch. 1, Lesson 15
Consonant M, pp. 123-128

Correlation to STORY TOWN -- *M/m*: Th 1, lsn/wk-1 (listen in initial and final position of a word).

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.

K-Ch. 1, Lesson 16
Vowel E, pp. 129-134

Correlation to STORY TOWN -- *E/e* (short e): Th 7, lsn/wk-20; Th 7, lsn/wk-21 (phonograms -ed, -en); Th 8, lsn/wk-23 (phonograms -et, -eg); Th 10, lsn/wk-29 (review).

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.

K-Ch. 1, Lesson 17
Most Common Words List 2, pp. 135-140

Correlation to STORY TOWN -- 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.

Correlation

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

Use Whole Class and Student Transfer Cards.

K-Ch. 1, Lesson 18 **Punctuation, pp. 141-143**

Correlation to STORY TOWN -- Punctuation: In grammar lessons on sentences: program teaches sentences begin with a capital letter and end with a specific type of punctuation.

What Is a Sentence?: Th 2, lsn/wk-5; Th 3, lsn/wk-8.

Period: Th 2, lsn/wk-5; Th 3, lsn/wk-8.

Exclamation: Th 5, lsn/wk-15.

Question mark: Th 5, lsn/wk-13 (what is a question).

Commas: not taught in Kindergarten.

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

K-Ch. 1, Lesson 19 **Consonant N, pp. 145-150**

Reading Horizons Discovery® -- **Consonant N, K-Ch 1, Lsn 19, p. 145-150.**

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.

K-Ch. 1, Lesson 20 **Consonant P, pp. 151-156**

Correlation to STORY TOWN -- *P/p*: Th 2, lsn/wk-4 (listen in initial and final position of a word).

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.

K-Ch. 1, Lesson 21 **Consonant R, pp. 157-162**

Correlation to STORY TOWN -- *R/r*: Th 1, lsn/wk-2 (listen in initial position of a word).

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.

K-Ch. 1, Lesson 22 **Consonant S, pp. 163-168**

Correlation to STORY TOWN -- *S/s*: Th 1, lsn/wk-1 (listen in initial and final position of a word).

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.

K-Ch. 1, Lesson 23
Vowel O, pp. 169-174

Correlation to STORY TOWN -- *O* /o/ (short o): /o/: Th 5, lsn/wk-15; Th 6, lsn/wk-17 (phonograms -op, -ot); Th 7, lsn/wk-19 (phonogram -ox); Th 10, lsn/wk-29 (review).

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.

K-Ch. 1, Lesson 24
Most Common Words List 3, pp. 135-140

Correlation to STORY TOWN -- 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.

K-Ch. 1, Lesson 25
Sentence Structure, pp. 184-185

Correlation to STORY TOWN -- Punctuation: In grammar lessons on sentences: program teaches sentences begin with a capital letter and end with a specific type of punctuation.
What Is a Sentence?: Th 2, lsn/wk-5; Th 3, lsn/wk-8.

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).

K-Ch. 1, Lesson 26
Consonant T, pp. 185-190

Correlation to STORY TOWN -- *T/t*: Th 1, lsn/wk-3 (listen in initial and final position of a word).

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.

K-Ch. 1, Lesson 27
Consonant V, pp. 191-196

Correlation to STORY TOWN -- *V/v*: Th 8, lsn/wk-22 (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.

Correlation

K-Ch. 1, Lesson 28 **Consonant W, pp. 197-202**

Correlation to STORY TOWN -- *W/w*: Th 6, lsn/wk-18.

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.

***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 ō. This lesson is taught in Discovery® Grades 1-3 Chapter 5, Exceptions to Murmur Diphthongs.*

K-Ch. 1, Lesson 29 **Consonant X, pp. 203-207**

Correlation to STORY TOWN -- *X/x* (final position): Th 6, lsn/wk-18.

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.

K-Ch. 1, Lesson 30 **Consonant Y, pp. 209-214**

Correlation to STORY TOWN -- *Y/y*: Th 8, lsn/wk-24.

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.

K-Ch. 1, Lesson 31 **Vowel U, pp. 215-222**

Correlation to STORY TOWN -- *U/u* (short u): /u/: Th 9, lsn/wk-25; Th 9, lsn/wk-26 (phonograms -un, -ut); Th 10, lsn/wk-28 (phonograms -ug, -up); Th 10, lsn/wk-29 (review).

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.

K-Ch. 1, Lesson 32 **Most Common Words List 4, pp. 223-231**

Correlation to STORY TOWN -- 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.

K-Ch. 1, Lesson 33
Consonant Q, pp. 231-236

Correlation to STORY TOWN -- Q /q/: Th 9, lsn/wk-27.

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.

K-Ch. 1, Lesson 34
Consonant Z, pp. 237-242

Correlation to STORY TOWN -- Z /z/: Th 8, lsn/wk-24.

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.

K-Ch. 1, Lesson 35
Vowel I, pp. 243-248

Correlation to STORY TOWN -- I/i/ (short i): Th 4, lsn/wk-10 (phonogram -it); Th 4, lsn/wk-12 (phonogram -ip); Th 5, lsn/wk-14 (phonograms -in, -ig); Th 7, lsn/wk-19 (phonogram -ix); Th 10, lsn/wk-29 (review).

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.

K-Ch. 1, Lesson 36
Consonant C, pp. 249-253

Correlation to STORY TOWN -- C /c/ (initial position): Th 2, lsn/wk-5 (initial position only, /k/ sound).

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

Use Whole Class and Student Transfer Cards.

K-Ch. 1, Lesson 37
Consonant K, pp. 254-260

Correlation to STORY TOWN -- K /k/ (initial position): Th 5, lsn/wk-13.

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

Use Whole Class and Student Transfer Cards.

K-Ch. 1, Lesson 38
Alphabetical Order, pp. 261-263

Correlation to STORY TOWN -- Big Book of Alphabet (poem/song) is presented with each letter.

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

K-Ch. 1, Lesson 39
Spelling with C and K, pp. 269-276

Correlation to STORY TOWN -- Not taught as a skill in Kindergarten.

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.

K-Ch. 1, Lesson 40
Most Common Words List 5, pp. 273-279

Correlation to STORY TOWN -- 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

K-Ch. 1, Lesson 41

Most Common Words List 6, pp. 3-10

Correlation to STORY TOWN -- 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.

K-Ch. 1, Lesson 42

Verbs, pp. 11-14

Correlation to STORY TOWN -- Nouns (names for person, place or thing): Th 1, lsn/wk-1 (proper nouns).

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

K-Ch. 1, Lesson 43

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

Correlation to STORY TOWN -- 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 corresponding *Reading Horizons Discovery*® Little Books.

K-Ch. 1, Lesson 44

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

Correlation to STORY TOWN -- 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 corresponding *Reading Horizons Discovery*® Little Books.

K-Ch. 1, Lesson 45

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

Correlation to STORY TOWN -- 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

Correlation

provided word bank).

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 corresponding *Reading Horizons Discovery*® Little Books.

K-Ch. 1, Lesson 46

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

Correlation to STORY TOWN -- Not taught in Kindergarten.

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

Use Blends Poster, Whole Class and Student Transfer Cards.

Read corresponding *Reading Horizons Discovery*® Little Books.

K-Ch. 1, Lesson 47

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

Correlation to STORY TOWN -- *ff* special spelling: not taught in Kindergarten.

zz special spelling: not taught in Kindergarten.

ss special spelling: not taught in Kindergarten.

Plurals with *-s*: not taught in Kindergarten.

Plurals with *-es*: 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 corresponding *Reading Horizons Discovery*® Little Books.

K-Ch. 1, Lesson 48

Most Common Words List 7, pp. 57-63

Correlation to STORY TOWN -- 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.

K-Ch. 1, Lesson 49

Verbs, pp. 65-66

Correlation to STORY TOWN -- Not taught in Kindergarten.

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

K-Ch. 1, Lesson 50

Special Vowel Combination Double L, pp. 67-73

Correlation to STORY TOWN -- 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 corresponding *Reading Horizons Discovery*® Little Books.

K-Ch. 1, Lesson 51**Special Vowel Combination NG, p. 75-80**

Correlation to STORY TOWN -- 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 corresponding *Reading Horizons Discovery*® Little Books.

K-Ch. 1, Lesson 52**Special Vowel Combination NK, p. 81-86**

Correlation to STORY TOWN -- 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 corresponding *Reading Horizons Discovery*® Little Books.

Lesson 53**Most Common Words List 8, pp. 87-93**

Correlation to STORY TOWN -- 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.

K-Ch. 1, Lesson 54**Antonyms, pp. 95-96**

Correlation

Correlation to STORY TOWN -- Antonyms: Not taught in Kindergarten.

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

K-Ch. 1, Lesson 55

Voiced and Voiceless TH, pp. 97-105

Correlation to STORY TOWN -- Not taught in Kindergarten.

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 corresponding *Reading Horizons Discovery*® Little Books.

K-Ch. 1, Lesson 56

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

Correlation to STORY TOWN -- 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 corresponding *Reading Horizons Discovery*® Little Books.

K-Ch. 1, Lesson 57

Short and Long Vowels, pp. 121-128

Correlation to STORY TOWN -- Not taught or identified with diacritical markings. Identified for spelling/sound as phonograms or vowel families on Word Sort.

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

References are found in *Reading Horizons Discovery*® Chapter 1 in the Teacher Supplement.

K-Ch. 1, Phonemic/Phonological Awareness: Rhyming Words, p. 27

Correlation to STORY TOWN -- Identifying rhyme: Th 2, lsn/wk-5; Th 3, lsn/wk-7.

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

K-Ch. 1, Phonemic/Phonological Awareness: Syllable Identification p. 29

Correlation to STORY TOWN -- Th 1, lsn/wk-2; Th 1, lsn/wk-3.

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.

K-Ch. 1, Phonemic/Phonological Awareness: Phoneme Identification, p. 31

Correlation to STORY TOWN -- Onset and Rime: Th 3, lsn/wk-8.

Initial phoneme isolation: Th 4, lsn/wk-10.

Final phoneme isolation: Th 4, lsn/wk-11.

Medial phoneme isolation: Th 4, lsn/wk-12.

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

K-Ch. 1, Phonemic/Phonological Awareness: Phoneme Placement and Manipulation, p. 34

Correlation to STORY TOWN -- Th 2, lsn/wk-4; Th 7, lsn/wk-19; Th 7, lsn/wk-20; Th 7, lsn/wk-21; Th 8, lsn/wk-24; Th 9, lsn/wk-27.

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

Most Common Words

In the Journeys materials, High frequency words are introduced as Vocabulary Words /Words to Know: specific high frequency words are introduced prior to the reading selection. Teachers are to note any phonemic element (in the word) that was taught during the week. In the Reading Horizons Discovery® Grades 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, pp. 95-102. Use Whole Class and Student Transfer Cards.

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

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

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

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

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

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

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

Little Books

The Kindergarten *Reading Horizons Discovery*[®] 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*[®] 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*[®] program. They are listed in order of the skills being taught and *Reading Horizons Discovery*[®] 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

