



Reading Horizons Discovery®

and

Journeys Houghton-Mifflin
Harcourt®

Kindergarten



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July 2014

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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-Chpt. 1)** and **Kindergarten Chapter 2 (K-Chpt. 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, 7 Grammar/Reference Lessons (capitalization, punctuation, sentence structure, alphabetical order, nouns, verbs, antonyms), and 8 Most Common Word lists (30 words total).

Due to the unique marking system of proving words, it is recommended to teach the Alphabet lessons, Blends, Special Vowel Combinations, and Digraphs 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 skills in students. The phonemic awareness lessons are structured to be used as needed.

Houghton-Mifflin/ Harcourt JOURNEYS Kindergarten lessons are contained in the Teacher Edition. There are six Units/Teacher Edition, each Unit contains lessons (one lesson per week, 5 days of specific skills). The JOURNEYS skills will be labeled or coded as, Kindergarten(K) Unit (U).1, KU.2, KU.3, KU.4, KU.5, KU.6 (KU.1, etc.), Lesson (Ls-), example: KU.2, Ls-7 (please check the 5-Day Suggested Weekly Plan to see which day a skill is taught during the week). Alphabet Sound/Spelling Cards and Letter Cards are used in *Journeys* 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 using Word Builder and Sound Picture 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 Suggested Weekly Plan* 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 Journeys Houghton-Mifflin Harcourt phonics lessons to the *RHD* sequence. We recommend you follow the *RHD* sequence and use the marking system when teaching the phonic skills in Journeys Houghton-Mifflin Harcourt. When using the practice pages from Journeys Houghton-Mifflin 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

***RHD* Practice and Enrichment Pages are found on the Reading Horizons webpage www.RHAccelerate.com.**

The format will be as follows:

Journeys:

Reading Horizons Discovery®:

Implementation of two programs:

A listing of the Most Common Words in the *Reading Horizons Discovery*® method follow the correlation of the *Reading Horizons Discovery*® program and the Journeys Houghton-Mifflin Harcourt.

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

Alphabet

Vowel *A*

Journeys: Aa /a/ short ä: KU.2, Ls-6; KU.2, Ls-10; KU.3, Ls 11; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 1, Vowel *A*, pp. 47-52

Implementation: Introduce A/a as a vowel (short vowel sound) & written practice of letter (upper & lowercase).

Use Vowels Poster, Whole Class and Student Transfer Cards.

Practice writing first and last name.

Consonant *B*

Journeys: Bb /b/: KU.3, Ls 14; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 2, Consonant *B*, pp. 53-58

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

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

Consonant *C*

Journeys: Cc /k/ (initial position): KU.2, Ls-8; KU.2, Ls-10 (initial position only, /k/ sound); KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 36, Consonant *B*, pp. 249-253

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

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

Consonant *D*

Journeys: Dd /d/ (initial and final position): KU.4, Ls-19 (blending to words); KU.4, Ls-20; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 6, Consonant *D*, pp. 71-76

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, Sounds Poster, and Vowel Poster.

Vowel *E*

Journeys: Ee /e/ short ë: KU.5, Ls-23; KU.5, Ls-25.; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 16, Vowel *E*, pp. 129-134

Correlation

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 (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 Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

Consonant *F*

Journeys: Ff /f/: KU.3, Ls 13; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 5, Consonant *F*, pp. 65-70

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, Sounds Poster, and Vowel Poster.

Consonant *G*

Journeys: Gg /g/ (initial and final position): KU.4, Ls-17 (beginning and final sound in words); KU.4, Ls-20; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 7, Consonant *G*, pp. 77-82

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, Sounds Poster, and Vowel Poster.

Consonant *H*

Journeys: Hh /h/ (initial position): KU.5, Ls-24; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 12, Consonant *H*, pp. 105-110

Implementation: Teach H/h as a consonant. Slide H – A together to form slide and sound /ha/.

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

Vowel *I*

Journeys: Ii/i/ short ĭ: KU.4, Ls-16 (-in, -it, -ip); KU.4, Ls-20; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 35, Vowel *I*, pp. 245-248

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 Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

Consonant *J*

Journeys: Jj /j/ (initial position): KU.5, Ls-22; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 13, Consonant *J*, pp. 157-169

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

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

Consonant *K*

Journeys: *Kk /k/* (initial position): KU.1, Ls-1 (letter name); KU.5, Ls-24; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 37, Consonant *K*, pp. 254-260

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

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

Consonant *L*

Journeys: *Ll /l/* (initial position): KU.6, Ls-27; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 14, Consonant *L*, pp. 111-122

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

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

Consonant *M*

Journeys: *Mm /m/* (initial and final position): KU.1, Ls-1, (letter name); KU.1, Ls-4 (letter sound); KU.2, Ls-10; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 15, Consonant *M*, pp. 123-128

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, Sounds Poster, and Vowel Poster.

Consonant *N*

Journeys: *Nn /n/* (initial and final position): KU.1, Ls-1, (letter name); KU.3, Ls- 12; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 19, Consonant *N*, pp. 145-150

Implementation: Teach *N/n* as a consonant. Slide *N/n* to vowels *Aa* and *Ee* 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, Sounds Poster, and Vowel Poster.

Vowel *O*

Journeys: *Oo /o/* short *ö*: KU.1, Ls-1 (letter name); KU.5, Ls-21; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 23, Vowel *O*, pp. 169-174

Correlation

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 Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

Consonant P

Journeys: Pp /p/ (initial and final position): KU.1, Ls-2 (letter name); KU.2, Ls-9; KU.2, Ls-10; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 20, Consonant P, pp. 151-156

Implementation: Teach P/p as a consonant. Slide P/p to vowels Aa and Ee 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, Sounds Poster, and Vowel Poster.

Consonant Q

Journeys: Qq /kw/ (initial position with letter u. 'U' is not a working vowel next to Q/q): KU.1, Ls-2 (letter name); KU.6, Ls-29; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 33, Consonant Q, pp. 231-236

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, Sounds Poster, and Vowel Poster.

Consonant R

Journeys: Rr /r/ (initial position): KU.1, Ls-2 (letter name); KU.4, Ls-18; KU.1, Ls-20; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 21, Consonant R, pp. 157-162

Implementation: Teach R/r as a consonant. Slide R/r to vowels Aa and Ee 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, Sounds Poster, and Vowel Poster.

Consonant S

Journeys: Ss /s/ (initial position): KU.1, Ls-2 (letter name); KU.1, Ls-5 (letter sound); KU.2, Ls-10; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 22, Consonant S, pp. 163-168

Implementation: Teach S/s as a consonant. Slide S/s to vowels Aa and Ee 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, Sounds Poster, and Vowel Poster.

Consonant T

Journeys: Tt /t/ (initial and final position): KU.1, Ls-2 (letter name); KU.2, Ls-7; KU.2, Ls-10; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 26, Consonant T, pp. 186-190

Implementation: Teach T/t as a consonant. Slide T/t to vowels Aa, Ee, and Oo 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, Sounds Poster, and Vowel Poster.

Vowel U

Journeys: Uu /u/ short ũ: KU.1 (letter name), Ls-3; KU.6, Ls-26; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 31, Vowel U, pp. 215-222

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 Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

Consonant V

Journeys: Vv /v/ (initial position): KU.1, Ls-3 (letter name); KU.6, Ls-28; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 27, Consonant V, pp. 191-196

Implementation: Teach V/v as a consonant. Slide V/v to vowels Aa, Ee, and Oo 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, Sounds Poster, and Vowel Poster.

Consonant W

Journeys: Ww /w/ (initial position): KU.1, Ls-3 (letter name); KU.6, Ls-27; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 28, Consonant W, pp. 197-202

Implementation: Teach W/w as a consonant. Slide W/w to vowel Ee 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, Sounds Poster, and Vowel Poster.

Consonant X

Journeys: Xx /ks/ (final position): KU.1, Ls-3 (letter name); KU.5, Ls-22; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 29, Consonant X, pp. 203-208

Implementation: Intro 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).

Correlation

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

Consonant Y

Journeys: Yy /y/ (initial position): KU.1, Ls-3 (letter name); KU.6, Ls-29; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 30, Consonant Y, pp. 209-214

Implementation: Teach Y/y as a consonant. Slide Y/y to vowels Aa, Ee, and Oo 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, Sounds Poster, and Vowel Poster.

Consonant Z

Journeys: Zz /z/ (initial position): KU.1, Ls-3 (letter name); KU.6, Ls-28; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 34, Consonant Z, pp. 237-242

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, Sounds Poster, and Vowel Poster.

Skills Taught in Both

Building Words

Journeys: KU.4, Ls-16 (blending with i); KU.4, Ls-20; KU.6, Ls-30.

Reading Horizons Discovery®: Kindergarten, Lesson 8, Building Words, pp. 83-88

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).

Alphabetical Order

Journeys: Alphabetizing: KU.1, Welcome to Kindergarten, wk-1; KU.1, Ls-1 (sing the Alphabet Song).

Reading Horizons Discovery®: Kindergarten, Lesson 38, Alphabetical Order, pp. 261-263

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

Skills Taught Only in *Reading Horizons Discovery*®

Blends

L-Blends

Journeys: Blends with L: Not taught in Kindergarten.

Reading Horizons Discovery®: Kindergarten, Lesson 43, *L-Blends*, pp. 15-22

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, Sounds Poster, and Vowel Poster.

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

R-Blends

Journeys: Blends with R: Not taught in Kindergarten.

Reading Horizons Discovery®: Kindergarten, Lesson 44, *R-Blends*, pp. 23-30

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, Sounds Poster, and Vowel Poster.

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

S-Blends

Journeys: Not taught in Kindergarten.

Reading Horizons Discovery®: Kindergarten, Lesson 45, *S-Blends*, pp. 31-42

Journeys: 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).

Teach five 3-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, Sounds Poster, and Vowel Poster.

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

Extra Blends: *DW* and *TW*

Journeys: Not taught in Kindergarten.

Correlation

Reading Horizons Discovery®: Kindergarten, Lesson 46, Extra Blends: *DW* and *TW*, pp. 43-48

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

Use Blends Poster, Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

Building Words

Double *S*, *F*, and *Z* Words

Journeys:

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.

Reading Horizons Discovery®: Kindergarten, Lesson 47, Double *S*, *F*, and *Z* Words, pp. 49-56

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

Teach Plurals: spelling rule for plurals of adding 's' or 'es' to the end of words.

Use Whole Class and Student Transfer Cards.

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

Short Vowels and Long Vowels

Journeys: Not taught or identified with diacritical markings. Identified for spelling/sound with vowel families on Words to Know.

Reading Horizons Discovery®: Kindergarten, Lesson 57, Short Vowels and Long Vowels, pp. 121-128

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.

Special Vowel Combination - *LL*

Journeys: *LL* special spelling: Not taught in Kindergarten.

Reading Horizons Discovery®: Kindergarten, Lesson 50, Special Vowel Combination - *LL*, pp. 67-74

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, Blends Poster, and Special Vowel Combination Poster.

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

Special Vowel Combination - *NG*

Journeys: -NG: Not taught in Kindergarten.

Reading Horizons Discovery®: Kindergarten, Lesson 51, Special Vowel Combination - NG, pp. 75-80

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, Blends Poster, and Special Vowel Combination Poster.

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

Special Vowel Combination - NK

Journeys: -NK: Not taught in Kindergarten.

Reading Horizons Discovery®: Kindergarten, Lesson 52, Special Vowel Combination - NK, pp. 81-86

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, Blends Poster, and Special Vowel Combination Poster.

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

Spelling with C and K

Journeys: Not taught as a skill in Kindergarten.

Reading Horizons Discovery®: Kindergarten, Lesson 39, Spelling with C and K, pp. 264-276

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, Sounds Poster, and Vowel Poster.

The Slide

Journeys: Not a specific skill presented in Kindergarten. Aural only (blend phonemes using alphabet cards, start at beginning of the word and moving to the vowel, then the rest of the word).

Reading Horizons Discovery®: Kindergarten, Lesson 4, The Slide, pp. 59-64

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, Sounds Poster, and Vowel Poster.

Digraphs

Correlation

CH, SH, WH, PH

Journeys: Not taught in Kindergarten.

Reading Horizons Discovery®: Digraphs *CH, SH, WH, PH*, Kindergarten, Lesson 56, pp. 107-120

Implementation: Teach the consonants c-h, s-h, w-h, and p-h 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 c-h and s-h.

Use Digraphs Poster, Whole Class and Student Transfer Cards, Special Vowel Combination Poster, and Sounds Poster.

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

TH

Journeys: /th/ voiced and voiceless spelled th: Not taught in Kindergarten.

Reading Horizons Discovery®: Kindergarten, Lesson 55, Voiced and Voiceless and the *TH* Digraphs, pp. 97-105

Implementation: Teach the consonants t-h together in a word create a digraph (one consonant sound). The T-H 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, Special Vowel Combination Poster, and Sounds Poster.

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

Nonsense Words

Journeys: Not taught in Kindergarten.

Reading Horizons Discovery®: Kindergarten, Lesson 9, Nonsense Words, pp. 89-94

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

Phonemic Awareness

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

Phonemic/Phonological Awareness: Rhyming Words

Journeys: Identifying rhyme: KU.1, Welcome to Kindergarten, wk-1, days 1-5; KU.1, Ls-1; KU.1, Ls-2; KU.1, Ls-18; KU.2, Ls-9; KU.4, Ls-18.

Reading Horizons Discovery® -- Phonemic/Phonological Awareness: Rhyming Words, Kindergarten, Chapter 1, p. 27.

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

Phonemic/Phonological Awareness: Syllable Identification

Journeys: KU.1, Welcome to Kindergarten, wk-1, days 2 and 5; Welcome to Kindergarten, wk-2, days 2, 4 and 5.

Reading Horizons Discovery® -- Phonemic/Phonological Awareness: Syllables Identification, Kindergarten, Chapter 1, p. 29.

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

Journeys:

Onset and Rime: KU.2, Ls-6-8.

Initial phoneme isolation: KU.1, Ls-1; KU.1, Ls-2; KU.1, Ls-4.

Final phoneme isolation: KU.3, Lesson 11-13.

Medial phoneme isolation: KU.1, Ls-16; KU.3, Lesson 14-15; KU.4, Ls 16.

Reading Horizons Discovery® -- Phonemic/Phonological Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds, Kindergarten, Chapter 1, p. 31.

Implementation: Phoneme Isolation of Initial, Final, and Medial Sounds – Identification of initial and final phonemes in CVC words.

Phonemic/Phonological Awareness: Phoneme Placement and Manipulation

Journeys: KU.1, Ls-17; KU.1, Ls-18; KU.1, Ls-19; KU.1, Ls-20; KU.3, Lesson 11-15; KU.4, Lesson 16-20; KU.5, Lesson 21-25.

Reading Horizons Discovery® -- Phonemic/Phonological Awareness: Phoneme Blending and Segmentation, Kindergarten, Chapter 1, pp. 33-34.

Implementation:

Grammar

Antonyms

Journeys: KU.4, Ls-19.

Reading Horizons Discovery®: Kindergarten, Lesson 54, Antonyms, pp. 95-96

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

Capitalization

Journeys:

Capital letters: introduced, taught, and practiced in every lesson with each letter.

Writing/Recognizing Names: KU.1, Welcome to Kindergarten, wk-1, day-1; KU.1, Ls-1.

Capitalization in sentences: KU.3, Ls-13; KU.5, Ls-24.

Reading Horizons Discovery®: Kindergarten, Lesson 11, Capitalization, pp. 103-104

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

Nouns

Journeys:

Nouns: KU.1, Ls-1 (names for people); KU.1, Ls-2 (names for places); KU.1, Ls-3 (names for animals, things).

Proper Nouns: KU.4, Ls-16; KU.4, Ls-17.

Pronouns: KU.5, Lesson 22-23.

Reading Horizons Discovery®: Kindergarten, Lesson 42, Nouns, pp. 11-14

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

Punctuation

Journeys: Punctuation: In Fluency Lessons the program teaches to pause when they see a period at the end of a sentence.

What Is a Sentence?: KU.3, Ls-13.

Period: KU.3, Ls-13 and 15.

Exclamation: KU.5, Ls-25.

Question mark: KU.5, Ls-24 (what is a question).

Commas: not taught in Kindergarten.

Reading Horizons Discovery®: Kindergarten, Lesson 18, Punctuation, pp. 141-143

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

Sentence Structure

Journeys:

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?: KU.3, Ls 11 (subject/naming part).

Reading Horizons Discovery®: Kindergarten, Lesson 25, Sentence Structure, pp. 184-185

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).

Verbs

Journeys: Verbs (action words): KU.1, Ls-4; KU.1, Ls-5 (present tense); KU.3, Ls 12; KU.4, Ls-18 (future tense); KU.4, Ls-19 (past tense).

Subject –Verb agreement: KU.6, Ls-27.

Reading Horizons Discovery®: Kindergarten, Lesson 49, Verbs, pp. 65-66

Implementation: Teach action verbs (recognize in sentence).

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 1-3 program, high-frequency words are called Most Common Words. These words have been divided into 22 lists, with 10 to 20 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

