



*Reading Horizons Discovery*®  
and  
Scott Foresman Reading Street®  
Kindergarten



---

Correlated by Joan Parrish for Reading Horizons

April 2012

# Table of Contents

*Reading Horizons Discovery® Correlation to Scott Foresman Reading Street®*

## **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.

**Scott Foresman Reading Street Kindergarten** reviews/teaches letters and letter sounds with Sound-Spelling Cards and Letter Tiles. There are 6 Teacher Editions (Units) for Kindergarten – **Reading Street**. For coding references below, the Teacher Editions (U) will be referred to as K.1, K.2, K.3, K.4, K.5, K.6; week as wk-. Check the “Planner” at the beginning of each section for the specific day the skill is taught. The Kindergarten introduces the alphabet letters and corresponding sounds.

**The following implementation guide shows the *RHD* sequence of phonics instruction, correlating the Scott Foresman Reading Street phonics lessons to the *RHD* sequence. We recommend you follow the *RHD* sequence and use the marking system when teaching the phonic skills in Scott Foresman Reading Street. When using the practice pages from Reading Street, 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:

*Discovery*® Lesson  
*Discovery*® Skill

Correlation to Reading Street material --

Implementation of two programs --

Following the correlation of the *Reading Horizons Discovery*® program and the Scott Foresman Reading Street 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**

Reading Street -- K.1, wk 1. The alphabetic principle is introduced and reinforced throughout all lessons in Word Work.

Implementation --

## Lesson 2

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

Reading Street -- Aa /ă/: K.2, wks 1-2; K.6, wk-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**

Reading Street -- B /b/: K.2, wk 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**

Reading Street -- K.2, wk-1 (introduced as word building; put beginning sound with next one to blend the sounds in 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**

Reading Street -- F /f/: K.3, wks 4-5 (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.

# Correlation

## Lesson 6

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

Reading Street -- *D* /d/: K.3, wk-3 (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. Written practice of letters (upper- and lowercase).

Use Whole Class and Student Transfer Cards.

## Lesson 7

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

Reading Street -- *G* /g/: K.4, wks 4-6 (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**

Reading Street -- K.1, wk-5 (begins with letter *M/m*, blend onset and rime to make a word, *m* with *a-p* / *m-ap* = *map*; continues introduction with consonants *m, t, p, c*).

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**

Reading Street -- 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**

Reading Street -- 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**

Reading Street -- K.1, wk-2 (names begin with a capital letter).  
K.2, wk-2 (proper nouns begin with a capital letter).

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



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

Reading Street -- *H/h*: K.4, wks 1-2 (initial position).

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

Use Whole Class and Student Transfer Cards.

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

Reading Street -- *J/j*: K.5, wks 1-2 (initial position).

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

Use Whole Class and Student Transfer Cards.

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

Reading Street -- *L/l*: K.4, wks 2-3 (initial position and final position: -ill).

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

Use Whole Class and Student Transfer Cards.

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

Reading Street -- *M/m*: K.1, wks 5-6 (initial and final position).

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

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**

Reading Street -- *E/e* (short e): K.4, wks 5-6; K.6, wk-3 (initial and medial position). Phonograms: -et, -en, -eg, -ed.

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.

# Correlation

## Lesson 17

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

Reading Street -- 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**

Reading Street -- Sentences: K.3, wk-6.  
Period/telling sentence: K.4, wk-5.  
Question/asking sentence: K.5, wk-1.  
Exclamations: K.6, wk-5.

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

## Lesson 19

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

Reading Street -- *N/n*: K.3, wks 1-2 (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**

Reading Street -- *P/p*: K.2, wks 3-4 (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**

Reading Street -- *R/r*: K.3, wk-2 (initial position).

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**

Reading Street -- *S/s*: K.2, wks 2-3 (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**

Reading Street -- *O/o* (short o): K.3, wks 5-6; K.6, wk-2 (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**

Reading Street -- 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**

Reading Street -- Telling Sentences: K.1, wk-6; K.3, wk-6; K.4, wks 3-4; K.5, wk-5; K.6, wks 3-6.  
 Question/asking sentence: K.5, wk-1.  
 Exclamations: K.6, wk-5.  
 Naming Part (subject): K.4, wk-1.  
 Action Part (predicate): K.4, wk-2.

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**

Reading Street -- *T/t*: K.1, wk-6; K.2, wk-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.

# Correlation

## Lesson 27

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

Reading Street -- *V/v*: K.5, wk-5 (initial position).

*Reading Horizons Discovery*® -- **Consonant V, K-Ch 1, Lsn 27, p. 191-196.**

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**

Reading Street -- *W/w*: K.5, wks 1-2 (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.

*\*\*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**

Reading Street -- *X/x* (final position): K.5, wks 2-3 (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**

Reading Street -- *Y/y*: K.5, wk-6; K.6 wk-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**

Reading Street -- *U/u* (short u): K.5, wks 3-4; K.6, wk-4 (phonogram -ug, -ut, -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**

Reading Street -- 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**

Reading Street -- *Q/q*: K.5, wk-6; K.6, wk-1 (initial position as ‘qu’) 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**

Reading Street -- *Z/z*: K.5, wk-5 (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**

Reading Street -- *I/i* (short i): K.2, wks 5-6; K.6, wk-1 (initial and medial position; 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**

Reading Street -- *C/c* (initial position): K.2, wk-4 (initial position).

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**

Reading Street -- *K/k* (initial position): K.3, wk-3 (initial position).

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**

Reading Street -- K.1, wk 1. The alphabetic principle is introduced and reinforced throughout all lessons as individual letters/sounds are introduced.

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**

Reading Street -- Not taught 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.

**Lesson 40**  
**Most Common Words List 5, pp. 273-279**

Reading Street -- 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**

Reading Street -- 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

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

Reading Street -- K.1, wks 5-6; K.2, wk-2; K.5, wks 4-5 (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**

Reading Street -- Initial Blends with L: K.4, wk-3.

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*<sup>®</sup> Little Books.

## Lesson 44

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

Reading Street -- Initial Blends with R: K.4, wk-3.

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*<sup>®</sup> Little Books.

## Lesson 45

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

Reading Street -- Initial Blends with S: K.4, wk-3 (final blends: -st, -sk).

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

# Correlation

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

## **Lesson 46**

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

Reading Street -- 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.

## **Lesson 47**

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

Reading Street -- *ff* special spelling: not taught in Kindergarten.

*zz* special spelling: not taught in Kindergarten.

*ss* special spelling: not taught in Kindergarten.

Plurals: K.2, wk-1 (introduced); K.3, wk-3, K.6, wk-1 (verbs that add -s).

Plurals-Inflection 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.

## **Lesson 48**

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

Reading Street -- 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**

Reading Street -- K.3, wks 1-2; K.5, wk-6 (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**

Reading Street -- -ill: K.4, wks 2-3.

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.

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

Reading Street -- 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.

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

Reading Street -- 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**

Reading Street -- 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**

Reading Street -- Antonyms/Opposites: K.1, wk-5 (creative writing recognition).

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

# Correlation

## Lesson 55

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

Reading Street -- 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.

## Lesson 56

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

Reading Street -- 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.

## Lesson 57

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

Reading Street -- Short vowels are taught as phonograms in CVC words.

No rules for a vowel being short are taught.

Long vowels are not taught in Kindergarten.

/ă/: K.2, wks 1-2; K.6, wk-1.

/ĕ/: K.4, wks 5-6; K.6, wk-3.

/ō/: K.3, wks 5-6; K.6, wk-2.

/ÿ/: K.5, wks 3-4; K.6, wk-4.

/ī/: K.2, wks 5-6; K.6, wk-1.

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.

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

Reading Street -- K.1, wks 1-3. Students will learn about words that rhyme. Reviewed in various lessons throughout the program.

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

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

Reading Street -- K.1, wks 3-4: Introduced as “word parts” in a word. Clap the syllables in the words.

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**

Reading Street -- K.1, wk-5; K.2, wks 1-6; K.3, wks 1-6; K.4, wks 1-6; K.5, wks 1-6; K.6, wks 1-6. Final, initial, and medial sounds.

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

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

Reading Street -- K.3, wk-4; K.4, wks 3 and 6; K.5 wks 1-4.

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*<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

