



*Reading Horizons Discovery*®  
and  
Scott Foresman Reading Street®  
Grade 3



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

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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 Grades 1-3* has six teacher manuals – **Chapters 1-6, Decoding Strategies for Grades 1-3**. The Grades 1-3 teacher manuals include lessons on the Alphabet (letters/sounds), Building Words, Nonsense Words, Blends, Special Vowel Combinations, Digraphs, Short and Long vowel sounds (5 Phonetic Skills/Vowel Patterns), Syllabication (Decoding Skills 1 and 2), Y as a Vowel, R-Controlled Vowels (Murmur Diphthongs), Common Diphthongs (Special Vowel Sounds), Prefixes/Suffixes, and many more skills, 15 Grammar/Reference Lessons, and 22 Most Common Word lists (300 words total). The **teacher manuals for *RHD* Grades 1-3** (there are 6 Chapters/Manuals) will be referred to as **Grades 1-3**. The lessons will be, **Lsn**, and page numbers will be indicated, **pp**. Example: *RHD Gr 1-3, Chpt 1, Lsn 1, pp. 43-57*.

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 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 skills in students. The phonemic awareness lessons are structured to be used as needed.

**Scott Foresman Reading Street 3rd grade** reviews/teaches letters and letter sounds with Sound-Spelling Cards and Letter Tiles. There are six Teacher Editions (Units) for 3rd grade – **Reading Street**. For coding references below, referred to as U3.1, U3.2, U3.3, U3.4, U3.5; U3.6, week as wk-. Check the “Skills Overview” at the beginning of each section in the Teacher Edition (U) for the specific day the skill is taught. The 3rd grade phonics instruction relies on previous 2nd Grade introduction of phonics, grammar, vocabulary, and word structure.

**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 Scott Foresman READING STREET, 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. *RHD* Practice and Enrichment Pages, Skill Checks and Chapter Assessments are found on the Reading Horizons webpage [www.RHAccelerate.com/](http://www.RHAccelerate.com/).**

# Introduction

The format will be as follows:

## Skill

Correlation to Reading Street --

*Reading Horizons Discovery*® --

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

## Gr 1-3, Lesson 1, Letter Group 1, pp. 43-57

### **Vowel *A***

Reading Street -- not reviewed as a specific CVC skill in 3rd grade, only sounded in syllables/words.

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

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

### **Consonant *B***

Reading Street -- *B/b*: not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach consonants B/b, F/f, D/d, and G/g, written practice of letter (upper and lowercase) and sound. Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

### **Consonant *D***

Reading Street -- *D/d*: not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach consonants B/b, F/f, D/d, and G/g, written practice of letter (upper and lowercase) and sound. Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

### **Consonant *F***

Reading Street -- *F/f*: not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach consonants B/b, F/f, D/d, and G/g, written practice of letter (upper and lowercase) and sound. Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

### **Consonant *G***

Reading Street -- *G/g*: not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach consonants B/b, F/f, D/d, and G/g, written practice of letter (upper and lowercase) and sound. Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

### **The Slide**

Reading Street -- not reviewed as a specific skill in 3rd grade.

Implementation -- Fluency introduction to reading by sliding a consonant sound to a vowel: ba, fa, da, ga.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

# Correlation

## **Gr 1-3, Lesson 2, Most Common Words List 1, pp. 59-66**

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, and, in, is, it, of, that, the, to, you.*

Use Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 3, Building Words, pp. 67-72**

Reading Street -- Not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

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).

Use Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 4, Nonsense Words, pp. 73-77**

Reading Street -- Not taught in 3rd grade.

Implementation -- Using letters to create nonsense words to identify if students understand blending sounds to words and say words based on letter/sound knowledge.

Use Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 5, Capitalization, pp. 79-84**

Reading Street -- Capital letters: U3.1, wks 1,3,and 4; U3.2, wk-1; U3.6, wk-2.

Implementation -- Discuss begin sentence with a capital letter and end with a period. Reinforce skills with practice pages.

*\*\*This lesson has specific skills related to grades 1-3.*

## **Gr 1-3, Lesson 6, Letter Group 2, pp. 85-99**

### **Vowel E**

Reading Street -- not reviewed as a specific CVC skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach consonants H/h, J/j, L/l, M/m letter sound and written form, and vowel E/e written form and letter sound (short sound). Use letters b, f, d, g, h, j, l, m, to make Slides with vowels A/a and E/e. Create real and nonsense CVC words, be sure to check students ability of blending sounds together to create words (use additional dictation provided in lesson). Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

### **Consonant H**

Reading Street -- H/h/: not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach consonants H/h, J/j, L/l, M/m letter sound and written form, and vowel E/e written form and letter sound (short sound). Use letters b, f, d, g, h, j, l, m, to make Slides with vowels A/a and E/e. Create



real and nonsense CVC words, be sure to check students ability of blending sounds together to create words (use additional dictation provided in lesson). Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

### **Consonant J**

Reading Street -- *J/j*: not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach consonants H/h, J/j, L/l, M/m letter sound and written form, and vowel E/e written form and letter sound (short sound). Use letters b, f, d, g, h, j, l, m, to make Slides with vowels A/a and E/e. Create real and nonsense CVC words, be sure to check students ability of blending sounds together to create words (use additional dictation provided in lesson). Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

### **Consonant L**

Reading Street -- *L/l*: not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach consonants H/h, J/j, L/l, M/m letter sound and written form, and vowel E/e written form and letter sound (short sound). Use letters b, f, d, g, h, j, l, m, to make Slides with vowels A/a and E/e. Create real and nonsense CVC words, be sure to check students ability of blending sounds together to create words (use additional dictation provided in lesson). Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

### **Consonant M**

Reading Street -- *M/m*: not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach consonants H/h, J/j, L/l, M/m letter sound and written form, and vowel E/e written form and letter sound (short sound). Use letters b, f, d, g, h, j, l, m, to make Slides with vowels A/a and E/e. Create real and nonsense CVC words, be sure to check students ability of blending sounds together to create words (use additional dictation provided in lesson). Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

### **Gr 1-3, Lesson 7, Most Common Words List 2, pp. 101-106**

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, for, he, his, I, on, they, was, with.*

Use Whole Class and Student Transfer Cards.

### **Gr 1-3, Lesson 8, Letter Group 3, pp. 107-121**

#### **Consonant N**

Reading Street -- *N/n*: not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach N/n, P/p, R/r, S/s letter sound and written form. Teach vowel O/o sound and written form. Use Letter Sets 1-3 with vowels A/a, E/e, O/o to make Slides. Create real and nonsense CVC words, be sure to

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check students ability of blending sounds together to create words (use additional dictation provided in lesson). Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

## Vowel *O*

Reading Street -- *O* /o/ (short o): not reviewed as a specific CVC skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach N/n, P/p, R/r, S/s letter sound and written form. Teach vowel *O*/o sound and written form. Use Letter Sets 1-3 with vowels A/a, E/e, O/o to make Slides. Create real and nonsense CVC words, be sure to check students ability of blending sounds together to create words (use additional dictation provided in lesson). Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

## Consonant *P*

Reading Street -- *P* /p/: not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach N/n, P/p, R/r, S/s letter sound and written form. Teach vowel *O*/o sound and written form. Use Letter Sets 1-3 with vowels A/a, E/e, O/o to make Slides. Create real and nonsense CVC words, be sure to check students ability of blending sounds together to create words (use additional dictation provided in lesson). Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

## Consonant *R*

Reading Street -- *R* /r/: not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach N/n, P/p, R/r, S/s letter sound and written form. Teach vowel *O*/o sound and written form. Use Letter Sets 1-3 with vowels A/a, E/e, O/o to make Slides. Create real and nonsense CVC words, be sure to check students ability of blending sounds together to create words (use additional dictation provided in lesson). Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

## Consonant *S*

Reading Street -- *S* /s/: not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach N/n, P/p, R/r, S/s letter sound and written form. Teach vowel *O*/o sound and written form. Use Letter Sets 1-3 with vowels A/a, E/e, O/o to make Slides. Create real and nonsense CVC words, be sure to check students ability of blending sounds together to create words (use additional dictation provided in lesson). Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 9, Most Common Words List 3, pp. 123-129**

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: *at, be, by, from, had, have, one, or, this, word.*

Use Whole Class and Student Transfer Cards.

**Gr 1-3, Lesson 10, Letter Group 4, pp. 131-146**

**Consonant *T***

Reading Street -- *T/t*: not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach letters *T/t, V/v, W/w, Y/y* sound and written form (initial position) and review 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. Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

**Vowel *U***

Reading Street -- *U/u* (short u): not reviewed as a specific CVC skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach letters *T/t, V/v, W/w, Y/y* sound and written form (initial position) and review 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. Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

**Consonant *V***

Reading Street -- *V/v*: not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach letters *T/t, V/v, W/w, Y/y* sound and written form (initial position) and review 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. Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

**Consonant *W***

Reading Street -- *W/w*: not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach letters *T/t, V/v, W/w, Y/y* sound and written form (initial position) and review 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. Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

**Consonant *X***

Reading Street -- *X/x* (final position): not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

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Implementation -- Teach letters T/t, V/v, W/w, Y/y sound and written form (initial position) and review 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.

Introduce X/x (sound /ks/) in final position with CVC words. Create real and nonsense CVC words, be sure to check students ability of blending sounds together to create words (use additional dictation provided in lesson). Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

## **Consonant Y**

Reading Street -- Y/y/: not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach letters T/t, V/v, W/w, Y/y sound and written form (initial position) and review 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. Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 11, Punctuation, pp. 147-149**

Reading Street -- Period: U3.1, wks 1,3,and 4;  
Exclamation: U3.1, wk-4.  
Question mark: U3.6, wk-2.

Implementation -- Teaches three types of punctuation: period, exclamation point, question mark. Reinforce skills with practice pages.

## **Gr 1-3, Lesson 12, Most Common Words List 4, pp. 151-156**

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: *all, but, can, not, said, we, were, what, when, your.*

Use Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 13, Letter Group 5, pp. 157-169**

### **Consonant C**

Reading Street -- C/c/ (initial position): not reviewed as a specific skill in 3rd grade, only sounded in syllables/ words.

Implementation -- Teach C/c letter sound /kuh/ and written form. Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

**Vowel I**

Reading Street -- /i/ (short i): not reviewed as a specific CVC skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach vowel I/i (short sound) with Letter Sets 1-5 as Slides, real and nonsense CVC words. Reinforce skills with practice pages and differentiation activities. Reinforce skills with practice pages and differentiation activities.

Use Vowels Poster, Whole Class and Student Transfer Cards.

**Consonant K**

Reading Street -- /k/ (initial position): not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach K/k letter sound /kuh/ and written form. Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

**Consonant Q**

Reading Street -- /q/: not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

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. Teach Z/z letter sound and written form in initial placement with vowels. Make Slides with vowels a, o, e, u, and i to make real and nonsense words (use additional dictation provided in lesson). Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

**Consonant Z**

Reading Street -- /z/: not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

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. Teach Z/z letter sound and written form in initial placement with vowels. Make Slides with vowels a, o, e, u, and i to make real and nonsense words (use additional dictation provided in lesson). Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Vowel Poster, Whole Class and Student Transfer Cards.

**Gr 1-3, Lesson 14, Spelling with C and K, pp. 171-178**

Reading Street -- Not taught as a specific skill in 3rd grade.

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 dictation at the end of the lesson). Reinforce skills with practice pages and differentiation activities.

Use Whole Class and Student Transfer Cards.

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## **Gr 1-3, Lesson 15, Most Common Words List 5, pp. 179-185**

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: *an, do, each, how, if, she, their, there, use, which*.

Use Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 16, Alphabetical Order, pp. 187-189**

Reading Street -- Alphabetizing: U3.3, wk-2 (using a dictionary with the glossary).

Implementation -- Check mastery of all upper and lowercase letters in the alphabet and review alphabetical order.

# Chapter 2

## **Gr 1-3, Lesson 17, 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: *about, many, other, out, so, them, then, these, up, will*.

Use Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 18, L-Blends, pp. 11-18**

Reading Street -- Blends with L: U3.2, wk-4.

Implementation -- Teach six *L*-Blends, then with vowels as slides, and make real and nonsense words (use additional dictation provided in lesson). Reinforce skills with practice pages and differentiation activities.

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

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 19, R-Blends, pp. 19-26**

Reading Street -- Blends with R: U3.2, wk-4.

Implementation -- Teach seven *R*-Blends, then with vowels as slides, and make real and nonsense words (use additional dictation provided in lesson). Reinforce skills with practice pages and differentiation activities.

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

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 20, S-Blends, pp. 27-37**

Reading Street -- Blends with S: U3.2, wk-4.

(3-letter S-Blends): U3.2, wk-4. (*spl, spr, str, squ*).

Implementation -- Teach eight *S*-Blends, then with vowels as slides, and make real and nonsense words (use additional dictation provided in lesson). Reinforce skills with practice pages and differentiation activities.

Teach five three-letter *S*-Blends, then with vowels as slides (remember *squ*, the *u* is not a working vowel). Reinforce skills with practice pages and differentiation activities.

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

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

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## **Gr 1-3, Lesson 21, Commas, pp. 39-44**

Reading Street -- Compound/complex sentence: U3.1, wk-5; U3.6, wks 3-4.  
Addresses and dates: U3.6, wk-4.  
Items in a series: U3.6, wk-4.  
Letter format/parts: U3.6, wk-4.  
Quotations: U3.6, wk-5.

Implementation -- Teach the proper use of commas in sentences, in a series, dates, letters, addresses, and with quotation marks. Reinforce skills with practice pages.

*\*\*This lesson has specific skills related to grades 1-3.*

## **Gr 1-3, Lesson 22, Extra Blends: *DW* and *TW*, pp. 45-50**

Reading Street -- Not reviewed as a specific skill in 3rd grade, only sounded in syllables/words.

Implementation -- Teach *tw* and *dw* as extra blends. Reinforce skills with practice pages and differentiation activities.

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

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 23, Double *S*, *F*, and *Z* Words, pp. 51-58**

Reading Street -- *ff* special spelling: not taught as a specific skill in 3rd grade.  
*zz* special spelling: not taught as a specific skill in 3rd grade.  
*ss* special spelling: not taught as a specific skill in 3rd grade.  
Plurals: U3.2, wk-2.  
Plurals-Inflection with *-es*: U3.2, wk-2.

Implementation -- Teach spelling rule for single-syllable words ending in */s/*, */f/*, */z/*. Use words from the lesson and additional words in dictation. Reinforce skills with practice pages and differentiation activities.

Plurals: Explain the term “plural” and teach the spelling rule for plurals of adding *-s* or *-es* to the end of words. Reinforce skills with practice pages.

Use Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 24, Most Common Words List 7, pp. 59-65**

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: *has, her, him, into, like, look, make, some, time, would*.

Use Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 25, Special Vowel Combinations, pp. 67-76**

Reading Street -- LL special spelling:  
-all: -all: U3.5, wk-3.  
Final -NG, -NK: not taught as a specific skill in 3rd grade.



Implementation -- Teach Special Vowel Combination words ending in *-ll, -ng, -nk*. Some of the vowels change in sound when followed by *-ll, -ng, -nk*. Teach special marking for decoding. Use words from the lesson and additional words in dictation. Reinforce skills with practice pages and differentiation activities.

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

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

**Gr 1-3, Lesson 26, Compound Words, pp. 77-78**

Reading Street -- U3.2, wk-3.

Implementation -- Teach: compound words are smaller words joined together to make a bigger word and gives new meaning to the word. Reinforce skills with practice pages.

**Gr 1-3, Lesson 27, Voiced and Voiceless and the TH Digraphs, pp. 79-87**

Reading Street -- /th/ voiceless spelled th: U3.2, wk-5.

/th/ voiced spelled th: U3.2, wk-5.

Implementation -- Teach terms *voiced* and *voiceless* sound pronunciation regarding English language.

Digraph *TH*: teach digraphs are two consonants together producing one consonant sound; teach voiced and voiceless sound for *th*. Teach special marking for decoding. Use words from the lesson and additional words in dictation. Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

**Gr 1-3, Lesson 28, Digraphs CH, SH, WH, PH, pp. 89-102**

Reading Street -- /ch/ spelled ch initial position: U3.2, wk-5.

/ch/ spelled tch final position: U3.2, wk-5.

/sh/ spelled sh initial and final position: U3.2, wk-5.

/hw/ spelled wh: U3.2, wk-5.

/f/ spelled ph: U3.2, wk-5.

*Reading Horizons Discovery*<sup>®</sup> -- **Digraphs CH, SH, WH, PH, Gr 1-3, Chpt 2, Lsn 28, pgs 89-102.**

Implementation -- Introduce and teach the 1st five digraphs included in the 42 sounds (reviewing voiced and voiceless /th/). Teach spelling skill for *ch* and *-tch*. (Note that *ch* changes when used in words of foreign origin.) Teach special marking for decoding. Use words from the lesson and additional words in dictation. Reinforce skills with practice pages and differentiation activities.

Use 42 Sounds Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

**Gr 1-3, Lesson 29, Most Common Words List 8, pp. 103-109**

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.

# Correlation

Implementation -- Teaches words: *could, go, more, no, number, people, see, two, way, write.*

Use Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 30, Contractions, pp. 111-116**

Reading Street -- Contractions: U3.3, wk-1; U3.4, wk-4.

Contractions are taught and reviewed in each of the Teacher Editions depending on a specific phonic skill.

Implementation -- Teach contractions. The students will learn and understand that when two words are combined some letters are omitted, and replaced by an apostrophe ('). Reinforce skills with practice pages

*\*\*This lesson has specific skills related to grades 1-3.*

# Chapter 3

## **Gr 1-3, Lesson 31, Short Vowels and Long Vowels, pp. 5-13**

Reading Street -- Not taught or identified with diacritical markings.

Implementation -- Teach all vowels have more than one sound. Vowels are marked with diacritical markings to show the sound of the vowel in a word. Teach diacritical markings for short and long vowels (short/breve  $\acute{\text{~}}$  and long/macron  $\bar{\text{~}}$ ).

Reinforce skills with practice pages and differentiation activities.

Use Vowels Poster, Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 32, Phonetic Skill 1, pp. 13-19**

Reading Street -- Spelling with Short Vowels CVC-Teaching the principle, the vowel says short /a/, /i/, /o/, /e/, or /u/, when followed by a consonant-vowel-consonant pattern.

/ă/: not taught as a specific skill in 3rd grade. Only discussed as the vowel/syllable sound in a multi-syllabic word.

/ĩ/: not taught as a specific skill in 3rd grade. Only discussed as the vowel/syllable sound in a multi-syllabic word.

/õ/: not taught as a specific skill in 3rd grade. Only discussed as the vowel/syllable sound in a multi-syllabic word.

/ẽ/: not taught as a specific skill in 3rd grade. Only discussed as the vowel/syllable sound in a multi-syllabic word.

/ũ/: not taught as a specific skill in 3rd grade. Only discussed as the vowel/syllable sound in a multi-syllabic word.

Implementation -- Teach the phonetic spelling and decoding skill where the vowel sound is short because it is followed by a consonant (CVC, CCVC, and VC) in a single-syllable word. Specific markings are introduced to aid students in decoding the vowel sound in a word. Use marking system to ‘prove’ words. Reinforce skills with practice pages and differentiation activities.

Use Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 33, Phonetic Skill 2, pp. 21-29**

Reading Street -- Spelling with Short Vowels (CCVCC, CVCC).

/ă/: not taught as a specific skill in 3rd grade. Only discussed as the vowel/syllable sound in a multi-syllabic word.

/ĩ/: not taught as a specific skill in 3rd grade. Only discussed as the vowel/syllable sound in a multi-syllabic word.

/õ/: not taught as a specific skill in 3rd grade. Only discussed as the vowel/syllable sound in a multi-syllabic word.

/ẽ/: not taught as a specific skill in 3rd grade. Only discussed as the vowel/syllable sound in a multi-syllabic word.

/ũ/: not taught as a specific skill in 3rd grade. Only discussed as the vowel/syllable sound in a multi-syllabic word.

# Correlation

Implementation -- Teach phonetic spelling and decoding skill where the vowel sound is short because it is followed by two consonants (CVCC, CCVCC and VCC) in a word. Specific markings are introduced to aid students in decoding the vowel sound in a word. Use marking system to ‘prove’ words. Reinforce skills with practice pages and differentiation activities.

Use Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 34, Nouns, pp. 31-42**

Reading Street -- Nouns: U3.2, wk-1.

Possessive nouns: U3.2, wks 4-5.

Plurals with -s: U3.2, wk-2.

Plurals with -es: U3.2, wk-2.

Irregular Plural Nouns: U3.2, wk-3.

Implementation -- Teach and identify common nouns, singular and plural possessives in sentences.

Teach pronouns, possessives pronouns, and indefinite pronouns.

Teach collective nouns, irregular plural nouns, and reflexive pronouns.

Identify concrete and abstract nouns in sentences.

Use practice pages correlating with the lesson.

*\*\*This lesson has specific skills related to grades 1-3.*

## **Gr 1-3, Lesson 35, Spelling with -CK, pp. 43-48**

Reading Street -- U3.3, wk-3.

Implementation -- Teach single-syllable words ending with the /k/ sound preceded by a short vowel sound, the spelling of the /k/ is the digraph -ck. When -ck follows a short vowel is in one digraph sound /k/. Specific markings are introduced to aid students in decoding the vowel sound in a word. Use marking system to ‘prove’ words. Reinforce skills with practice pages and differentiation activities.

Use Five Phonetic Skills Poster, 42 Sounds Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 36, Most Common Words List 9, pp. 49-56**

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: *been, call, find, first, my, now, oil, than, water, who.*

Use Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 37, Adding Suffixes to Phonetic Skills 1 and 2, pp. 57-68**

Reading Street -- Base words with -ing: U3.1, wk-3.

Adding Inflected Endings -ed: U3.1, wk-3.

Base words ending with -er, -est: U3.1, wk-3; U3.4, wk-4.

Implementation -- Teach that a suffix is one or more letters added to the end of a word that changes the meaning of the word. Teach the spelling skill for adding suffixes to words ending in one or two consonants and Special Vowel Combination words. When marking a word with a suffix, ‘prove’ the base word first, then write the word again adding the suffix, do not mark the word just underline the suffix. Reinforce skills with practice pages and differentiation activities.

Use Five Phonetic Skills Poster, 42 Sounds Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

**Gr 1-3, Lesson 38, The Three Sounds of -ED, pp. 69-75**

Reading Street -- Not taught as a specific skill in 3rd grade.

Implementation -- Introduce and teach the three sounds for the suffix *-ed* (/ed/, /d/, /t/). Reinforce skills with practice pages and differentiation activities.

Use Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

**Gr 1-3, Lesson 39, Verbs, pp. 77-87**

Reading Street -- Verbs: U3.3, wks 1-5.

Verb agreement: U3.3, wk-3.

Implementation -- Teach verbs are words that ‘show’ action.

Teach helping verbs in sentences.

Teach subject – verb agreement.

Teach future, present, and past tense use of verbs in sentences.

Teach irregular past tense verbs.

Use practice pages correlating with the lesson.

*\*\*This lesson has specific skills related to grades 1-3.*

**Gr 1-3, Lesson 40, Vowel Families O and I, pp. 89-95**

Reading Street -- Vowel Families: -ind, -ild: not taught as a specific skill in 3rd grade.

Implementation -- Teach when two consonants follow the vowels *o* or *i*, sometimes the vowel sound will be long – Vowel Families.

- Teach long vowel *o* families in single syllable words (-old, -olt, -oll, -ost).
- Teach long vowel *i* families in single syllable words (-ind, -ild).

Discuss vowel families *o* and *i* that **do** follow Phonetic Skill 2. Specific markings are introduced to aid students in decoding the vowel sound in a word. Use marking system to ‘prove’ words. Reinforce skills with practice pages and differentiation activities.

Use Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

# Correlation

## **Gr 1-3, Lesson 41, Most Common Words List 10, pp. 97-103**

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: *come, day, did, down, friend, get, long, made, over, part.*

Use Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 42, Phonetic Skill 3, pp. 105-109**

Reading Street -- Taught as CV:

- Long 'e': not taught as a specific skill in 3rd grade.
- Long 'o': not taught as a specific skill in 3rd grade.
- Long 'u': not taught as a specific skill in 3rd grade.
- Long 'i': not taught as a specific skill in 3rd grade.
- Adding -ing: not taught as a specific skill in 3rd grade.

Implementation -- Teach using diacritical marking - when the vowel stands alone in a word (VC), the vowel sound is long. \*Exception words: *to, do*. Specific markings are introduced to aid students in decoding the vowel sound in a word. Use marking system to 'prove' words. Reinforce skills with practice pages and differentiation activities.

Use Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 43, Phonetic Skill 4, pp. 111-117**

Reading Street -- Taught as CVCe or consonant-vowel-consonant-e:

- Long ā, CVCe: U3.1, wk-1.
- Long ē, CVCe: Not taught in 3rd grade.
- Long ō, CVCe: U3.1, wk-1.
- Long ū, CVCe: U3.1, wk-1.
- Long ī, CVCe: U3.1, wk-1.

Implementation -- Teach students to prove and read single-syllable words ending with *e*; the *e* is silent making the first vowel long (CVCe, VCe). Demonstrate skill by going from CVC to CVCe word (*cap – cape, fin – fine*). Specific markings are introduced to aid students in decoding the vowel sound in a word. Use marking system to 'prove' words. Reinforce skills with practice pages and differentiation activities.

Use Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

**Gr 1-3, Lesson 44, Adjectives, pp. 119-123**

Reading Street -- U3.5, wks 1-2.

Implementation -- Teach an adjective is a word that describes a noun.

- Teach adjectives and linking verbs.
- Teach comparative and superlative adjectives.
- Teach irregular forms of adjectives.

Use practice pages correlating with the lesson.

*\*\*This lesson has specific skills related to grades 1-3.*

**Gr 1-3, Lesson 45, Spelling with -KE, pp. 125-130**

Reading Street -- Not taught as a formal spelling skill. Only taught as ending sound with a word family.

Long ā, CVCe: U3.1, wk-1.

Long ō, CVCe: U3.1, wk-1.

Long ū, CVCe: U3.1, wk-1.

Long ī, CVCe: U3.1, wk-1.

Implementation -- Teach the spelling skill: single-syllable words ending in *-ke* are long vowel, silent *e* words (e.g., *hike, bake*). Specific markings are introduced to aid students in decoding the vowel sound in a word. Use marking system to ‘prove’ words. Reinforce skills with practice pages and differentiation activities.

Use Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

**Gr 1-3, Lesson 46, Most Common Words List 11, pp. 131-137**

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: *know, little, live, new, only, place, sound, take, work, year*.

Use Whole Class and Student Transfer Cards.

**Gr 1-3, Lesson 47, Another Sound for C and G, pp. 139-148**

Reading Street -- Soft C /s/ and G /j/: U3.3, wk-3.

-ange: not taught in program.

-aste: not taught in program.

Implementation -- Teach when *c* is followed by an *e* or *i* the sound is /s/ (Rainbow *S*: *ce, ci*). Teach when *g* is followed by an *e* or *i* the sound is /j/ (Rainbow *J*: *ge, gi*). Teach words ending in *-ge* spelling, the vowel sound will be long; words ending in *-dge* spelling, the vowel sound will be short.

Teach words ending in *-nge* spelling, the vowel sound will be short, however, *-ange* is exception to silent *e* rule where the vowel *a* will remain the same as /ang/ in a word.

# Correlation

Specific markings are introduced to aid students in decoding the vowel sound in a word. Use marking system to ‘prove’ words. Reinforce skills with practice pages and differentiation activities.

Use Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 48, Adding Suffixes to Phonetic Skills 3 and 4, pp. 149-157**

Reading Street -- Base words ending with: -ed, -ing: U3.1, wk-3.

Implementation -- Teach students spelling skills for adding suffixes *-ing, -er, -ed, -est* to Phonetic Skill 3 words (e.g., *be/being, go/going*) and Phonetic Skill 4, Silent *E* words (e.g., *vote/voting, voted*), and Rainbows *S (ce/ci)* and Rainbow *J (ge/gi)*. When marking a word with a suffix, ‘prove’ the base word first, then write the word again adding the suffix, do not mark the word just underline the suffix. Reinforce skills with practice pages and differentiation activities.

Use Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 49, Adverbs, pp. 159-162**

Reading Street -- U3.5, wks 3-4.

Implementation -- Teach an adverb describes a verb.

- Adverbs can also describe where, when, or how often.
- Teach comparative and superlative adverbs.
- Teach irregular adverbs.

Use practice pages correlating with the lesson.

*\*\*This lesson has specific skills related to grades 1-3.*

## **Gr 1-3, Lesson 50, Phonetic Skill 5, Adjacent Vowels, pp. 163-173**

Reading Street -- Taught as Long Vowels or Vowel Digraphs:

Long ‘e’ spelled ee/ea: U3.1, wk-4.

Long ‘a’ spelled ay: U3.1, wk-4.

Long ‘a’ spelled ai: U3.1, wk-4.

Long ‘o’ spelled oa: U3.1, wk-4 (taught with *ōw*).

/oo/ as in blue/glue spelled ue: U3.6, wk-1 (taught with *ui, ew*).

/oo/ as in suit/bruise spelled ui: U3.6, wk-1 (taught with *ue, ew*).

Long ‘i’ spelled ie and igh: U3.1, wk-4.

Implementation -- Teach students Phonetic Skill 5, Adjacent Vowels, using diacritical markings. When two vowels are adjacent (together) in a word, the second vowel is silent making the first vowel long (CVVC).

Teach the patterns to memorizing the nine Adjacent Vowels within words Use marking system to ‘prove’ words.

Specific markings are introduced to aid students in decoding the vowel sound in a word. Use marking system to ‘prove’ words. Reinforce skills with practice pages and differentiation activities.



Use Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

**Gr 1-3, Lesson 51, Most Common Words List 12, pp. 175-181**

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: *after, back, give, good, just, man, me, most, name, our, say, sentence, thing, think, very.*

Use Whole Class and Student Transfer Cards.

**Gr 1-3, Lesson 52, Spelling with -K, pp. 183-189**

Reading Street -- U3.3, wk-3.

Implementation -- Teach words ending in the /k/ sound that are preceded by an adjacent vowel will end in the -k spelling. Specific markings are introduced to aid students in decoding the vowel sound in a word. Use marking system to 'prove' words. Reinforce skills with practice pages and differentiation activities.

Use Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

**Gr 1-3, Lesson 53, Digraph Blends, pp. 191-198**

Reading Street -- Three-Letter Blends: U3.2, wk-4 (thr); U3.3, wk-3 (chl).

Implementation -- Introduce and teach the spelling skills and unique sounds for Digraph Blends (*chr, chl, sch, shr, thr, phl, phr*). Specific markings are introduced to aid students in decoding the vowel sound in a word. Use marking system to 'prove' words. Reinforce skills with practice pages and differentiation activities.

Blends Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

**Gr 1-3, Lesson 54, Sentence Structure, pp. 199-206**

Reading Street -- What Is a Sentence?: U3.1, wks1-5.

Subject: U3.1, wk-2.

Predicate: U3.1, wk-2.

Compound Sentences: U3.1, wk-5.

Complex Sentences: U3.6, wk-3.

Implementation -- Teach a complete sentence has two parts: a naming part (subject) and telling part (predicate).

- Teach simple and compound sentences.
- Teach complex sentences
- Teach sentence endings (punctuation): declarative sentence, interrogative sentence, exclamatory sentence, and imperative sentence.

Use practice pages correlating with the lesson.

*\*\*This lesson has specific skills related to grades 1-3.*

# Correlation

## **Gr 1-3, Lesson 55, Adding Suffixes to Phonetic Skill 5, pp. 207-216**

Reading Street -- Base words ending with -ed, -ing: U3.1, wk-3.

Implementation -- Teach the spelling skill of adding the suffix *-ing* to words with Adjacent Vowels. When marking a word with a suffix, 'prove' the base word first, then write the word again adding the suffix, do not mark the word just underline the suffix. Reinforce skills with practice pages and differentiation activities.

Use Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 56, Most Common Words List 13, pp. 217-223**

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: *any, before, boy, great, help, line, mean, much, old, right, same, tell, through, too, where*.

Use Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 57, Sounds of -GH, -IGH, -IGHT, pp. 225-232**

Reading Street -- /g/ spelled gh: not taught in 3rd grade.  
igh: U3.1, wk-4.  
/f/ spelled gh: not reviewed in 3rd grade.

Implementation -- Teach three jobs for *-GH*:

- *GH* at the beginning of a word the sound is /g/ as in *ghost*.
- *GH* at the end of a word sometimes has the sound /f/ as in *cough, rough*; sometimes *gh* is silent as in *though*.
- *-IGH, -GHT*: When the vowel *i* comes before *gh*, the vowel *i* is long and *gh* is silent, as in *sigh* or *sight*.

Specific markings are introduced to aid students in decoding this particular sound. Use these markings to 'prove' the words. Reinforce skills with practice pages and differentiation activities.

Use Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 58, Most Common Words List 14, pp. 233-239**

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: *also, another, around, came, does, end, following, form, put, set, show, small, three, want, well*.

Use Whole Class and Student Transfer Cards.

# Chapter 4

## **Gr 1-3, Lesson 59, Many Jobs of Y, pp. 5-15**

Reading Street -- Y Can Be Short Vowel ‘i’: not taught as a skill in 3rd grade.

Y says long ‘i’ as in fly/by: not reviewed as a skill in 3rd grade.

Y with Silent E: not taught as a skill in 3rd grade.

Long ‘a’ spelled ay: U3.1, wk-4.

Long ‘e’ spelled -ey: : not taught as a skill in 3rd grade.

Implementation -- Teach y at the beginning of a word is a consonant.

Teach when y is anywhere else in a word, it is a vowel. In single-syllable words, when y is the working vowel it will ‘take’ the vowel *i* (short and long *i*) follow Phonetic Skills 1-4.

When y acts as an adjacent vowel (e.g., -ay/gray, -ey/key) it is silent. \*\* *Exceptions: they, grey, whey, and prey.*

When y is next to a *c* or *g*, it becomes the Rainbow *S* and Rainbow *J* (e.g., *cyst, gym*).

Specific markings are introduced to aid students in decoding the vowel sound in a word. Use marking system to ‘prove’ words. Reinforce skills with practice pages and differentiation activities.

Use Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 60, Most Common Words List 15, pp. 17-23**

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: *ask, because, big, even, here, land, large, men, must, need, read, such, turn, went, why.*

Use Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 61, Decoding Skill 1, pp. 25-34**

Reading Street -- Decoding Skill 1(V/CV Pattern): U3.2, wk-1. Teaching to syllabicate/decode words with a marking system is not taught as specific decoding skill. It is introduced as a phonemic awareness skill, listening smaller word parts within the entire word. If a word has one consonant between the two vowels, the consonant usually goes with the second vowel.

Implementation -- Teach the first skill for dividing words into syllables. If one consonant follows the vowel, the consonant goes on to the next vowel. Remember to have students decode vowel sound, using five Phonetic Skills, one syllable at a time and “box” each syllable. Use marking system to ‘prove’ syllables/words. Reinforce skills with practice pages and differentiation activities.

Use Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

# Correlation

## **Gr 1-3, Lesson 62, The Schwa, pp. 35-41**

Reading Street -- U3.6, wk-2.

Implementation -- Teach the importance of the schwa sound. The schwa says /u/ and is represented in the dictionary as an upside-down *e* (ə). The vowel *a* at the beginning or ending of a multi-syllabic word usually has the schwa sound (e.g., *ago*, *sofa*). The schwa can take any vowel sound.

## **Gr 1-3, Lesson 63, Determiners, pp. 43-46**

Reading Street -- U3.5, wks 1-2.

Implementation -- Teach a determiner comes before a noun.

Teach two kinds of determiners: demonstrative (*this*, *that*, *these*, *those*); articles (*the*, *a*, *an*).

Use practice pages correlating with the lesson.

*\*\*This lesson has specific skills related to grades 1-3.*

## **Gr 1-3, Lesson 64, Last Job of Y, pp. 47-54**

Reading Street -- The Last Rule for Y, Y says long ‘e’: not reviewed as a skill in 3rd grade.

Implementation -- Teach last rule for y (long *e* vowel sound): when there is more than one working vowel in a word and y is at the end of the word, y will say the long *e* sound.

Teach exception: when the word is a verb and ends with *-ny*, *-fy*, *-ly*, the y is long *i* vowel sound.

Specific markings are introduced to aid students in decoding the vowel sound in a word. Use marking system to ‘prove’ syllables/words. Reinforce skills with practice pages and differentiation activities.

Use Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 65, Most Common Words List 16, pp. 55-60**

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: *again*, *air*, *away*, *change*, *different*, *hand*, *home*, *kind*, *move*, *off*, *picture*, *play*, *spell*, *try*.

Use Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 66, Decoding Skill 2, pp. 61-71**

Reading Street -- Using Decoding Skill 2 (VC/CV Pattern): U3.1, wk-1. Teaching to syllabicate/decode words with a marking system is not taught as specific decoding skill. It is introduced as a phonemic awareness skill, listening smaller word parts within the entire word. If there are two consonants together, break between the two consonants for syllables.

Implementation -- Teach the second skill for dividing words into syllables. If two consonants follow the vowel, the consonants split and one stays with the 1st vowel and the consonant goes on to the next vowel. Remember to have students decode vowel sound one syllable at a time, and “box” each syllable. Use marking system to ‘prove’ syllables/words. Reinforce skills with practice pages and differentiation activities.

Use Blends Poster, 42 Sounds Poster, Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

**Gr 1-3, Lesson 67, Conjunctions, pp. 73-76**

Reading Street -- U3.1, wk-5, U3.5, wk-5; U3.6, wk-3.

Implementation -- Teach conjunctions are used to bring words and sentences together.

- Teach coordinating conjunctions (*for, and, not, but, or, yet, so*).
- Teach correlative conjunctions (*neither/nor, either/or, both/and, not only/but also*).
- Teach subordinating conjunctions (*because, since, when, while, after*) with dependant and independent clauses.

Use practice pages correlating with the lesson.

*\*\*This lesson has specific skills related to grades 1-3.*

**Gr 1-3, Lesson 68, Double Consonants, pp. 77-84**

Reading Street -- Not taught to be recognized as a regular spelling skill, only taught as a syllabication skill. (VC/CV) Pattern: U3.1, wk-1. Teaching to syllabicate/decode words with a marking system is not taught as specific decoding skill. It is introduced as a phonemic awareness skill, listening smaller word parts within the entire word. If there are two consonants together, break between the two consonants for syllables.

Implementation -- Teach when double consonants occur in a multi-syllabic word, the first of the double consonants is usually not pronounced.

Teach Double Cs: when the vowels *a, o, or u* follows double *c*, only one sound for *c* is heard /k/ (e.g., *accord, account*); when vowels *i* or *e* follow double *c*, two sounds for *c* are heard /k/ and /s/ (e.g., *accent, access*).

Specific markings are introduced to aid students in decoding the vowel sound in a word. Use marking system to ‘prove’ syllables/words. Reinforce skills with practice pages and differentiation activities.

Use Blends Poster, 42 Sounds Poster, Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

**Gr 1-3, Lesson 69, -LE at the End of a Word, pp. 85-93**

Reading Street -- /l/ taught as Consonant and -le: U3.2, wk-2.

Implementation -- Teach words ending in *-le* have an understood vowel sound, thus making it a syllable. Students will learn how to decode and pronounce words ending with *-le* spelling.

Specific markings are introduced to aid students in decoding the vowel sound in a word. Use marking system to ‘prove’ syllables/words. Reinforce skills with practice pages and differentiation activities.

# Correlation

Use Blends Poster, 42 Sounds Poster, Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 70, Most Common Words List 17, pp. 95-100**

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: *America, animal, answer, found, high, house, learn, letter, mother, page, point, should, still, study, world.*

Use Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 71, Adding Suffixes to Words Ending in Y, pp. 101-109**

Reading Street -- Add endings -ed, -es, -ing (y to i):  
-ied added to base words: U3.1, wk-3.  
-ier added to base words: U3.1, wk-3.  
-ies added to base words: U3.1, wk-3.

Implementation -- Teach students to properly add suffixes and plurals to words ending in *y*. When a word ends in an adjacent vowel with *y*, just add *s* (e.g., *days, keys*). When *y* follows a consonant, *y* changes to *i* then add *-es*, *-er*, *-ed*, or *-est* (e.g., *tidy/tidies, tidier, tidied, tidiest*). When adding the suffix *-ing*, the final *y* must remain (e.g., *satisfy/satisfying*). When marking a word with a suffix, 'prove' the base word first, then write the word again adding the suffix, do not mark the word just underline the suffix. Reinforce skills with practice pages and differentiation activities.

Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 72, Antonyms, Synonyms, and More, pp. 111-116**

Reading Street -- Synonyms: U3.5, wk-1.  
Antonyms: U3.5, wk-2.  
Homonyms (multiple-meaning words): U3.5, wk-2.  
Homophones: U3.5, wk-2.  
Heteronyms: not taught as a skill in 3rd grade.  
Palindromes: not taught as a skill in 3rd grade.

Implementation -- Teach the meanings of the terms: Synonyms, Homonyms, Homophones, Heteronyms, and Palindromes. Teach how they are used in sentences for grammar purposes.

Use practice pages correlating with the lesson.

*\*\*This lesson has specific skills related to grades 1-3.*

**Gr 1-3, Lesson 73, Decoding Two-Syllable Words, pp. 117-125**

Reading Street -- (VC/CV) Pattern: U3.1, wk-1. Teaching to syllabicate/decode words with a marking system is not taught as specific decoding skill. It is introduced as a phonemic awareness skill, listening smaller word parts within the entire word. If there are two consonants together, break between the two consonants for syllables. A word has as many syllables as it has vowel sounds.

Implementation -- Practice decoding two-syllable words with Decoding Skills 1 and 2 using the markings learned in the five Phonetic Skills, words ending in *-le*, and the schwa to decode each syllable.

Reinforce skills with practice pages and differentiation activities.

Use Blends Poster, 42 Sounds Poster, Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

**Gr 1-3, Lesson 74, Spelling with -C, pp. 127-132**

Reading Street -- U3.3, wk-3.

Implementation -- Teach the /k/ sound at the end of a word with more than one syllable is spelled with a *c*. Use marking system to 'prove' syllables/words. Reinforce skills with practice pages and differentiation activities.

Use Blends Poster, 42 Sounds Poster, Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

**Gr 1-3, Lesson 75, Most Common Words List 18, pp. 133-138**

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: *add, below, between, city, country, earth, every, eye, father, food, keep, last, light, near, never, own, plant, school, start, tree.*

Use Whole Class and Student Transfer Cards.





# Chapter 5

## **Gr 1-3, Lesson 76, Murmur Diphthong AR, pp. 5-15**

Reading Street -- /ar/ spelled ar: U3.4, wk-2.

Adding endings to /ar/ words: U3.4, wk-2.

Implementation -- Teach *ar* /ar/ Murmur Diphthong. Students will recognize and read words containing the *ar* Murmur Diphthong (*r*-controlled vowel). Students will learn spelling rule for adding suffixes *-ing*, *-ed*, *-er*, *-est*, to words ending in *ar*. When marking a word with a suffix, ‘prove’ the base word first, then write the word again adding the suffix, do not mark the word just underline the suffix.

Use marking system to ‘prove’ syllables/words. Reinforce skills with practice pages and differentiation activities.

Use Blends Poster, 42 Sounds Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 77, Murmur Diphthong OR, pp. 17-25**

Reading Street -- /or/ spelled or and ore: U3.4, wk-2.

Adding endings to /or/ words: U3.4, wk-2.

Implementation -- Teach *or* /or/ Murmur Diphthong. Students will recognize and read words containing the *or* Murmur Diphthong (*R*-controlled vowel). Students will learn spelling rule for adding suffixes *-ing*, *-ed*, *-er*, *-est*, to words ending in *or*. When marking a word with a suffix, ‘prove’ the base word first, then write the word again adding the suffix, do not mark the word just underline the suffix.

Use marking system to ‘prove’ syllables/words. Reinforce skills with practice pages and differentiation activities.

Use Blends Poster, 42 Sounds Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 78, Murmur Diphthongs ER, UR, and IR, pp. 27-24**

Reading Street -- /er/ spelled er, ir, and ur: U3.4, wk-2.

Adding endings to /er/ words: U3.4, wk-2.

Implementation -- Teach Murmur Diphthongs /er/ sound, spelled *er*, *ur*, *ir*. Students will recognize and read words containing the *er*, *ur*, *ir* Murmur Diphthongs (*r*-controlled vowels). Students will learn spelling rule for adding suffixes *-ing*, *-ed*, *-er*, *-est*, to words ending in *er*, *ur*, *ir*. When marking a word with a suffix, ‘prove’ the base word first, then write the word again adding the suffix, do not mark the word just underline the suffix.

Use marking system to ‘prove’ syllables/words. Reinforce skills with practice pages and differentiation activities.

Use Blends Poster, 42 Sounds Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

# Correlation

## Gr 1-3, Lesson 79, Root Words, Prefixes, and Suffixes, pp. 37-40

Reading Street -- Prefixes:

pre-: U3.4, wk-3.  
mid-: U3.4, wk-3.  
over-: U3.4, wk-3.  
out-: U3.4, wk-3.

Suffixes:

-ful: U3.3, wk-4.  
-ly: U3.3, wk-4.  
-ness: U3.3, wk-4.  
-less: U3.3, wk-4.  
-er: U3.4, wk-5.  
-or: U3.4, wk-5.  
-ess: U3.4, wk-5.  
-ist: U3.4, wk-5.  
-y: U3.5, wk-5.  
-ish: U3.5, wk-5.  
-hood: U3.5, wk-5.  
-ment: U3.5, wk-5.

Implementation -- Teach the *root word* is the basic part of the word. A *prefix* is one or more letters added to the beginning of a root word that changes the meaning of a word. A *suffix* is one or more letters added to the end of a root word adding more information to the root word.

*\*\*This lesson has specific skills related to grades 1-3.*

## Gr 1-3, Lesson 80, Exceptions to Murmur Diphthongs, pp. 41-52

Reading Street -- Exceptions to Murmur Diphthongs: U3.4, wk-2.

Crazy W: word, worm: U3.4, wk-2.

Implementation -- Students will learn when a Murmur Diphthong is followed by a silent *e*, the first vowel will be long (silent *e* rules!). Students will learn when a Murmur Diphthong and adjacent vowel are together, the adjacent vowel sound rules.

Students will learn with a consonant comes between the Murmur Diphthong and final *e*, the Murmur Diphthong sound rules.

Students will learn sound and spelling for words with: /wah/ *wa*; /wor/ *war*; /wer/ *wor*. When marking a word with a suffix, 'prove' the base word first, then write the word again adding the suffix, do not mark the word just underline the suffix.

Use marking system to 'prove' syllables/words. Reinforce skills with practice pages and differentiation activities.

Use Blends Poster, 42 Sounds Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

**Gr 1-3, Lesson 81, Most Common Words List 19, pp. 53-59**

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: *along, beginning, close, don't, example, few, hard, head, left, life, might, next, open, saw, seem, something, story, thought, under, while.*

Use Whole Class and Student Transfer Cards.

**Gr 1-3, Lesson 82, Decoding Multi-Syllabic Words, pp. 61-68**

Reading Street -- U3.1, wk-1; U3.2, wk-1.

Implementation -- Using both Decoding Skills 1 and 2, the students will decode any length word. Use marking system to 'prove' syllables/words. Reinforce skills with practice pages and differentiation activities.

Use Blends Poster, 42 Sounds Poster, Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

**Gr 1-3, Lesson 83, More Digraphs, pp. 69-79**

Reading Street -- /k/ spelled ck: U3.3, wk-3.

Silent Letters (not taught as digraphs):

/n/ spelled kn: U3.3, wk-5.

/r/ spelled wr: U3.3, wk-5.

/n/ spelled gn: U3.3, wk-5.

/f/ spelled ph: U3.2, wk-5.

Implementation -- Introduce and teach the remaining digraphs *gn, kn, wr*, and review digraphs *ph* and *ck*. Students will learn to recognize the digraphs as new spellings for previously learned sounds (*ph=f, gn=n, kn=n, wr=r, ck=k*). Teach *gn* at the end of words (*-ign*).

Use marking system to 'prove' syllables/words. Use word bank at the end of the lesson for dictation practice. Reinforce skills with practice pages and differentiation activities.

Use Blends Poster, 42 Sounds Poster, Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

**Gr 1-3, Lesson 84, Digraphs with Plural Endings and Multi-Syllabic Words with Digraphs, pp. 81-89**

Reading Street -- Plurals with -s: U3.2, wk-5 (not specific to just words ending in digraphs).

Plurals with -es: U3.2, wk-5 (not specific to just words ending in digraphs).

Implementation -- Review term, plural. Teach spelling skill of how to add plurals (-s, -es) to words ending in digraphs. Underline the plural spelling (-s, -es).

Use marking system to 'prove' syllables/words. Use word bank at the end of the lesson for dictation practice. Reinforce skills with practice pages and differentiation activities.

Use Blends Poster, 42 Sounds Poster, Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

# Correlation

## **Gr 1-3, Lesson 85, Most Common Words List 20, pp. 91-96**

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: *always, both, car, children, feet, got, group, important, mile, night, often, paper, run, sea, side, those, together, until, walk, white.*

Use Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 86, Special Vowel Sounds AU/AW, pp. 97-107**

Reading Street -- /aw/ spelled au: U3.5, wk-3.

/aw/ spelled aw: U3.5, wk-3.

Implementation -- Teach *au/aw* – Introduce and teach the special sound of *au/aw*. Teach the spelling skill of: *au* not at the end of a word. Introduce the special marking system for Special Vowel Sounds to aid in decoding of words. Use marking system to ‘prove’ syllables/words. Use word bank at the end of the lesson for dictation practice. Reinforce skills with practice pages and differentiation activities.

Use Blends Poster, 42 Sounds Poster, Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*® Little Book.

## **Gr 1-3, Lesson 87, Special Vowel Sounds OU/OW, pp. 109-120**

Reading Street -- Long vowel sound ‘ō’ spelled ow: U3.1, wk-4 (taught with ‘oa’).

Diphthong /ou/ as in house, spelled ou: U3.1, wk-5.

Diphthong /ou/ as in brown, spelled ow: U3.1, wk-5.

Implementation -- Teach *ou/ow* – Introduce and teach the special sounds of *ou/ow*. Teach the spelling skill of: *ou* not at the end of a word (except *you, thou*). Provide information that *ou* has other sounds (/oo/ *could*; /ū/ *touch*; /ō/ *soul*; /oo/ *youth*; /aw/ *cough*).

Teach students to recognize and use the two sounds of *ow* (/ow/ *cow*; /ō/ *show*).

Introduce the special marking system for Special Vowel Sounds to aid in decoding of words. Use marking system to ‘prove’ syllables/words. Use word bank at the end of the lesson for dictation practice. Reinforce skills with practice pages and differentiation activities.

Use Blends Poster, 42 Sounds Poster, Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*® Little Book.

## **Gr 1-3, Lesson 88, Special Vowel Sounds OI/OY, pp. 121-130**

Reading Street -- /oi/ spelled oi: U3.1, wk-5.

/oi/ spelled oy: U3.1, wk-5.

Implementation -- Introduce and teach the special sounds of *oi/oy*. Teach the spelling skill of: *oi* not at the end of a word. Introduce the special marking system for Special Vowel Sounds to aid in decoding of words. Use marking system to ‘prove’ syllables/words. Use word bank at the end of the lesson for dictation practice. Reinforce skills with practice pages and differentiation activities.

Use Blends Poster, 42 Sounds Poster, Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*® Little Book.

**Gr 1-3, Lesson 89, Special Vowel Sounds OO and OO , pp. 131-140**

Reading Street -- /oo/ as in book/look spelled oo: U3.6, wk-1.  
/oo/ as in zoo/pool spelled oo: U3.6, wk-1.

Implementation -- Introduce and teach students the two sounds for oo. /oo/ as in *look* and *good*. /oo/ as in *zoo* and *fool*. Introduce the special marking system for Special Vowel Sounds to aid in decoding of words. Use marking system to ‘prove’ syllables/words. Use word bank at the end of the lesson for dictation practice. Reinforce skills with practice pages and differentiation activities.

Use Blends Poster, 42 Sounds Poster, Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

**Gr 1-3, Lesson 90, Spelling with -KE, -CK, -K, and -C, pp. 141-151**

Reading Street -- Words Ending with /k/ Sound: U3.3, wk-3.

Implementation -- The /k/ sound has various spellings depending on the vowel sound and where it falls in a syllable in a word.

Teach the spelling rules associated with /k/ as an ending sound (*-ke, -ck, -k, -c*).

- Long vowel silent e words ending, use *-ke* spelling.
- Short vowel and no other consonant is heard next to the /k/, use *-ck* spelling.
- Adjacent Vowel words, Murmur Diphthong words, Special Vowel Combination words, and words that have an *l* or *n* preceding the *k*, use *-k* spelling.
- When the /k/ is heard in the middle of a multi-syllabic word or at the end of a multi-syllabic word, usually the *-c* spelling is used (*deduct, picnic*).

Use marking system to ‘prove’ syllables/words. Use word bank at the end of the lesson for dictation practice. Reinforce skills with practice pages and differentiation activities.

Use Blends Poster, 42 Sounds Poster, Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

**Gr 1-3, Lesson 91, Decoding Exceptions, pp. 153-161**

Reading Street -- (VC/V Pattern): U3.2, wk-1. Teaching to syllabicate/decode words with a marking system is not taught as specific decoding skill. It is introduced as a phonemic awareness skill, listening smaller word parts within the entire word. Students must listen to the word to determine whether the vowel in the first syllable is long or short.

Implementation -- Teach the students the exception to the decoding skill when multi-syllabic words do not follow the Two Decoding Skills. For correct pronunciation of the word, a vowel change needs to take place. Long vowels can be marked as “short” but never the reverse. Follow the decoding skills for syllabication and introduce the new markings for the vowels in those syllables. Use marking system to ‘prove’ syllables/words. Use word bank at the end of the lesson for dictation practice. Reinforce skills with practice pages and differentiation activities.

Use Blends Poster, 42 Sounds Poster, Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

# Correlation

## **Gr 1-3, Lesson 92, Most Common Words List 21, pp. 163-168**

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: *began, book, carry, eat, enough, face, four, grow, hear, idea, later, miss, once, river, second, state, stop, took, watch, without.*

Use Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 93, Other Suffixes: -TION, -SION, and -OUS, pp. 169-181**

Reading Street -- -tion: U3.6, wk-3.

-sion: U3.6, wk-3.

-ous: not taught as a skill in 3rd grade.

Implementation -- Students will learn and identify the tion/sion/ous /shun/, /zhun/, and /us/ syllable (or suffix) in words. Teach the spelling, pronunciation, and decoding strategies/markings system for decoding multi-syllable words containing -tion, -sion, and -ous.

-TION makes the /shun/ sound, it is its own syllable in a word.

-SION has two sounds: -sion makes the /shun/ sound when preceded by the consonants *s, n, or l* (e.g., *mission, expansion, compulsion*). -SION makes the /zhun/ sound when preceded by a vowel or Murmur Diphthong (e.g., *lesion, aversion*).

-TIAL has the /shul/ sound.

-US and -OUS both have the sound /us/: words ending in -ous are adjectives and words ending in -us are nouns.

-IST and -EST: words ending in -ist are nouns, words ending in -est are usually adjectives.

Use marking system to 'prove' syllables/words. Use word bank at the end of the lesson for dictation practice. Reinforce skills with practice pages and differentiation activities.

Use Blends Poster, 42 Sounds Poster, Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 94, Letter Combinations that Split, pp. 183-194**

Reading Street -- Not taught as a specific skill in 3rd grade other than syllable pattern VC/CV).

Implementation -- Teach that some letter combinations will split in multi-syllabic words. Some blends will split for decoding purposes in multi-syllable words (e.g., *sc/escape, sk/basket, sp/dispose, st/mister*).

The Digraph *gn* will split if it comes in the middle of a word (e.g., *signet*).

Some Special Vowel Combinations may split in a multi-syllable word. The -ng and -nk usually keeps its vowel sound (e.g., *an-ger, sin-gle*); vowels in the -ll usually become short (e.g., *gall, gal-lows*).

Use marking system to 'prove' syllables/words. Use word bank at the end of the lesson for dictation practice. Reinforce skills with practice pages and differentiation activities.

Use Blends Poster, 42 Sounds Poster, Five Phonetic Skills Poster, Whole Class and Student Transfer Cards.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

# Chapter 6

## **Gr 1-3, Lesson 95, Other Sounds for EA and IE/EI, pp. 3-15**

Reading Street -- Sounds for EA:

Long 'e' spelled ea: U3.1, wk-4.

Short /e/ spelled ea: U3.1, wk-1.

Long 'a' spelled ea: not taught as a skill in 3rd grade.

E and A together in a word, yet vowels are individual sounds in syllables: U3.5, wk-1.

Sounds for IE/EI:

Long 'i' spelled ie: U3.1, wk-4.

Long 'e' spelled ie: U3.1, wk-4.

Long 'e' spelled cei: U3.1, wk-4.

Long 'a' spelled ei or eigh: not taught as a skill in 3rd grade.

I and E together in a word, yet vowels are individual sounds in syllables: U3.5, wk-1.

Implementation -- Teach there are four sounds for the *ea* adjacent vowel:

- Long ē (e.g., *meat*).
- Short ě (e.g., *bread*).
- Long ā (e.g., *great, steak, break, yea*).
- Both sounds *e* and *a* are heard, place a dot under each vowel (e.g., *create, idea*).

Teach there are five sounds for the *ie* adjacent vowel:

- Long ī (e.g., *tie*).
- *I* is silent and *e* is long ē (e.g., *chief*).
- *E* comes before *I* except after *c*, long ē (e.g., *receive*).
- *Ei* says long ā (*vein, weigh*).
- Both sounds *i* and *e* are heard, place a dot under each vowel (e.g., *diet, quiet*).

Use the special marking system to 'prove' syllables/words. Use word bank at the end of the lesson for dictation practice. Reinforce skills with practice pages and differentiation activities.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

## **Gr 1-3, Lesson 96, Reversed Vowels, pp. 17-28**

Reading Street -- Syllable Patterns CV/VC, CV/V (Reversed Vowels): U3.5, wk-1.

Implementation -- Teach certain vowel combinations can reverse in spelling in multi-syllable words and each vowel will retain a new sound in the syllable:

- *ai/ia* (e.g., *piano*)
- *oe/eo* (e.g., *neon*)
- *oa/ao* (e.g., *aorta*)
- *ui/iu* (e.g., *medium*)
- *au/ua* (e.g., *truant*)
- *oi/io* (e.g., *patio*)

Use the special marking system to 'prove' syllables/words. Use word bank at the end of the lesson for dictation practice. Reinforce skills with practice pages and differentiation activities.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.

# Correlation

## **Gr 1-3, Lesson 97, Sounds of EU and EW, pp. 29-36**

Reading Street -- /oo/ as in new/chew spelled ew: U3.6, wk-1 (includes 'ue', 'ui', and 'oo').  
/oo/ as in neutron/Zeus spelled eu: not taught as a skill in 3rd grade.

Implementation -- Teach the sounds and spellings of *eu* and *ew*. Both spellings have the same sounds of long ū (*feud*, *few*) and /oo/ (*neutron*, *new*). The *eu* spelling is not used at the end of a word.

Although this vowel is not a Special Vowel Sound, it is marked as one. Use the marking system to 'prove' syllables/words. Use word bank at the end of the lesson for dictation practice. Reinforce skills with practice pages and differentiation activities.

Read the corresponding *Reading Horizons Discovery*® Little Book.

## **Gr 1-3, Lesson 98, Most Common Words List 22, pp. 37-43**

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: *above*, *afternoon*, *almost*, *begin*, *color*, *cut*, *family*, *far*, *girl*, *leave*, *let*, *list*, *mountain*, *music*.

Use Whole Class and Student Transfer Cards.

## **Gr 1-3, Lesson 99, Practicing Multi-Syllabic Words, pp. 45-54**

Reading Street -- Students are to use the syllable patterns CVC, CV/C, VC/CV, CV/CV, and CV/V when decoding multi-syllabic words, listening to the vowel sounds in the word to determine how many syllables are in the word.

Implementation -- Using the knowledge of marking and decoding multi-syllabic words, the students will practice the skills with the 42 Sounds to decode any length word:

- Decoding Exceptions
- Other Suffixes: *-TION*, *-SION*, *-OUS*
- Letter Combinations That Split
- Other Sounds for *EA* and *IE/EI*
- Reversed Vowels
- Sounds of *EU* and *EW*

Use the marking system to 'prove' syllables/words. Use word bank at the end of the lesson for dictation practice. Reinforce skills with practice pages and differentiation activities.

Read the corresponding *Reading Horizons Discovery*® Little Book.



**Gr 1-3, Lesson 100, Spelling with -SS, -CE, or -SE, pp. 55-61**

Reading Street -- Lessons to determine whether words end in SS, SE, or CE are not taught in program. Only the particular spelling for the phonic sound.

Implementation -- Teach students to know the particular spelling clues for single syllable words ending with the sound of /s/ using -ss, -se, or -ce:

- one-syllable, short vowel words with no vowel preceding the /s/ sound, spelled -ss.
- one-syllable, long vowel words ending in /s/ sound, spelled -ce (exceptions: *base, case, chase, vase*).
- Most one-syllable, short vowel words with a consonant preceding the /s/ sound, spelled -ce.
- Some one-syllable words containing adjacent vowels, Murmur Diphthongs, and Special Vowel Sounds ending in /s/ sound, spelled -se. However, there are a few words that end in the -ce spelling.
- Most words ending with the -se spelling have the /z/ sound.

Use the marking system to ‘prove’ syllables/words. Use word bank at the end of the lesson for dictation practice. Reinforce skills with practice pages and differentiation activities.

Read the corresponding *Reading Horizons Discovery*<sup>®</sup> Little Book.



# Phonemic Awareness

## **Phonemic/Phonological Awareness: Rhyming Words**

Reading Street -- Identifying rhyme-sound and poetic elements: not taught in 3rd grade.

*Reading Horizons Discovery*® -- Phonemic/Phonological Awareness: Rhyming Words, Gr 1-3, Chpt 1, pp. 29-30.

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

## **Phonemic/Phonological Awareness: Syllable Identification**

Reading Street -- Syllables in Words: not taught in 3rd grade.

*Reading Horizons Discovery*® -- Phonemic/Phonological Awareness: Syllables Identification, Gr 1-3, Ch 1, pp. 31-32.

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**

Reading Street -- Phoneme Identification is identified as new sounds are introduced: not taught in 3rd grade.

*Reading Horizons Discovery*® -- Phonemic/Phonological Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds, Gr 1-3, Ch 1, pp. 33-34.

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**

Reading Street -- Substitute sounds: not taught in 3rd grade.

*Reading Horizons Discovery*® -- Phonemic/Phonological Awareness: Phoneme Blending and Segmentation, Gr 1-3, Ch 1, pp. 34-35. Manipulation of Sounds: pp. 36.

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



# Most Common Words

## Most Common Words

In Story Town 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*® 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: a, and, in, is, it, of, that, the, to, you

List #2: are, as, for, he, his, I, on, they, was, with

List #3: at, be, by, from, had, have, one, or, this, word

List #4: all, but, can, not, said, we, were, what, when, your

List #5: an, do, each, how, if, she, their, there, use, which

List #6: about, many, other, out, so, them, then, these, up, will

List #7: has, her, him, into, like, look, make, some, time, would

List #8: could, go, more, no, number, people, see, two, way, write

List #9: been, call, find, first, my, now, oil, than, water, who

List #10: come, day, did, down, friend, get, long, made, over, part

List #11: know, little, live, new, only, place, sound, take, work, year

List #12: after, back, give, good, just, man, me, most, name, our, say, sentence, thing, think, very

List #13: any, before, boy, great, help, line, mean, much, old, right, same, tell, through, too, where

List #14: also, another, around, came, does, end, following, form, put, set, show, small, three, want, well

List #15: ask, because, big, even, here, land, large, men, must, need, read, such, turn, went, why

List #16: again, air, away, change, different, hand, home, kind, move, off, picture, play, spell, try

List #17: America, animal, answer, found, high, house, learn, letter, mother, page, point, should, still, study, world

List #18: add, below, between, city, country, earth, every, eye, father, food, keep, last, light, near, never, own, plant, school, start, tree

List #19: along, beginning, close, don't, example, few, hard, head, left, life, might, next, open, saw, seem, something, story, thought, under, while

List #20: always, both, car, children, feet, got, group, important, mile, night, often, paper, run, sea, side, those, together, until, walk, white

List #21: began, book, carry, eat, enough, face, four, grow, hear, idea, later, miss, once, river, second, state, stop, took, watch, without

List #22: above, afternoon, almost, begin, color, cut, family, far, girl, leave, let, list, mountain, music

# Most Common Words

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

- List #1: Ch 1, Lsn 2, pp. 59-66. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #2: Ch 1, Lsn 7, pp. 101-106. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #3: Ch 1, Lsn 9, pp. 123-129. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #4: Ch 1, Lsn 12, pp. 151-156. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #5: Ch 1, Lsn 15, pp. 179-185. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #6: Ch 2, Lsn 17, pp. 3-10. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #7: Ch 2, Lsn 24, pp. 59-65. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #8: Ch 2, Lsn 29, pp. 103-109. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #9: Ch 3, Lsn 36, pp. 49-56. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #10: Ch 3, Lsn 41, pp. 97-103. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #11: Ch 3, Lsn 46, pp. 131-137. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #12: Ch 3, Lsn 51, pp. 175-181. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #13: Ch 3, Lsn 56, pp. 217-223. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #14: Ch 3, Lsn 58, pp. 233-239. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #15: Ch 4, Lsn 60, pp. 17-23. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #16: Ch 4, Lsn 65, pp. 55-60. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #17: Ch 4, Lsn 70, pp. 95-100. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #18: Ch 4, Lsn 75, pp. 133-138. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #19: Ch 5, Lsn 81, pp. 53-59. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #20: Ch 5, Lsn 85, pp. 91-96. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #21: Ch 5, Lsn 92, pp. 163-168. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.
- List #22: Ch 6, Lsn 98, pp. 37-43. Use Whole Class and Student Transfer Cards and Most Common Word Flashcards.

# Little Books

The *Reading Horizons Discovery*® program is augmented with 54 vocabulary-controlled *Little Books* reinforcing specific skills.

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.

## Chapter 2

*L*-Blends: Lsn 18

*R*-Blends: Lsn 19

*S*-Blends: Lsn 20

Two Extra Blends: Lsn 22

Double *S*, *F*, and *Z* words: Lsn 23

Special Vowel Combinations: Lsn 25

Voiced and Voiceless and the *TH* Digraphs: Lsn 27

Digraphs *CH*, *SH*, *WH*, and *PH*: Lsn 28

## Chapter 3

Phonetic Skill 1: Lsn 32

Phonetic Skill 2: Lsn 33

Spelling with *-CK*: Lsn 35

Adding Suffixes to Phonetic Skills 1 and 2: Lsn 37

Three Sounds of *-ED*: Lsn 38

Vowel Families *O* and *I*: Lsn 40

Phonetic Skill 3: Lsn 42

Phonetic Skill 4: Lsn 43

Spelling with *-KE*: Lsn 45

Another Sound for *C* and *G*: Lsn 47

Adding Suffixes to Phonetic Skills 3 and 4: Lsn 48

Phonetic Skill 5: Lsn 50

Spelling with *-K*: Lsn 52

Digraph Blends: Lsn 55

Sounds for *GH*, *IGH*, and *IGHT*: Lsn 57

## Chapter 4

The Many Jobs of *Y*: Lsn 59

Decoding Skill 1: Lsn 61

The Schwa: Lsn 62

The Last Job of *Y*: Lsn 64

Decoding Skill 2: Lsn 66

Double Consonants: Lsn 68

*-LE* at the End of a Word: Lsn 69

Adding Suffixes to Words Ending in *Y*: Lsn 71

Double Two-Syllable Words: Lsn 73

Spelling with *-C*: Lsn 74

# Correlation

## Chapter 5

Murmur Diphthong *AR*: Lsn 76

Murmur Diphthong *OR*: Lsn 77

Murmur Diphthongs *ER*, *UR*, and *IR*: Lsn 78

Exceptions to Murmur Diphthongs: Lsn 80

Decoding Multi-Syllabic Words: Lsn 82

More Digraphs: Lsn 83

Digraph Words with Plural Endings and Multi-Syllabic Words with Digraphs: Lsn 84

Special Vowel Sound *AU/AW*: Lsn 86

Special Vowel Sound *OU/OW*: Lsn 87

Special Vowel Sound *OI/OY*: Lsn 88

Special Vowel Sound *OO* and *OO*: Lsn 89

Spelling with *-CK*, *-KE*, *-K*, and *-C*: Lsn 90

Decoding Exceptions: Lsn 91

Other Suffixes *-TION*, *-SION*, and *-OUS*: Lsn 93

Letter Combinations that Split: Lsn 94

## Chapter 6

Other Sounds for *EA* and *IE/EI*: Lsn 95

Reversed Vowels: Lsn 96

Sounds of *EU* and *EW*: Lsn 97

Practicing Multi-Syllabic Words: Lsn 99

Spelling with *-SS*, *-CE*, or *-SE*: Lsn 100