

*Discover Intensive Phonics
for Yourself*

and

Harcourt Trophies[©]
2007

Third Grade

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Third-Grade Harcourt Trophies / *Discover Intensive Phonics* Correlation

Harcourt Trophies Third Grade does not teach phonics as a specific lesson. Certain phonic skills are reinforced through the Spelling segment in each lesson. Some phonic skills are taught/reinforced during Skills and Strategies under Comprehension. Phonemic/phonological awareness skills are primarily taught and reinforced in K-2, although there are some phonemic/phonological awareness skills that are reinforced in the Spelling segment.

We would recommend using the *Discover Intensive Phonics/Reading Horizons* method for phonics instruction. It is more sequential, systematic, and explicit. The phonics lessons can be taught first then followed with the reading/grammar/vocabulary lessons from Harcourt. To use the *Discover Intensive Phonics* method for phonics instruction for Third grade, we would recommend first administering either computer Interim Tests 1 and 2 (if you have the computer program) or the Section Assessments (perhaps starting with Section 6) to students to determine their ability of decoding and reading words. Once that has been determined, we would suggest using the *Reading Horizons* method for phonics instruction (begin the year with a review of the Five Phonetic Skills and new sounds for *C* and *G*, then start with Decoding Skills #1 and #2 for syllabication, and continue through the remainder of the program: Jobs of *Y* with syllabication; Murmur Diphthongs with syllabication; Digraphs [*ph, gn, kn, wr*] with syllabication; Special Vowel Sounds with syllabication; *-tion/-sion*; schwa and exceptions; *ie/ei*; Versatile *EA*; reverse vowels, etc.). Be sure to use the activity pages in the Sound Essentials for reinforcement of the phonic skill. These phonic skills could be accomplished in a three-to-four month time frame, spending 30 minutes a day on direct instruction and following up with the activity page(s).

Harcourt is very thorough in its instruction of grammar skills and reading/comprehension strategies. With that in mind, our suggestion for a lesson might be:

Phonics lesson: Murmur Diphthongs (syllabication and exceptions), introducing the marking system, and applying to words: 20 minutes

Spelling: words from story *Officer Buckle and Gloria* (Changing Patterns, Theme 1, Lesson 1, Day 1); words – officer, never, chair, board, share, shared, snore, snoring, banner, hear, number, before, cheered, surprised, arrived, department. Write the words and decode them using the marking system. Give specific attention to words with suffixes.

Vocabulary: words from story – usual, audience, expression, noticed, accident, obeys.

Pre-reading strategies: *Officer Buckle and Gloria* (Changing Patterns, Theme 1, Lesson 1, Day 1 – pg. 16)

Guided Comprehension: *Officer Buckle and Gloria* (Changing Patterns, Theme 1, Lesson 1, Day 1 – pp. 18-35). Follow instructions in the Teacher Edition.

Vocabulary and Concepts: Synonyms and antonyms, pg. 41B; follow instructions in the Teacher Edition

Grammar: Sentences, pg. 41E; follow instructions in the Teacher Edition

Following this format of Reading/Language Arts instruction should consist of 90-120 minutes per day (remember phonics, spelling, vocabulary, reading, and grammar are taught in this lesson). This should cover the required state minimum time of instruction.