

*Discover Intensive Phonics
for Yourself*

and

Harcourt Trophies[©]
2007

Kindergarten

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Introduction

Discover Intensive Phonics for Yourself:

Discover Intensive Phonics for Yourself is a supplemental, research-based intervention program used to enhance any core reading series. *Discover Intensive Phonics* provides systematic, direct instruction in letter/sound associations and word formation and then continues with a remarkably effective instruction of word patterns. Instruction encompasses the 42 Sounds of the Alphabet and phonetic skills and culminates with syllabication and word analysis. Direct instruction and multi-sensory interaction enhance learning. A unique marking system employed throughout the course empowers students with the ability to decode quickly, enhancing comprehension. Spelling skills improve simultaneously, and students overall increase in confidence and self-esteem.

Using Discover Intensive Phonics:

Due to the fluency training accomplished through use of the “slide” and other unique markings employed during the introduction and review of the alphabet, we recommend reviewing the five Letter Groups and the Blends (lessons 1-30) as they are presented in *Discover Intensive Phonics* (replacing the reading series introduction and review of the alphabet and blends). This information is normally review material for students in First grade and above and should not require more than two-to-four weeks depending upon the grade level and previous instruction. Practice and enrichment pages found in the Sound Essentials volume of the *Discover Intensive Phonics* Teacher’s Kit should be used to reinforce the direct instruction and board work and provide parent involvement when papers are signed and returned. Additionally, vocabulary-controlled, skill-sequenced stories in the “Little Books” provide an excellent source for early reading material.

As long vowel phonic skills are introduced in the reading series, continue using the *Discover Intensive Phonics* methodology and marking system to teach the Five Phonetic Skills, enabling students to “prove” words. Once these skills have been taught and the foundation for early literacy is introduced, the remaining *Discover Intensive Phonics* skills can be introduced along with the reading series phonics lessons and its decodable readers. Students will progress rapidly with the foundation they have received.

Phonemic/Phonological Awareness Supplement:

Research confirms that phonemic awareness is essential in reading success – even at adult levels. *Discover Intensive Phonics* provides a Phonemic/Phonological Awareness Supplement and Assessment for elementary students that can also be adapted for older students. The supplement is included in the Elementary manual and can be downloaded for use with older students.

DIP contains a Phonemic/Phonological Awareness (PA) Supplement to be used as a determinant factor of phonemic/phonological awareness in students through teaching lessons and administering assessments. PA lessons can be reviewed throughout the program to enhance phonics skills.

Harcourt Trophies Kindergarten focuses on phonemic awareness strategies in learning to read and the introduction/instruction of letter-sound relationships. The lessons/themes involving consonant sounds (initial and final position) with the short vowel sounds (phonograms) are taught. Big Books and Pre-Decodable books are included in the lessons. The **Teacher Editions** for Kindergarten (there are three) will be referred as **K-1, K-2, K-3**. The **lessons are thematic** in each Teacher Edition and will be referred to as (Theme) **Th-**, (Week) **Wk-**; the specific **day** for skill introduction is **d-**. *Letter formation and letter sounds are introduced using Picture Word Cards. The alphabet for phoneme-grapheme practice is NOT introduced and taught in alphabetical order (begins with M /m/, S /s/, etc.).* Short vowel sounds are taught in isolation, then as phonograms (-am, -at, -at, etc.) to create words for pre-decodable readers (text uses CVC words, high frequency words, and rebus pictures).

Teachers should note that the *Discover Intensive Phonics* program for Kindergarten is contained in Volume One of the Teacher’s Kit and instructs through learning blends. The material in the second Teacher’s Manual is designed for students in older grades. Therefore, in this implementation guide, only material that is covered in the *Discover Intensive Phonics* program, manual one, will be implemented into the Harcourt Brace materials.

The format will be as follows:

Skills name/type

Harcourt - Trophies --

Discover Intensive Phonics --

Implementation --

Following the correlation of the *Discover Intensive Phonics* program and the Harcourt - Trophies 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.

Phonemic/Phonological Awareness Skills Covered in Both Harcourt Brace and *Discover Intensive Phonics*

Phonemic/Phonological Awareness: Rhyming Words

Harcourt - Trophies -- K-1, Wk-1, d-3. Reviewed in various lessons throughout the program. Students listen for same vowel-consonant ending of words.

Discover Intensive Phonics -- PA: Rhyming Words.

Implementation -- Phonemic/Phonological Awareness supplement lesson (computer lesson also).

Phonemic/Phonological Awareness: Syllables in Words

Harcourt - Trophies -- K-1, Wk-1, d-5 and K-1, Wk-2, d-5. Introduced as “word parts” in names. Clap the syllables in the name(s).

Discover Intensive Phonics -- PA: Syllables in Words.

Implementation -- Clapping syllables in names, blending, and segmentation of syllables in words.

Phonemic/Phonological Awareness: Phoneme Identification

Harcourt - Trophies -- K-1, Wk-1, d-4. Introduced as beginning sound for first names (classroom).

K-1, Th-2, Wk-1, d-2 phoneme identification and isolation begins with /m/ and continues throughout various lessons.

Discover Intensive Phonics -- PA: Phoneme Identification.

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

Phonemic/Phonological Awareness: Phoneme Placement and Manipulation

Harcourt - Trophies -- K-1, Th-2, Wk-1, d-2. (This skill is introduced with the first letter formation and letter-sound lesson M/m/ and continues through the program with the introduction of each letter.)

Onset and rhyme: K-1, Th-2, Wk-1, d-4.

Discover Intensive Phonics -- PA: Phoneme Placement and Manipulation.

Implementation -- Say a word, omit a phoneme, and replace it with a different phoneme.

Phonemic/Phonological Awareness: Words in Sentences

Harcourt - Trophies -- K-1, Wk-1, d-2.

K-1, Wk-2, d-1 (clap the words in the sentence).

This skill continues throughout various lessons.

Discover Intensive Phonics -- PA: Words in Sentences.

Implementation -- Count the words in the sentences. **Skills Covered in Both Harcourt Brace and *Discover Intensive Phonics***

Skills Covered in Both Harcourt - Trophies and *Discover Intensive Phonics* The Alphabet

Vowel *A*

Harcourt - Trophies -- *A* /a/: K-1, Th-3, Wk-2, d-1 (initial position and medial position). Taught as phonograms *-ap*, *-at*, *-am*.

Writing Names: students are taught to write names and identify the capital letter in their name during the first week.

Discover Intensive Phonics -- Lesson 1 – Vowel *A*, Writing Names.

Implementation -- Introduce *A* as a vowel (short vowel sound); written practice of letter (upper- and lowercase).

Consonant *B*

Harcourt - Trophies -- *B* /b/: K-2, Th-7, Wk-1, d-1 (initial and final position).

Discover Intensive Phonics -- Lesson 2 – Consonant *B*.

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

Consonant *C*

Harcourt - Trophies -- *C* /c/ (initial position): K-1, Th-3, Wk-1, d-3.

Discover Intensive Phonics -- Lesson 21 – Consonants *C* and *K*; Alphabetizing, Writing Names.

Implementation -- Teach *C* letter sound /k/ and written form.

Teach rule for using *C* with vowels *A*, *O*, *U*, and using *K* with vowels *I*, *E* (consonants in initial position).

Make slides with vowels and real and nonsense CVC words.

Consonant *D*

Harcourt - Trophies -- *D* /d/: K-1, Th-4, Wk-1, d-1(initial and final position).

Discover Intensive Phonics -- Lesson 5 – Consonant *D*.

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

Vowel E

Harcourt - Trophies -- *E* (short *E*): K-3, Th-9, Wk 2 and 3, d-1 (initial and medial position). Phonograms: *-et, -en*.

Discover Intensive Phonics -- Lesson 10 – Vowel *E*, Beginning Sentences.

Implementation -- Teach vowel *E* written form and letter sound (short sound). Use Letter Groups 1 and 2 with vowels *A* and *E* to make slides. Create real and nonsense CVC words; be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Consonant F

Harcourt - Trophies -- *F* /f/: K-2, Th-5, Wk-1, d-3 (initial position).

Discover Intensive Phonics -- Lesson 4 - Consonant *F*.

Implementation -- Teach *F* /f/ as a consonant. Slide *F–A* together to form slide and sound /fa/. Review /ba/ slide. Written practice of letters (upper- and lowercase).

Consonant G

Harcourt - Trophies -- *G* /g/: K-2, Th-5, Wk-1, d-1(initial and final position).

Discover Intensive Phonics -- Lesson 6 – Consonant *G*.

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

Consonant H

Harcourt - Trophies -- *H* /h/K-2, Th-6, Wk-1, d-1 (initial position).

Discover Intensive Phonics -- Lesson 9 – Consonants *H, J, L, M*.

Implementation -- Teach *H, J, L, M* letters, sound and written form. Use letters *B, F, D, G, H, J, L, M* to make slides with vowel *A*. Create real and nonsense CVC words; be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Vowel I

Harcourt - Trophies -- *I* /i/ (short *I*): K-2, Th-5, Wk-2 and 3, d-1 (initial and medial position). /i/: for word building (phonograms *-it, -ig, -ip*).

Discover Intensive Phonics -- Lesson 20 – Vowel *I*.

Implementation -- Teach vowel *I* /i/ with Letter Groups 1-5 as slides and real and nonsense CVC words. Review MCW lists 1-3.

Consonant J

Harcourt - Trophies -- *J /j/*: K-3, Th-9, Wk-1, d-3 (initial position).

Discover Intensive Phonics -- Lesson 9 – Consonants *H, J, L, M*.

Implementation -- Teach *H, J, L, M* letters, sound and written form. Use letters *B, F, D, G, H, J, L, M* to make slides with vowel *A*. Create real and nonsense CVC words; be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Consonant K

Harcourt - Trophies -- *K /k/* (initial position): K-2, Th-7, Wk-1, d-3.

Discover Intensive Phonics -- Lesson 21 – Consonants *C* and *K*; Alphabetizing, Writing Names.

Implementation -- Teach *K* letter sound /k/ and written form.

Teach rule for using *C* with vowels *A, O, U*, and using *K* with vowels *I, E* (consonants in initial position).

Make slides with vowels and real and nonsense CVC words.

Consonant L

Harcourt - Trophies -- *L /l/*: K-2, Th-6, Wk-1, d-1 (initial position and final position: *-ail, -eel, -le*).

Discover Intensive Phonics -- Lesson 9 – Consonants *H, J, L, M*.

Implementation -- Teach *H, J, L, M* letter sound and written form. Use letters *B, F, D, G, H, J, L, M* to make slides with vowel *A*. Create real and nonsense CVC words; be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Consonant M

Harcourt - Trophies -- *M /m/*: K-1, Th-2, Wk-1, d-1.

Discover Intensive Phonics -- Lesson 9 – Consonants *H, J, L, M*.

Implementation -- Teach *H, J, L, M* letters, sound and written form. Use letters *B, F, D, G, H, J, L, M* to make slides with vowel *A*. Create real and nonsense CVC words; be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Consonant N

Harcourt - Trophies -- *N /n/*: K-1, Th-4, Wk-1, d-1 (initial and final position).

Discover Intensive Phonics -- Lesson 12 – Consonants *N, P, R, S*; Exclamation Marks, Question Marks, Commas.

Implementation -- Teach *N, P, R, S* letters, sound and written form. Use Letter Groups 1-3 with vowels *A* and *E* to make slides. Create real and nonsense CVC words; be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Vowel O

Harcourt - Trophies -- *O* (short *O*): /o/: K-2, Th-7, Wk-2 and 3, d-1 (phonograms *-ot*, *-og*, *-op*).

Discover Intensive Phonics -- Lesson 13 – Vowel *O*; Nouns, Adjectives, and Singular and Possessive Plurals.

Implementation -- Teach vowel *O* sound and written form. Use letters *B, F, D, G, H, J, L, M, N, P, R, S* with vowels *A, E, O* to make slides. Create real and nonsense CVC words (use DIP Word Bank); be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Consonant P

Harcourt - Trophies -- *P* /p/: K-1, Th-3, Wk-1, d-1 (initial position and final position).

Discover Intensive Phonics -- Lesson 12 – Consonants *N, P, R, S*; Exclamation Marks, Question Marks, Commas.

Implementation -- Teach *N, P, R, S* letter sound and written form. Use Letter Groups 1-3 with vowels *A* and *E* to make slides. Create real and nonsense CVC words; be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Consonant Q

Harcourt - Trophies -- *Q* /q/: K-3, th-11, Wk-1, d-1 (initial position as *Q*) /kw/ spelled *qu*.

Discover Intensive Phonics -- Lesson 19 – Consonants *Q* and *Z*.

Implementation -- Teach *Q* with *U* to give it a sound (*U* is not a working vowel). Practice writing letters together to make the /kw/ sound. Make slides with vowels *A, E, O*, and make real and nonsense words.

Consonant R

Harcourt - Trophies -- *R* /r/: K-1, Th-2, Wk-1, d-2 (initial position and final sound position, as in 'water' or 'bear').

Discover Intensive Phonics -- Lesson 12 – Consonants *N, P, R, S*; Exclamation Marks, Question Marks, Commas.

Implementation -- Teach *N, P, R, S* letters, sound and written form. Use Letter Groups 1-3 with vowels *A* and *E* to make slides. Create real and nonsense CVC words; be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Consonant S

Harcourt - Trophies -- *S* /s/: K-1, Th-2, Wk-2, d-1 (initial position and final position).

Discover Intensive Phonics -- Lesson 12 – Consonants *N, P, R, S*; Exclamation Marks, Question Marks, Commas.

Implementation -- Teach *N, P, R, S* letters, sound and written form. Use Letter Groups 1-3 with vowels *A* and *E* to make slides. Create real and nonsense CVC words; be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Consonant T

Harcourt - Trophies -- *T/t*: K-1, Th-3, Wk-3, d-1 (initial and final position).

Discover Intensive Phonics -- Lesson 16 – Consonants *T, V, W, X, Y*; Possessives, Contractions.

Implementation -- Teach letters *T, V, W, 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, E, O* to make slides.

Vowel U

Harcourt - Trophies -- *U* (short *U*): /u/: K-3, Th-11, Wk-2, d-1 (phonogram *-ut*).

Th-11, Wk-3 (phonogram *-un, -up*).

Discover Intensive Phonics -- Lesson 17 – Vowel *U*.

Implementation -- Teach vowel *U/u/* sound and written form with Letter Groups 1-4 as slides and real and nonsense CVC words. Review MCW lists 1 and 2.

Consonant V

Harcourt - Trophies -- *V/v*: K-3, Th-9, Wk-1, d-1 (initial position).

Discover Intensive Phonics -- Lesson 16 – Consonants *T, V, W, X, Y*; Possessives, Contractions.

Implementation -- Teach letters *T, V, W, 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, E, O* to make slides.

Consonant W

Harcourt - Trophies -- *W/w*: K-2, Th-8, Wk-1, d-1 (initial position).

Discover Intensive Phonics -- Lesson 16 – Consonants *T, V, W, X, Y*; Possessives, Contractions.

Implementation -- Teach letters *T, V, W, 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, E, O* to make slides.

Consonant X

Harcourt - Trophies -- *X/x* (final position): K-2, Th-8, Wk-1, d-3 (phonograms *-ax, -ix, -ox*).

Discover Intensive Phonics -- Lesson 16 – Consonants *T, V, W, X, Y*; Possessives, Contractions.

Implementation -- Introduce *X* (sound /ks/) in final position with CVC words. Create real and nonsense CVC words (use DIP Word Bank); be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Consonant Y

Harcourt - Trophies -- *Y/y*: K-3, Th-10, Wk-1, d-1 (initial position).

Discover Intensive Phonics -- Lesson 16 – Consonants *T, V, W, X, Y*; Possessives, Contractions.

Implementation -- Teach letters *T, V, W, 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, E, O* to make slides.

Intro *X* (sound /ks/) in final position with CVC words. Create real and nonsense CVC words (use DIP Word Bank); be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Consonant Z

Harcourt - Trophies -- *Z/z*: K-3, Th-10, Wk-1, d-3 (initial position).

Discover Intensive Phonics -- Lesson 19 – Consonants *Q* and *Z*.

Implementation -- Teach *Z* letter sound and written form in initial placement with vowels *A, E, O, U*, and make slides and real and nonsense CVC words

Skills Covered in Both Harcourt Brace and *Discover Intensive Phonics*

Alphabetizing

Harcourt - Trophies -- Initially taught in “Alphabet Song” order, followed by students saying alphabet letters and teacher writing them in order.

Discover Intensive Phonics -- Lesson 21 – Consonants *C* and *K*; Alphabetizing, Writing Names.

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

Combining Letter Sounds/Making Words

Harcourt - Trophies -- K-1, Th-3, Wk-2, d-3 (introduced as word building; put beginning sound with next one to begin to build a word).

K-1, Th-3, Wk-2, d-3 (referred to as Build a Word, beginning with *a-m/am*; continues introduction with consonants *M, P, R, T*).

Discover Intensive Phonics -- Lesson 3 – The Slide; Lesson 7 – Let’s Make Words!

Implementation -- Fluency introduction to reading: Slide *B–A* together to form slide and sound /ba/ (upper- and lowercase).

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).

Decoding Skills

Long Vowel in First Syllable

Note that this skill is typically Not taught in *Discover Intensive Phonics* for Kindergarten students.

Harcourt - Trophies -- Decoding Skill #1 for Syllabication: Teaching to syllabicate/decode words with a marking system is Not taught in a formal lesson; it is introduced as a phonemic awareness skill, listening for the vowel sound (termed ‘Word Part’) and clapping the syllable. Not taught as a formal skill to determine vowel sound in a multi-syllabic word.

Discover Intensive Phonics -- Lesson 61 – Decoding Skill #1 and The Last Rule for *Y*.

Implementation -- Introduce syllabication in words.

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 sounds one syllable at a time and “box” each syllable.

Practice Decoding Skill #1 with words containing the 42 Sounds (long and short vowels, Murmur Diphthongs, Rainbows *S* and *J*, Digraphs).

-le Endings

Note that this skill is typically Not taught in *Discover Intensive Phonics* for Kindergarten students.

Harcourt - Trophies -- /l/ taught as syllable *-le*: 1.3, Th-4, Lsn-5, d-1. (Teaching to syllabicate/decode words with a marking system is Not taught in a formal lesson; it is introduced as a phonemic awareness skill, listening for the vowel sound and clapping the syllable.)

Discover Intensive Phonics -- Lesson 67 – *-le* at the End of a Word.

Implementation -- 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.

Review punctuation, grammar, and spelling skills previously taught.

Synonyms, Antonyms, Homonyms, Homophones, Heteronyms, and Palindromes

Note that this skill is typically Not taught in *Discover Intensive Phonics* for Kindergarten students.

Harcourt - Trophies -- Antonyms/Opposites: K-2, Th-5, Wk-1, d-3 (creative writing recognition).

Discover Intensive Phonics -- Lesson 80 – Synonyms, Antonyms, Homonyms, Homophones, Heteronyms, and Palindromes.

Implementation -- Teach the meanings of the terms *synonyms*, *homonyms*, *homophones*, *heteronyms*, and *palindromes*. Teach how they are used in sentences for grammatical purposes.

Tests

Harcourt - Trophies -- Theme Assessments are administered at the end of each Teacher Edition.

Discover Intensive Phonics -- Lesson 15 – Oral Test.

Implementation -- Oral assessment of initial and final sound in word; identification of vowels *A, E, O*, and associated key words; reading nonsense words; identification of upper- and lowercase letters taught to this point.

Vowel Sounds: Short and Long

Note that this skill is typically Not taught in *Discover Intensive Phonics* for Kindergarten students.

Harcourt - Trophies -- Short vowel sounds are reviewed in K-3, Th-12 as phonograms. No rules are taught for short vowels.

Long vowels are Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 31 – Short Vowels and Long Vowels.

Implementation -- Teach short and long sounds of vowels with diacritical markings.

Writing Names

Harcourt - Trophies -- Students are taught to write names and identify the capital letter in their name during the first week.

Discover Intensive Phonics -- Lesson 1 – Vowel *A*, Writing Names; Lesson 21 – Consonants *C* and *K*; Alphabetizing, Writing Names.

Implementation -- Practice writing first and last names.

Material Covered in the *Discover Intensive Phonics* Program but Not in Harcourt - Trophies for Kindergarten

-ange and *-aste*

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 38 – Another Sound for *C* and *G*; *-ange* and *-aste*, *-igh*, *-ight*, *-dge*.

Implementation -- Teach words ending in *-aste* (the vowel *A* will be long; exception to silent *E*).

Blends and Special Vowel Combinations That Split

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 78 – Blends and Special Vowel Combinations That Split.

Implementation -- Teach that some blends will ‘split’ for decoding purposes in multi-syllabic words (*sc*, *sk*, *sp*, *st*).

Teach Special Vowel Combinations (*ll*, *ng*, *nk*) can be split for decoding purposes in multi-syllabic words.

Compound Words

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 60 – *Y* and Long *I*; *Y* Can Be Silent; Compound Words.

Implementation -- Teach the term *compound word*: Two words are combined to make a larger word, and it has a new meaning.

Contractions

Harcourt - Trophies -- Not taught in Kindergarten.

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

Discover Intensive Phonics -- Lesson 16 – Consonants *T*, *V*, *W*, *X*, *Y*; Possessives, Contractions; Lesson 42 – Contractions.

Implementation -- Teach contractions. The students will learn and understand that when two words are combined, some letters are omitted and replaced by an apostrophe (‘). Use practice pages and RLCs for reinforcement of skill.

Crazy W

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 47 – Exceptions to Murmur Diphthongs; Crazy W.

Implementation -- Students will learn sound and spelling for words with: /wah/ wa; /wor/ war; /wer/ wor. Use marking system to ‘prove’ words.

Decoding Skills

Short Vowel in First Syllable

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 63 – Using Decoding Skill #2.

Implementation -- Review syllabication in words.

Teach the second skill for dividing words into syllables. If two consonants follow the vowel, the consonants split, one stays with the first vowel, and the consonant goes on to the next vowel. Remember to have students decode vowel sounds one syllable at a time and “box” each syllable.

Further Decoding Skills

Decoding Any Length Word

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 65 – Decode Any Length Word.

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

Silent E and Adjacent Vowel Two-Syllable Words

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 64 – Two-Syllable Words with Silent E and Adjacent Vowels.

Implementation -- Teach students to internalize both decoding skills by understanding how they work with silent E and adjacent vowels. Continue to mark the vowels and box each syllable while practicing the skill.

-tion, -sion, and -ous

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 66 - *-tion, -sion, and -ous*.

Implementation -- Students will learn and identify the *-tion, -sion, and -ous* /shun/, /zhun/, and /us/ syllables in words. Teach the spelling, pronunciation, and decoding strategies for decoding multi-syllabic words containing *-tion, -sion, and -ous*.

Pronunciation of short *I* preceding the *-tion/-sion* is taught.

Use Word Banks at the end of the lesson for decoding practice.

Be sure to note: Before decoding words containing Special Vowel Combinations and S-Blends, review and teach Lesson 78.

-dge

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 52 – *-s/-es, Plurals, and Review -tch and -dge*.

Implementation -- Review spelling skill with words ending in *-tch* and *-dge*. Review adding suffixes. Use Word Banks at the end of lesson. Underline the suffix in the word.

Dictionary and Vocabulary Skills

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 83 – Dictionary and Vocabulary Skills.

Implementation -- Teach students the use of the dictionary for aiding in pronunciation, spelling, and vocabulary development. Diacritical markings for three commonly used dictionaries are listed.

Digraphs

CH, SH, WH, TH
PH, GN, KN, WR, CK

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 49 – Digraphs *CH, SH, WH, TH, -tch*; Lesson 50 – More Digraphs *PH, GN, KN, WR, CK*.

Implementation -- Introduce and teach the first five Digraphs included in the 42 Sounds. Teach spelling skill for *ch* and *-ch*.

Discuss voiced and voiceless /th/. Use marking system to ‘prove’ words.

Use Word Bank at the end of the lesson for dictation practice.

Introduce and teach the remaining five Digraphs. Students will learn to recognize them as new spellings for previously learned sounds (*ph* = /f/, *gn* = /n/, *kn* = /n/, *wr* = /r/, *ck* = /k/).

Use Word Bank at the end of the lesson for dictation practice. Use specific marking system to aid students in decoding words.

Teach spelling tips for /k/ at the end of a word (*-ck*, *-lk*, *-nk*).

Digraph Blends

CHR, CHL, SCH, SHR, THR, PHL, PHR

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 51 – Digraph Blends (*CHR, CHL, SCH, SHR, THR, PHL, PHR*).

Implementation -- Introduce and teach the spelling skills and unique sounds for Digraph blends.

Use Word Bank at the end of the lesson for dictation practice.

Use specific marking system to aid students in decoding words.

Double C, -ke, -ck, -k, and -c

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 69 – Double C, -ke, -ck, -k, and -c.

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 (*-c*, *-ke*, *-ck*, *-k*) and words using double C.

Use practice pages and sample words in lesson for decoding/spelling practice.

Double S, -se, or -ce at the End of a Word

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 70 – Double S, -se, or -ce at the End of a Word.

Implementation -- Teach students the particular spelling clues for single syllable words ending with the sounds of /s/ using *-ss*, *-se*, or *-ce*.

Double S, F, and Z Words

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 25 – Small Words Ending in Double S, F, and Z; Plurals by Adding -s or -es.

Implementation -- Teach spelling rule for single-syllable words ending in -ss, -ff, and -zz. Use Word Bank from lesson, and reinforce spelling skill with practice and enrichment pages from Sound Essentials.

Words with EA

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 72 – Versatile EA.

Implementation -- Teach the three sounds produced by the ea vowel combination. Learn specific decoding marks to prove vowel sounds when reading words.

Exceptions

Harcourt - Trophies -- Decoding skill for exceptions is Not taught in the program.

Discover Intensive Phonics -- Lesson 68 – Exceptions.

Implementation -- Teach the students the exceptions to decoding skills. When decoding words that are the exception to the decoding skill, students will continue to use the regular two decoding skills for syllabication but make the long vowel short when necessary.

Extra Blends: DW and TW

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 28 – S-Blends (sc, sk, sl, sn, sm, sp, st, sw); DW and TW Blends.

Implementation -- Teach tw and dw as extra blends.

EU and EW

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 75 – EU and EW.

Implementation -- Teach the sounds and spellings of eu and ew. Both spellings have the same sound, but when ew is preceded by R, J, ch, or L, its sound will be /oo/, as in 'zoo.'

These sounds can be taught as Special Vowel Sounds.

IE and EI

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 73 – *IE* and *EI*.

Implementation -- Teach the multiple sounds produced by the *ie/ei* vowel combinations in words. There are five important spelling skills taught with this vowel combination.

GN, GH, CH, and X

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 74 – *GN, GH, CH,* and *X*.

Implementation -- Teach three jobs for *gn* (beginning of a word, end of a word, and middle of a word).

Teach three jobs for *gh*: /g/ spelled *gh*, as in ‘ghost’; /f/ spelled *gh*, as in ‘cough,’ ‘rough’; *gh* is silent, as in ‘though’ or ‘sigh’ (*-igh*).

Teach additional sound of *ch*: /sh/ spelled *ch*, as in ‘chute.’

Teach additional sounds of *X*: /ks/ spelled *X* at end of a word, like ‘box’; /z/ spelled *X* at beginning of a word, like ‘xerox’; /gz/ spelled *X* in the middle of a word, like ‘exact.’

-igh, -ight

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 38 – Another Sound for *C* and *G*; *-ange* and *-aste*, *-igh*, *-ight*, *-dge*.

Implementation -- Teach words spelled with *-igh/-ight* (the vowel *I* is long, and *gh* is silent).

-ist/-est and -us/-ous

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 71 - *-ist/-est* and *-us/-ous*.

Implementation -- Teach spelling hints for when to use *-ist*, *-est*, *-us*, and *-ous*. Students will also learn the proper grammatical term for words using those endings

-k and -ke

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 41 – *-k* and *-ke*.

Implementation -- Teach the spelling rule for words ending with the sound of /k/. Students will learn when to spell with *-ke* or *-k* at the end of a one-syllable word. Use marking system to ‘prove’ words.

L-Blends (bl, cl, fl, gl, pl, sl)

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 24 – L-Blends (bl, cl, fl, gl, pl, sl).

Implementation -- Teach the six L-Blends, then with vowels as slides, and make real and nonsense words (use provided Word Bank).

Letter Combinations**Double L**

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 27 – Special Vowel Combinations (Double L, NG, and NK).

Implementation -- Teach Special Vowel Combination words ending in -ll. Some of the vowels change in sound when followed by -ll. Teach special marking for decoding, and follow up with -se pages.

NG and NK

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 27 – Special Vowel Combinations (Double L, NG, and NK).

Implementation -- Teach Special Vowel Combination words ending in -ng and -nk. Some of the vowels change in sound when followed by -ng and -nk. Teach special marking for decoding, and follow up with -se pages.

Nonsense Words

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 8 – Nonsense Words.

Implementation -- Use letters A, B, F, D, G to create nonsense words to identify if students understand blending to words and know phonemes. Using Word Builder will aid in this process.

Other Sounds for C and G

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 38 – Another Sound for C and G; -ange and -aste, -igh, -ight, -dge.

Implementation -- Teach the second sound and spelling for C: /s/ (Rainbow S) and G /j/ (Rainbow J) in words. Use marking system to 'prove' words.

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.

Teach words ending in -ge spelling (the vowel sound will be long) and words ending in -dge spelling (the vowel sound will be short).

Prefixes

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 81 – Prefixes.

Implementation -- Teach students to identify and understand the use of prefixes. The 20 most common are identified.

R-Blends (br, cr, dr, fr, gr, pr, tr)

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 26 – *R-Blends (br, cr, dr, fr, gr, pr, tr)*.

Implementation -- Teach the seven *R-Blends*, then with vowels as slides, and make real and nonsense words (use provided Word Bank).

R-Controlled Vowels

AR

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 44 – Murmur Diphthong *AR*; Adding endings to *AR*.

Implementation -- Teach *ar /ar/* Murmur Diphthong. Students will recognize and read words containing the *ar* Murmur Diphthong (*R-controlled vowel*). Use marking system to ‘prove’ words.

OR

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 45 – Murmur Diphthong *OR*.

Implementation -- Teach *or /or/* Murmur Diphthong. Students will recognize and read words containing the *or* Murmur Diphthong (*R-controlled vowel*). Use marking system to ‘prove’ words.

ER, UR, and IR

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 46 – Murmur Diphthongs *ER, UR, and IR*.

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*). Use marking system to ‘prove’ words.

Exceptions to *R-Controlled Vowels*

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 47 – Exceptions to Murmur Diphthongs; Crazy *W*.

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

Students will learn that when a consonant comes between the Murmur Diphthong and final *E*, the Murmur Diphthong sound rules.

Reversed Vowels

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 79 – Reversed Vowels.

Implementation -- Teach that certain vowel combinations can reverse in spelling in multi-syllabic words, and each vowel will retain a new sound in the syllable: ai/ia; oe/eo; oa/ao; au/ua; oi/io. Teach special markings to use for decoding purposes.

S-Blends (*sc, sk, sl, sn, sm, sp, st, sw*)

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 28 – *S*-Blends (*sc, sk, sl, sn, sm, sp, st, sw*); *DW* and *TW* Blends.

Implementation -- Teach the eight *S*-Blends, then with vowels as slides, and make real and nonsense words (use provided Word Bank).

Teach the five three-letter *S* Blends, then with vowels as slides (remember *squ*; the *U* is not a working vowel).

The Schwa

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 77 – The Schwa; Vowel Families.

Implementation -- Teach the importance of the schwa sound. The schwa says /u/ and is represented in the dictionary as an upside-down *E*. The schwa can take any vowel sound.

Skills for Making Words

Harcourt - Trophies -- No specific decoding skill is taught to determine the short vowel sound. Short vowel sounds are introduced as phonograms (*-og, -ap, -ig, -ut, -ed*, etc.) for the building of CVC words.

Discover Intensive Phonics -- Lesson 32 – Phonetic Skill #1.

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

Harcourt - Trophies -- No specific decoding skill is taught to determine the short vowel sound. CVCC words are Not

taught in Kindergarten.

Discover Intensive Phonics -- Lesson 33 – Phonetic Skill #2.

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 vowel sounds in a word. Use marking system to ‘prove’ words.

Harcourt - Trophies -- No long vowel sounds are taught in Kindergarten.

Discover Intensive Phonics -- Lesson 36 – Phonetic Skill #3; Adding *-ing* to Phonetic Skill #3.

Implementation -- Teach using diacritical marking - When the vowel stands alone in a word (VC), the vowel sound is long. Use marking system to ‘prove’ words.

Harcourt - Trophies -- No long vowel sounds are taught in Kindergarten.

Discover Intensive Phonics -- Lesson 37 – Phonetic Skill #4, The Silent *E* Skill.

Implementation -- Teach students to prove and read single-syllable words ending with *-e*; the *E* is silent, making the first vowel long (CVCV, VCV).

Demonstrate skill by going from CVC to CVCV word (cap – cape).

Use marking system to ‘prove’ words.

Use Word Bank at the end of the lesson for dictation practice.

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 40 – Phonetic Skill #5 – Adjacent Vowels; Memorizing Adjacent Vowels; Adding *-ing* to Phonetic Skill #5.

Implementation -- Teach students Phonetic Skill #5, adjacent vowels, and 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.

Use Word Bank at the end of the lesson for dictation practice.

Suffixes/Endings

Letter Combinations

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 34 – Adding Suffixes *-ed, -er, -est, -ing* to Phonetic Skills #1, #2, and Special Vowel Combinations; The Three Sounds of *-ed*.

Implementation -- Teach spelling rules for adding suffixes (*-ed, -er, -est, -ing*) to words following Phonetic Skills #1 and #2.

Making Words Skills

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 34 – Adding Suffixes *-ed, -er, -est, -ing* to Phonetic Skills #1, #2, and Special Vowel Combinations; The Three Sounds of *-ed*.

Implementation -- Teach spelling rules for adding suffixes (*-ed, -er, -est, -ing*) to words following Phonetic Skills 1 and 2.

Harcourt - Trophies -- No long vowel sounds are taught in Kindergarten.

Discover Intensive Phonics -- Lesson 36 – Phonetic Skill #3; Adding *-ing* to Phonetic Skill #3.

Implementation -- Teach suffix *-ing* to VC words. Underline the suffix.

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 39 – Adding *-ing* to Phonetic Skill #4, Adding *-ing* in Words Ending in *-ce* and *-ge*.

Implementation -- Teach students spelling skills for adding suffixes *-ing, -er, -ed, -est* to words ending in silent *E*. Underline the suffix.

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 40 – Phonetic Skill #5 – Adjacent Vowels; Memorizing Adjacent Vowels; Adding *-ing* to Phonetic Skill #5.

Implementation -- Teach the spelling skill of adding the suffix *-ing* to words with adjacent vowels. Underline the suffix.

R-Controlled Vowel: *AR*

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 44 – Murmur Diphthong *AR*; Adding endings to *AR*.

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 suffix *-ing* to words ending in *-ar*. Underline the suffix.

Use marking system to ‘prove’ words.

Words Ending in *-ce* and *-ge*

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 39 – Adding *-ing* to Phonetic Skill #4, Adding *-ing* in Words Ending in *-ce* and *-ge*.

Implementation -- Teach students spelling skills for adding suffixes *-ing*, *-er*, *-ed*, *-est* to Rainbows *S* (*ce/ci*) and *J* (*ge/gi*) words. Underline the suffix.

Suffixes

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 82 – Suffixes.

Implementation -- Teach the students the meaning, usage, and marking of suffixes to base words.

-tch

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 49 – Digraphs *ch*, *sh*, *wh*, *th*; *-tch*.

Implementation -- Teach spelling skill for *-tch*.

Three Sounds of *-ed*

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 34 – Adding Suffixes *-ed*, *-er*, *-est*, *-ing* to Phonetic Skills #1, #2, and Special Vowel Combinations; The Three Sounds of *-ed*

Implementation -- Introduce the three sounds for the suffix *-ed* (/ed/, /d/, /t/).

Vowel Families

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 77 – The Schwa; Vowel Families.

Implementation -- Teach long *O* Vowel Families in single-syllable words (*-old, -olt, -oll, -ost*).

Teach long *I* Vowel Families in single-syllable words (*-ind, -ild*).

Discuss *O* and *I* Vowel Families that follow Phonetic Skill #2.

Vowel Combinations

au/aw

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 54 – Special Vowel Sound #1 *au/aw*.

Implementation -- *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 Word Banks within the lesson.

oi/oy

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 56 – Special Vowel Sound #3 *oi/oy*.

Implementation -- *oi/oy* – 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 Word Banks within the lesson.

Teach adding suffixes to Special Vowel Sounds, and underline the suffix.

ou/ow

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 55 – Special Vowel Sound #2 *ou/ow*.

Implementation -- *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’). Teach students to recognize and use the two sounds of /ow/.

Introduce the special marking system for Special Vowel Sounds to aid in decoding of words. Use Word Banks within the lesson.

Teach adding suffixes to Special Vowel Sounds, and underline the suffix.

oo/oo

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 57 – Special Vowel Sounds #4 and #5.

Implementation -- Introduce and teach students the two sounds for *oo*: /oo/, as in ‘look’ and ‘good’; /oo/, as in ‘zoo’ and ‘fool.’

Use Word Banks within the lesson. Introduce the special marking system for Special Vowel Sounds to aid in decoding of words.

Teach adding suffixes to Special Vowel Sounds, and underline the suffix.

Rules for Y
Y Can Be Silent

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 60 – *Y* and Long *I*; *Y Can Be Silent*; Compound Words

Implementation --

Y Can Say Long E

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 61 – Decoding Skill #1 and The Last Rule for *Y*.

Implementation -- Teach Last Rule for *Y* (long *E*): when there is more than one working vowel in a word and *Y* is at the end of the word.

Teach exception of verbs ending with *-ny*, *-fy*, *-ly*, and *Y* is long *I*.

Y Can Say Long I

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 60 – *Y* and Long *I*; *Y Can Be Silent*; Compound Words.

Implementation -- Introduce and teach rules of *Y*: Phonetic Skill #3 (*Y* has long sound of *I*).

Introduce and teach rules of *Y*: Phonetic Skill #4 (*Y* has long sound of *I* with silent *E*).

Use Word Bank of end of lesson for word practice. Use special marking system to aid in decoding of words.

Review adding suffixes and contractions.

Y: Random Rules

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 76 – The Last Job of *Y*.

Implementation -- Teach students to properly add suffixes and plurals to words ending in *-y*. There are five spelling rules to aid students in correct spelling:

When *Y* follows a consonant, *Y* changes to *I*, then add *-es*, *-er*, *-ed*, or *-est*.

When *Y* follows a vowel, just add *-s*.

If a multi-syllabic word ends in *-ny*, *-ly*, or *-fy*, *Y* will have the sound of long *I*.

If *-ly* can be added as a suffix to a base word, *Y* will sound long *E*.

When *Y* is added as a suffix to a noun, the word becomes an adjective.

Y Can Be a Short Vowel

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 59 – *Y* Can Be a Short Vowel.

Implementation -- Introduce the Many Jobs of *Y*. Teach when *Y* is at the beginning of a word, it is a consonant.

Teach students how *Y* follows the Five Phonetic Skills. Teach that when *Y* is the only working vowel in a single-syllable word, it takes the sound of *I*. Phonetic Skill #1 and #2 teach the sound will be short *I*.

Use special marking system to aid in decoding of words.

Teach spelling and pronunciation skill of *cy* and *gy* (Rainbow *S* and rainbow *J*).

Grammar Skills Covered in Both Harcourt Brace and *Discover Intensive Phonics* or Skills Covered in *Discover Intensive Phonics* But Not in Harcourt Brace

Action Verbs

Harcourt - Trophies -- K-2, Th-7, Wk-3, d-3 (introduced as “action words” for the purpose of creative writing).

Discover Intensive Phonics -- Lesson 29 – Action Verbs, Review Blends; Verb Agreement.

Implementation -- Teach action verbs (recognize in sentence) and verb agreement (spelling purposes).

Adjectives

Harcourt - Trophies -- K-2, Th-7, Wk-1, d-4 (termed as “describing words” for creative writing purposes).

Discover Intensive Phonics -- Lesson 13 – Vowel *O*; Nouns, Adjectives, and Singular and Possessive Plurals.

Implementation -- Teach how to properly use and identify adjectives.

Articles (A, An, The)

Note that this skill is typically Not taught in *Discover Intensive Phonics* for Kindergarten students.

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 35 – Indefinite and Definite Articles (A, An, The).

Implementation -- Teach how to properly use and identify indefinite and definite articles.

Beginning Sentences

Harcourt - Trophies -- K-1, Th-4, Wk-3, d-5.

K-2, Th-6, Wk-1, d-1 (actual reference to “capital” letter at the beginning and period at the end).
Taught as “concept of print”; ending punctuation.

Discover Intensive Phonics -- Lesson 10 – Vowel *E*, Beginning Sentences; Lesson 12 – Consonants *N, P, R, S*; Exclamation Marks, Question Marks, Commas.

Implementation -- Teach sentence structure with capitals, and introduce punctuation (. ! ?).

Commas

Harcourt - Trophies -- K-2, Th-6, Wk-1, d-1 (actual reference to “capital” letter at the beginning and period at the end).

Taught as “concept of print”; ending punctuation.

Discover Intensive Phonics -- Lesson 12 – Consonants *N, P, R, S*; Exclamation Marks, Question Marks, Commas.

Implementation -- Review sentence structure with capitals, and practice writing sentences using punctuation (. ! ?).

Exclamation Marks

Harcourt - Trophies -- Taught as “concept of print”; ending punctuation.

Discover Intensive Phonics -- Lesson 12 – Consonants *N, P, R, S*; Exclamation Marks, Question Marks, Commas.

Implementation -- Review sentence structure with capitals, and practice writing sentences using punctuation (. ! ?).

Nouns

Harcourt - Trophies -- Nouns: 1.2, Th-3, Lsn-1, d-1.

Discover Intensive Phonics -- Lesson 13 – Vowel *O*; Nouns, Adjectives, and Singular and Possessive Plurals.

Implementation -- Teach how to properly use and identify nouns.

Plurals: -s and -es

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 25 – Small Words Ending in Double *S, F, and Z*; Plurals by Adding *-s* or *-es*; Lesson 52 – *-s/-es*, Plurals, and Review *-tch* and *-dge*.

Implementation -- Teach spelling rule for plurals of adding *-s* or *-es* to the ends of words.

Teach spelling skill of how to add plurals (*-s, -es*) to words ending in Digraphs. Underline the plural spelling (*-s, -es*).

Plurals: Singular and Possessive

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 13 – Vowel *O*; Nouns, Adjectives, and Singular and Possessive Plurals.

Implementation -- Review sentence structure with capitals, and practice writing sentences using punctuation (. ! ?). Identify nouns and singular and plural possessives in sentences.

Question Marks

Harcourt - Trophies -- Asking Sentences: taught as “concept of print”; ending punctuation. K-2, Th-6, Wk-2, d-5.

Discover Intensive Phonics -- Lesson 12 – Consonants *N, P, R, S*; Exclamation Marks, Question Marks, Commas.

Implementation -- Review sentence structure with capitals, and practice writing sentences using punctuation (. ! ?).

Quotations: Direct and Indirect

Harcourt - Trophies -- Referred to as “dialogue – speech balloon.” Introduced for creative writing purposes K-2, Th-7, Wk-2, d-5.

Discover Intensive Phonics -- Lesson 14 – Most Common Words List #2; Direct and Indirect Quotations.

Implementation -- Introduce quotation marks, and practice for reading and writing purposes.

Verb Agreement

Harcourt - Trophies -- Not taught in Kindergarten.

Discover Intensive Phonics -- Lesson 29 – Action Verbs, Review Blends; Verb Agreement.

Implementation -- Teach how to properly identify action verbs and to use them in sentences.

High Frequency Words

In Harcourt - Trophies material, high frequency words are introduced with lessons for the purpose of reading decodable books. In the *Discover Intensive Phonics* Kindergarten program, high frequency words are called Most Common Words. These words have been divided into four lists, with five to eight words in each list. The Most Common Words are taught a few at a time throughout the course. Following is a list of which words are taught after specific skills.

After the alphabet has been taught and reviewed, students will have learned the following Most Common Words:

List #1: am, he, I, in, is, it, my, the

List #2: a, and, at, on, you

List #3: are, do, go, no, said, to

List #4: be, have, love, me, of, she, was, we

Following tells which *Discover Intensive Phonics* lesson contain a short review of the Most Common Words lists:

List #1: Lesson 11, p. 181

List #2: Lesson 14, p. 227

List #3: Lesson 18, p. 273

List #4: Lesson 22, p. 325

Little Book Stories

The Kindergarten *Discover Intensive Phonics* program is augmented with nine vocabulary-controlled stories reinforcing specific skills. The stories, contained in the Little Red Book, are grouped according to skill type (i.e. alphabet/blends).

In Kindergarten, students are usually taught through the blends in the *Discover Intensive Phonics* program and, therefore, use only one Little Book. However, if the students are able to move to higher skills (skills that are usually taught in First grade and above), there are three further Little Books that can be used to augment the students' learning.

The following list of Little Books shows the order of their use with the *Discover Intensive Phonics* program. They are listed by book, individual story, specific skill, and *Discover Intensive Phonics* lesson number.

Little Red Book

Making words; Consonants *B, F, D, G, H, J, L*, and *M*; Vowels *A* and *E*; Most Common Word List #1

My Bed - Lesson 11, p. 181

Consonants *N, P, R*, and *S*; Vowel *O*; Most Common Word List #2

Lad - Lesson 14, p. 227

Consonants *T, V, W, X*, and *Y*; Vowel *U*; Most Common Word List #3

The Red Fox - Lesson 18, p. 273

Consonants *Q, Z, C*, and *K*; Vowel *I*; Most Common Word List #4

Friends - Lesson 22, p. 325

*L-, R-, and S-*Blends; Double *S, F*, and *Z* words; Special Vowel Combinations; Most Common Word List #5

It's Here - Lesson 24, p. 343

Frogs - Lesson 26, p. 365

Scott's Dog - Lesson 28, p. 383

What Would I Do? - Lesson 29, p. 393

My Brother Matt - Lesson 30, p. 401