



*Reading Horizons Discovery*®

and

Harcourt Trophies®

Grade 2



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February 2013

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# 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 as **Grades 1-3**. The **lessons** will be, **Lsn**, and page numbers will be indicated, **pp**. Example: *RHD Gr 1-3, Ch 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.

**Harcourt Trophies 2nd Grade introduces** a short review of the phonic skills taught in 1st grade (short vowel sounds and some long vowel sound spellings-phonograms, selected digraphs, and the R-controlled vowels) in *Inventory Unit Lessons 1-15, TE 2.1*, prior to the introducing and continuing of Thematic Lessons which include the additional vowels (phonograms), more digraphs, grammar, etc. Decodable books and Leveled Readers for student reading are included in each lesson. The **teacher editions for 2nd grade** (there are 6, 3 themes per title) have **theme titles (Just For You[JFY]-2.1 Themes 1, 2, and 3; Banner Days[BD] -2.2 Themes 1, 2, and 3)**. The lessons are listed by week **Wk-**; the specific **day** the skill is introduced **d-**. An example of the code for the lesson is, **JFY (Just For You), 2.1, Th-1 (Theme 1), Wk-1 (week 1), d-3 (day 3). JFY, 2.1, Th-1, Wk-1, d-3**.

**The following implementation guide shows the RHD sequence of phonics instruction, correlating the Harcourt Trophies phonics lessons to the RHD sequence. We recommend you follow the RHD sequence and use the marking system when teaching the phonic skills in Harcourt Trophies. When using the practice pages from Harcourt, be sure to encourage your students to use the RHD marking system when decoding words. Supplement with**

# Introduction

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/).

The format will be as follows:

Skill

Correlation to Harcourt Trophies --

*Reading Horizons Discovery*® --

Implementation of two programs --

Following the correlation of the *Reading Horizons Discovery*® 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.

# Alphabet

## Vowel *A*

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Vowel A, Gr 1-3, Ch 1, Lsn 1, pp. 43-57.**

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*

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant B, Gr 1-3, Ch 1, Lsn 1, pp. 43-57.**

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 *C*

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant C, Gr 1-3, Ch 1, Lsn 13, pp. 157-169.**

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.

## Consonant *D*

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant D, Gr 1-3, Ch 1, Lsn 1, pp. 43-57.**

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.

## Vowel *E*

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Vowel E, Gr 1-3, Ch 1, Lsn 6, pp. 85-99.**

# Correlation

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 **F**

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant F, Gr 1-3, Ch 1, Lsn 1, pp. 43-57.**

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**

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant G, Gr 1-3, Ch 1, Lsn 1, pp. 43-57.**

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 **H**

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant H, Gr 1-3, Ch 1, Lsn 6, pp. 85-99.**

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.

## Vowel **I**

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Vowel I, Gr 1-3, Ch 1, Lsn 13, pp. 157-169.**

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 J**

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant J, Gr 1-3, Ch 1, Lsn 6, pp. 85-99.**

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 K**

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant K, Gr 1-3, Ch 1, Lsn 13, pp. 157-169.**

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 L**

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant L, Gr 1-3, Ch 1, Lsn 6, pp. 85-99.**

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**

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant M, Gr 1-3, Ch 1, Lsn 6, pp. 85-99.**

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 N**

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant N, Gr 1-3, Ch 1, Lsn 8, pp. 107-121.**

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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.

## Vowel O

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Vowel O, Gr 1-3, Ch 1, Lsn 8, pp. 107-121.**

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

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant P, Gr 1-3, Ch 1, Lsn 8, pp. 107-121.**

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 Q

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant Q, Gr 1-3, Ch 1, Lsn 13, pp. 157-169.**

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 R

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant R, Gr 1-3, Ch 1, Lsn 8, pp. 107-121.**

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*

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant S, Gr 1-3, Ch 1, Lsn 8, pp. 107-121.**

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 *T*

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant T, Gr 1-3, Ch 1, Lsn 10, pp. 131-146.**

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*

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Vowel U, Gr 1-3, Ch 1, Lsn 10, pp. 131-146.**

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*

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant V, Gr 1-3, Ch 1, Lsn 10, pp. 131-146.**

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.

# Correlation

## Consonant *W*

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant *W*, Gr 1-3, Ch 1, Lsn 10, pp. 131-146.**

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*

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant *X*, Gr 1-3, Ch 1, Lsn 10, pp. 131-146.**

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*

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant *Y*, Gr 1-3, Ch 1, Lsn 10, pp. 131-146.**

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 *Z*

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Consonant *Z*, Gr 1-3, Ch 1, Lsn 13, pp. 157-169.**

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.

# Skills Taught in Both

## Alphabetical Order

Harcourt Trophies -- Alphabetizing is taught as a dictionary skill throughout various lessons.

*Reading Horizons Discovery*® -- **Alphabetical Order, Gr 1-3, Ch 1, Lsn 16, pp. 187-189.**

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

## Blends S-Blends

Harcourt Trophies -- spr-, str-: JFY 2.1, Th-3, Wk-2, d-1. Other s-blends are *taught in 1st grade, a skill that is not reviewed in 2nd grade*

*Reading Horizons Discovery*® -- **S-Blends, Gr 1-3, Ch 2, Lsn 20, pp. 27-37.**

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 corresponding *Reading Horizons Discovery*® Little Book.

## Building/Making Words

### Adding Suffixes to Phonetic Skills 1 and 2:

Harcourt Trophies -- Inflected word endings: -ing: JFY 2.1, Th-2, Wk-2, d-4.

-ed: JFY 2.1, Th-1, Wk-3, d-1

Adding -er, -est: JFY 2.1, Th-2, Wk-2, d-4. BD 2.2, Th-2, Wk-5, d-1.

*Reading Horizons Discovery*® -- **Adding Suffixes to Phonetic Skills 1 and 2, Gr 1-3, Ch 3, Lsn 37, pp. 57-68.**

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 corresponding *Reading Horizons Discovery*® Little Book.

### Adding Suffixes to Phonetic Skills 3 and 4:

Harcourt Trophies -- Add endings -ed, -ing (drop e): -ed: JFY 2.1, Th-1, Wk-3, d-1

Adding -s: JFY 2.1, Th-3, Wk-5, d-1.

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*Reading Horizons Discovery*® -- **Adding Suffixes to Phonetic Skills 3 and 4, Gr 1-3**, Ch 3, Lsn 48, pp. 149-157.

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 corresponding *Reading Horizons Discovery*® Little Book.

## Adding Suffixes to Phonetic Skill 5:

Harcourt Trophies -- Add endings *-s*, *-ed*, *-ing*: *-ed*: JFY 2.1, Th-1, Wk-3, d-1. Reviewed JFY 2.1, Th-3, Wk-5, d-1.

*Reading Horizons Discovery*® -- **Adding Suffixes to Phonetic Skill 5**, Ch 3, Lsn 55, pp. 207-216.

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 corresponding *Reading Horizons Discovery*® Little Book.

## Adding Suffixes to Words Ending in Y:

Harcourt Trophies -- Add endings *-ed*, *-es*, *-ing* (*y* to *i*): *-ed* (*y* to *i*): JFY 2.1, Th-1, Wk-4, d-1.

Add suffix *-ly*: BD 2.2, Th-1, Wk-5, d-1.

*Reading Horizons Discovery*® -- **Adding Suffixes to Words Ending in Y, Gr 1-3**, Ch 4, Lsn 71, pp. 101-109.

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 corresponding *Reading Horizons Discovery*® Little Book.

## Compound Words:

Harcourt Trophies -- JFY 2.1, Th-1, Wk-5, d-4; BD 2.2, Th-1, Wk-3, d-4.

*Reading Horizons Discovery*® -- **Compound Words, Gr 1-3**, Ch 2, Lsn 26, pp. 77-78.

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.

Contractions:

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

Contractions: 'll, n't, 's: BD 2.2, Th-2, Wk-2, d-1. BD 2.2, Th-3, Wk-5, d-1.

*Reading Horizons Discovery*® -- **Contractions, Gr 1-3**, Ch 2, Lsn 30, pp. 111-116.

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

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

Decoding Skill 1:

Harcourt Trophies -- Decoding Skill 1 for Syllabication: JFY 2.1, Th-1, Wk-1, d-4. Taught as Syllable Pattern V/CV Teaching to syllabicate/decode words with a marking system is not taught. It is introduced to listen for the vowel sound (termed 'Word Part) and clap the syllable/s in the word. Not taught as a formal skill to determine vowel sound in a multi-syllable word.

*Reading Horizons Discovery*® -- Decoding Skill 1, **Gr 1-3**, Ch 4, Lsn 61, pp. 25-34.

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 corresponding *Reading Horizons Discovery*® Little Book.

Decoding Skill 2:

Harcourt Trophies -- Not taught as a formal skill to determine vowel sound in a multi-syllable word.

Referred as syllable pattern VC / CV: JFY 2.1, Th-2, Wk-1, d-4.

Syllabication: Teaching to syllabicate/decode words with a marking system is not taught in a formal lesson. It is taught as a listening skill for the vowel sound (termed 'Word Part) and clapping the syllable/s.

*Reading Horizons Discovery*® -- Decoding Skill 2, **Gr 1-3**, Ch 4, Lsn 66, pp. 61-71.

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 corresponding *Reading Horizons Discovery*® Little Book.

# Correlation

## -LE at the End of a Word:

Harcourt Trophies -- /l/ taught as syllable -le: JFY 2.1, Th-3, Wk-3, d-4 (taught as syllable pattern C-le). (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).

*Reading Horizons Discovery*® -- -LE at the End of a Word, **Gr 1-3**, Ch 4, Lsn 69, pp. 85-93.

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.

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

Read corresponding *Reading Horizons Discovery*® Little Book.

## Other Sounds for EA and IE/EI:

Harcourt Trophies -- ea: BD 2.2, Th-3, Wk-4, d-4 (area).  
-ie: BD 2.2, Th-3, Wk-4, d-4 (variety).

*Reading Horizons Discovery*® -- Other Sounds for EA and IE/EI, **Gr 1-3**, Ch 6, Lsn 95, pp. 3-15.

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

- Long ē (e.g., *meat*).
- Short ĕ (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 corresponding *Reading Horizons Discovery*® Little Book.

## Phonetic Skill 1:

Harcourt Trophies -- No specific decoding skill is taught to determine the short vowel sound. Short vowel sounds are introduced as phonograms when teaching vowels in the beginning alphabet lessons for the building of CVC words. (Example: -og, -ap, -in, etc.)

-id: JFY 2.1, Th-1, Wk-1, d-1

-at: JFY 2.1, Th-1, Wk-5, d-1.

*Reading Horizons Discovery*® -- Phonetic Skill 1, **Gr 1-3**, Ch 3, Lsn 32, pp. 13-19.



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 corresponding *Reading Horizons Discovery*® Little Book.

#### Phonetic Skill 4:

Harcourt Trophies -- No formal lesson. Long vowel sound is introduced as a CVCe pattern or phonogram.

Long ‘a’ spelled a\_e: -ame, -ake: JFY 2.1, Th-1, Wk-2, d-1.

-ate: JFY 2.1, Th-1, Wk-5, d-1.

Long ‘e’ spelled e\_e: not taught

Long ‘o’ spelled o\_e: taught in 1st grade

Long ‘u’ spelled u\_e: taught in 1st grade

Long ‘i’ spelled i\_e: -ide: JFY 2.1, Th-1, Wk-1, d-1

*Reading Horizons Discovery*® -- Phonetic Skill 4, **Gr 1-3**, Ch 3, Lsn 43, pp. 111-117.

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 corresponding *Reading Horizons Discovery*® Little Book.

#### Phonetic Skill 5, Adjacent Vowels:

Harcourt Trophies -- No formal lesson. Long vowel sound is introduced as a phonogram with the Alphabet/Sound card.

Long u spelled ue: BD 2.2, Th-1, Wk-3, d-1 (taught with /oo/)

Long u spelled ui: BD 2.2, Th-2, Wk-3, d-1 (taught with ew).

*Reading Horizons Discovery*® -- Phonetic Skill 5, **Gr 1-3**, Adjacent Vowels, Ch 3, Lsn 50, pp. 163-173.

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 corresponding *Reading Horizons Discovery*® Little Book.

# Correlation

## Reversed Vowels:

Harcourt Trophies -- ea: BD 2.2, Th-3, Wk-4, d-4 (area).  
ai/ia: BD 2.2, Th-3, Wk-4, d-4 (dial).  
oi/io: BD 2.2, Th-3, Wk-4, d-4 (polio).  
ie: BD 2.2, Th-3, Wk-4, d-4 (diet).

*Reading Horizons Discovery*® -- Reversed Vowels, **Gr 1-3**, Ch 6, Lsn 96, pp. 17-28.

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 corresponding *Reading Horizons Discovery*® Little Book.

## Sounds of EU and EW:

Harcourt Trophies -- /oo/ spelled ew: BD 2.2, Th-2, Wk-3, d-1 (taught with ui).

*Reading Horizons Discovery*® -- Sounds of EU and EW, **Gr 1-3**, Ch 6, Lsn 97, pp. 29-36.

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 corresponding *Reading Horizons Discovery*® Little Book.

## Sounds of -GH, -IGH, -IGHT:

Harcourt Trophies -- /f/ spelled gh: BD 2.2, Th-2, Wk-4, d-1.  
gh is silent: with ou-BD 2.2, Th-3, Wk-3, d-1 (through).  
gh is silent: with au-BD 2.2, Th-3, Wk-4, d-1 (caught).

*Reading Horizons Discovery*® -- **Sounds of -GH, -IGH, -IGHT**, **Gr 1-3**, Ch 3, Lsn 57, pp. 225-232.

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 corresponding *Reading Horizons Discovery*® Little Book.

#### Spelling with -CK:

Harcourt Trophies -- /k/ spelled ck:

-ack: JFY 2.1, Th-2, Wk-1, d-1.

-ock: JFY 2.1, Th-2, Wk-1, d-1.

*Reading Horizons Discovery*® -- **Spelling with -CK, Gr 1-3**, Ch 3, Lsn 35, pp. 43-48.

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 corresponding *Reading Horizons Discovery*® Little Book.

#### Spelling with -KE:

Harcourt Trophies -- No formal lesson. Long vowel sound is introduced as a CVCe pattern or phonogram.

Long ‘a’ spelled a\_e: -ake: JFY 2.1, Th-1, Wk-2, d-1.

Long ‘i’ spelled i\_e: JFY 2.1, Th-1, Wk-1, d-1.

*Reading Horizons Discovery*® -- **Spelling with -KE, Gr 1-3**, Ch 3, Lsn 45, pp. 125-130.

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 corresponding *Reading Horizons Discovery*® Little Book.

#### The Three Sounds of -ED:

Harcourt Trophies -- JFY 2.1, Th-1, Wk-3, d-1.

*Reading Horizons Discovery*® -- **The Three Sounds of -ED, Gr 1-3**, Ch 3, Lsn 38, pp. 69-75.

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 corresponding *Reading Horizons Discovery*® Little Book.

# Correlation

## Digraphs *CH, SH, WH, PH*

Harcourt Trophies -- /f/ spelled ph: BD 2.2, Th-2, Wk-4, d-1.

*Reading Horizons Discovery*® -- **Digraphs CH, SH, WH, PH, Gr 1-3, Ch 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 corresponding *Reading Horizons Discovery*® Little Book.

## More Digraphs

Harcourt Trophies -- /f/ spelled ph: BD 2.2, Th-2, Wk-4, d-1.

/n/ spelled gn: JFY 2.1, Th-3, Wk-4, d-1.

/n/ spelled kn: JFY 2.1, Th-3, Wk-4, d-1.

/r/ spelled wr: JFY 2.1, Th-3, Wk-4, d-1.

/k/ spelled ck: -ack: JFY 2.1, Th-2, Wk-1, d-1. -ock: JFY 2.1, Th-2, Wk-1, d-1.

*Reading Horizons Discovery*® -- **More Digraphs, Gr 1-3, Ch 5, Lsn 83, pp. 69-79.**

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 corresponding *Reading Horizons Discovery*® Little Book.

## Murmur Diphthongs *AR*

Harcourt Trophies -- /ar/ spelled ar: (taught with phonograms) -ar, -arm, -ark: JFY 2.1, Th-2, Wk-5, d-1.

Add suffix -ing: BD 2.2, Th-1, Wk-5, d-1.

*Reading Horizons Discovery*® -- **Murmur Diphthong AR, Gr 1-3, Ch 5, Lsn 76, pp. 5-15.**

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 corresponding *Reading Horizons Discovery*® Little Book.

### ***ER, UR, and IR***

Harcourt Trophies -- /er/ spelled ear: JFY 2.1, Th-2, Wk-2, d-1.

*Reading Horizons Discovery*® -- **Murmur Diphthongs ER, UR, and IR, Gr 1-3, Ch 5, Lsn 78, pp. 27-35.**

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 corresponding *Reading Horizons Discovery*® Little Book.

### ***OR***

Harcourt Trophies -- /or/ spelled our: JFY 2.1 Th-2, Wk-4, d-1.

*Reading Horizons Discovery*® -- **Murmur Diphthong OR, Gr 1-3, Ch 5, Lsn 77, pp. 17-25.**

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 corresponding *Reading Horizons Discovery*® Little Book.

### **Exceptions to Murmur Diphthongs**

Harcourt Trophies -- /eer/ spelled ear, eer: JFY 2.1, Th-3, Wk-1, d-1.

/air/ and /are/: BD 2.2, Th-3, Wk-1, d-1.

*Reading Horizons Discovery*® -- **Exceptions to Murmur Diphthongs, Gr 1-3, Ch 5, Lsn 80, pp. 41-52.**

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 when a consonant comes between the Murmur Diphthong and final *e*, the Murmur Diphthong sound rules.

# Correlation

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 corresponding *Reading Horizons Discovery*® Little Book.

## Nonsense Words

Harcourt Trophies -- Nonsense Word Game: JFY 2.1, Th-1, Wk-4, d-4.

*Reading Horizons Discovery*® -- **Nonsense Words, Gr 1-3, Ch 1, Lsn 4, pp. 73-77.**

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.

## Plurals

Harcourt Trophies -- Plurals: JFY 2.1, Th-2, Wk-2, d-1. Reviewed JFY 2.1, Th-3, Wk-5, d-1.

Plurals-Inflection with *-es*: JFY 2.1, Th-2, Wk-2, d-1. Reviewed JFY 2.1, Th-3, Wk-5, d-1.

*Reading Horizons Discovery*® -- **Double S, F, and Z, Gr 1-3, Ch 2, Lsn 23, pp. 51-58.**

Implementation -- 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 corresponding *Reading Horizons Discovery*® Little Book.

## Special Vowel Sounds

### *AU/AW*

Harcourt Trophies -- /aw/ spelled au: BD 2.2, Th-3, Wk-4, d-1

/aw/ spelled aw: BD 2.2, Th-3, Wk-4, d-1 (caught).

*Reading Horizons Discovery*® -- ***AU/AW*, Gr 1-3, Ch 5, Lsn 86, pp. 97-107.**

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 corresponding *Reading Horizons Discovery*® Little Book.

***OI/OY***

Harcourt Trophies -- /oi/ spelled oi: BD 2.2, Th-1, Wk-2, d-1.  
 /oi/ spelled oy: BD 2.2, Th-1, Wk-2, d-1.

*Reading Horizons Discovery*® -- **OI/OY, Gr 1-3, Ch 5, Lsn 88, pp. 121-130.**

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 corresponding *Reading Horizons Discovery*® Little Book.

***OU/OW***

Harcourt Trophies -- /ow/ spelled ou: BD 2.2, Th-1, Wk-1, d-1.  
 /ow/ spelled ow: BD 2.2, Th-1, Wk-1, d-1.  
 Long ‘o’ spelled ow: taught in 1st grade with /oa/.

*Reading Horizons Discovery*® -- **OU/OW, Gr 1-3, Ch 5, Lsn 87, pp. 109-120.**

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 corresponding *Reading Horizons Discovery*® Little Book.

***OO/OO***

Harcourt Trophies -- /oo/ spelled oo: BD 2.2, Th-3, Wk-2, d-1.  
 /oo/ spelled oo: JFY 2.1, Th-3, Wk-3, d-1; BD 2.2, Th-1, Wk-3, d-1 (taught with /ue/)

*Reading Horizons Discovery*® -- **OO/OO, Gr 1-3, Ch 5, Lsn 89, pp. 131-140.**

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 corresponding *Reading Horizons Discovery*® Little Book.





# Skills Taught Only in *Reading Horizons Discovery*®

## **Blends** **L-Blends**

Harcourt Trophies -- *Taught in 1st grade, a skill that is not reviewed in 2nd grade.*

*Reading Horizons Discovery*® -- **L-Blends, Gr 1-3, Ch 2, Lsn 18, pp. 11-18.**

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 corresponding *Reading Horizons Discovery*® Little Book.

## **R-Blends**

Harcourt Trophies -- *Taught in 1st grade, a skill that is not reviewed in 2nd grade.*

*Reading Horizons Discovery*® -- **R-Blends, Gr 1-3, Ch 2, Lsn 19, pp. 19-26.**

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 corresponding *Reading Horizons Discovery*® Little Book.

## **Building/Making Words**

Harcourt Trophies -- *Not a formal lesson in 2nd Grade for short vowel, single-syllable words.*

*Reading Horizons Discovery*® -- **Let's Make Words, Gr 1-3, Gr 1-3, Ch 1, Lsn 3, pp. 67-72.**

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.

### Another Sound for C and G:

Harcourt Trophies -- /s/ spelled ce/ci: Not taught in 2nd grade.

/j/ spelled ge/gi: Not taught in 2nd grade.

/j/ spelled dge: Not taught in 2nd grade.

-aste: Not taught in the program.

-ange: Not taught in the program.

*Reading Horizons Discovery*® -- **Another Sound for C and G, Gr 1-3, Ch 3, Lsn 47, pp. 139-148.**

# Correlation

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.

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 corresponding *Reading Horizons Discovery*® Little Book.

## Decoding Exceptions:

Harcourt Trophies -- Decoding skill for exceptions is not taught in the program. Students are taught to 'listen' for the long or short vowel sound in the syllable.

*Reading Horizons Discovery*® -- Decoding Exceptions, **Gr 1-3**, Ch 5, Lsn 91, pp. 153-161.

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 corresponding *Reading Horizons Discovery*® Little Book.

## Decoding Multi-Syllabic Words:

Harcourt Trophies -- Syllabication: Teaching to syllabicate/decode words with a marking system is not taught in a formal lesson. It is taught as a listening skill for the vowel sound (termed 'Word Part') and clapping the syllable/s (VC/CV, V/CV, VC/CCV).

*Reading Horizons Discovery*® -- Decoding Multi-Syllabic Words, **Gr 1-3**, Ch 5, Lsn 82, pp. 61-68.

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 corresponding *Reading Horizons Discovery*® Little Book.

## Decoding Two-Syllable Words:

Harcourt Trophies -- Not taught as a formal skill to determine vowel sound in a multi-syllable word.

Referred as syllable pattern VC / CV: JFY 2.1, Th-2, Wk-1, d-4.

Syllabication: Teaching to syllabicate/decode words with a marking system is not taught in a formal lesson. It is taught as a listening skill for the vowel sound (termed 'Word Part') and clapping the syllable/s.

*Reading Horizons Discovery*® -- Decoding Two-Syllable Words, **Gr 1-3**, Ch 4, Lsn 73, pp. 117-125.

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 corresponding *Reading Horizons Discovery*® Little Book.

#### Double Consonants:

Harcourt Trophies -- Not taught to be recognized as a regular spelling skill, only taught as a syllabication/reading skill.

*Reading Horizons Discovery*® -- Double Consonants, **Gr 1-3**, Ch 4, Lsn 68, pp. 77-84.

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 corresponding *Reading Horizons Discovery*® Little Book.

#### Last Job of Y:

Harcourt Trophies -- Long 'e' spelled y: taught in 1st grade.

*Reading Horizons Discovery*® -- Last Job of Y, **Gr 1-3**, Ch 4, Lsn 64, pp. 47-54.

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 corresponding *Reading Horizons Discovery*® Little Book.

# Correlation

## Many Jobs of Y:

Harcourt Trophies -- Not taught in program.

Long 'i' spelled y: taught in 1st grade.

Long 'a' spelled \_ay: taught in 1st grade with /ai/.

Long 'e' spelled \_ey: not taught.

*Reading Horizons Discovery*® -- Many Jobs of Y, **Gr 1-3**, Ch 4, Lsn 59, pp. 5-15.

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 corresponding *Reading Horizons Discovery*® Little Book.

## Other Sounds for EA and IE/EI:

Harcourt Trophies -- Long 'e' spelled ea: taught in 1st grade

Short /e/ spelled ea: taught in 1st grade.

Long 'a' spelled ea: not taught in 2nd grade.

Long 'i' spelled ie: taught in 1st grade.

Long 'e' spelled ie: not taught in 2nd grade.

*Reading Horizons Discovery*® -- Other Sounds for EA and IE/EI, **Gr 1-3**, Ch 6, Lsn 95, pp. 3-15.

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

- Long ē (e.g., *meat*).
- Short ĕ (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 corresponding *Reading Horizons Discovery*® Little Book.

Other Suffixes: -TION, -SION, and -OUS:

Harcourt Trophies -- /shun/ spelled -tion: Not taught in 2nd grade.  
 /shun/ spelled -sion: Not taught in 2nd grade.  
 /us/ spelled -ous: Not taught in 2nd grade.

*Reading Horizons Discovery*® -- Other Suffixes: -TION, -SION, and -OUS, **Gr 1-3**, Ch 5, Lsn 93, pp. 169-181.

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 corresponding *Reading Horizons Discovery*® Little Book.

Phonetic Skill 2:

Harcourt Trophies -- No specific decoding skill is taught to determine the short vowel sound. Short vowel sounds are introduced as phonograms (-ilk, -ink, etc.) for the building of CVCC words.

*Reading Horizons Discovery*® -- Phonetic Skill 2, **Gr 1-3**, Ch 3, Lsn 33, pp. 21-29.

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 corresponding *Reading Horizons Discovery*® Little Book.

Phonetic Skill 3:

Harcourt Trophies -- Long 'a': not taught  
 Long 'i': not taught  
 Long 'o': not taught  
 Long 'u': not taught  
 Long 'e': not taught

*Reading Horizons Discovery*® -- Phonetic Skill 3, **Gr 1-3**, Ch 3, Lsn 42, pp. 105-109.

# Correlation

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 corresponding *Reading Horizons Discovery*® Little Book.

## Phonetic Skill 5, Adjacent Vowels:

Harcourt Trophies -- No formal lesson. Long vowel sound is introduced as a phonogram with the Alphabet/Sound card.

Long a spelled ai and ay: taught in 1st grade.

Long e spelled ea and ee: taught in 1st grade.

Long o spelled oe: taught in 1st grade.

Long o spelled oa: taught in 1st grade.

Long i spelled ie: taught in 1st grade.

*Reading Horizons Discovery*® -- Phonetic Skill 5, **Gr 1-3**, Adjacent Vowels, Ch 3, Lsn 50, pp. 163-173.

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 corresponding *Reading Horizons Discovery*® Little Book.

## Practicing Multi-Syllabic Words:

Harcourt Trophies -- Not taught as a formal skill to determine vowel sound in a multi-syllable word.

*Reading Horizons Discovery*® -- Practicing Multi-Syllabic Words, **Gr 1-3**, Ch 6, Lsn 99, pp. 45-54.

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 corresponding *Reading Horizons Discovery*® Little Book.

Short Vowels and Long Vowels:

Harcourt Trophies -- No formal lesson on ‘short’ or ‘long’ vowels.

Long vowels are introduced with Alphabet Cards (pictures) representing the long vowel sound.

*Reading Horizons Discovery*® -- Short Vowels and Long Vowels, **Gr 1-3, Ch 3, Lsn 31, pp. 5-13.**

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.

Sounds of EU and EW:

Harcourt Trophies -- Long ‘u’ spelled ew: not taught in 2nd grade.

*Reading Horizons Discovery*® -- Sounds of EU and EW, **Gr 1-3, Ch 6, Lsn 97, pp. 29-36.**

Implementation -- Teach the sounds and spellings of *eu* and *ew*. Both spellings have the same sounds of long  $\bar{u}$  (*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 corresponding *Reading Horizons Discovery*® Little Book.

Sounds of -GH, -IGH, -IGHT:

Harcourt Trophies -- -igh /-ight: taught in 1st grade.

/g/ spelled gh: Not taught in 2nd grade.

*Reading Horizons Discovery*® -- **Sounds of -GH, -IGH, -IGHT, Gr 1-3, Ch 3, Lsn 57, pp. 225-232.**

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 corresponding *Reading Horizons Discovery*® Little Book.

# Correlation

## Spelling with -C:

Harcourt Trophies -- Not taught to be recognized as a regular spelling skill, only taught as a phonics/reading skill.

*Reading Horizons Discovery*® -- **Spelling with -C, Gr 1-3**, Ch 4, Lsn 74, pp. 127-132.

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 corresponding *Reading Horizons Discovery*® Little Book.

## Spelling with C and K:

Harcourt Trophies -- *Not reviewed in 2nd Grade.*

*Reading Horizons Discovery*® -- **Spelling with C and K, Gr 1-3**, Gr 1-3, Ch 1, Lsn 14, pp. 171-178.

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.

## Spelling with -K:

Harcourt Trophies -- Not taught as a formal decoding/spelling skill. Only taught as a 'phonogram' in specific vowel lessons.

*Reading Horizons Discovery*® -- **Spelling with -K, Gr 1-3**, Ch 3, Lsn 52, pp. 183-189.

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 corresponding *Reading Horizons Discovery*® Little Book.

## Spelling with -KE, -CK, -K, and -C:

Harcourt Trophies -- Not taught to be recognized as a regular spelling skill, only taught as a phonics/reading skill or as endings to phonograms (e.g., -ock, -ink, -ake, etc).

*Reading Horizons Discovery*® -- **Spelling with -KE, -CK, -K, and -C, Gr 1-3**, Ch 5, Lsn 90, pp. 141-151.

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 corresponding *Reading Horizons Discovery*® Little Book.

### Spelling with -SS, -CE, or -SE:

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

*Reading Horizons Discovery*® -- **Spelling with -SS, -CE, or -SE, Gr 1-3, Ch 6, Lsn 100, pp. 55-61.**

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 corresponding *Reading Horizons Discovery*® Little Book.

### **Digraphs CH, SH, WH, PH**

Harcourt Trophies -- *Taught in 1st grade with phonograms, not taught in 2nd grade.*

/ch/ spelled ch: *taught in 1st grade*  
 /ch/ spelled tch: *taught in 1st grade*  
 /sh/ spelled sh: *taught in 1st grade*  
 /hw/ spelled wh: *taught in 1st grade*

*Reading Horizons Discovery*® -- **Digraphs CH, SH, WH, PH, Gr 1-3, Ch 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 corresponding *Reading Horizons Discovery*® Little Book.

# Correlation

## *TH*

Harcourt Trophies -- *Taught in 1st grade with phonograms, not taught in 2nd grade.*

*Reading Horizons Discovery*® -- Voiced and Voiceless *TH*, **Gr 1-3, Ch 2, Lsn 27, pp. 79-87.**

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 corresponding *Reading Horizons Discovery*® Little Book.

## **Digraph Blends**

Harcourt Trophies -- thr-: JFY 2.1, Th-3, Wk-2, d-1 (taught as consonant blend).

*Reading Horizons Discovery*® -- **Digraph Blends, Gr 1-3, Ch 3, Lsn 53, pp. 191-198.**

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 corresponding *Reading Horizons Discovery*® Little Book.

## **Digraphs with Plural Endings and Multi-Syllabic Words with Digraphs**

Harcourt Trophies -- *Not taught in 2nd grade.*

*Reading Horizons Discovery*® -- **Digraphs with Plural Endings and Multi-Syllabic Words with Digraphs, Gr 1-3, Ch 5, Lsn 84, pp. 81-89.**

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 corresponding *Reading Horizons Discovery*® Little Book.

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

Harcourt Trophies -- *ff* special spelling: not taught as a special spelling skill.

*zz* special spelling: not taught as a special spelling skill.

*ss* special spelling: not taught as a special spelling skill.

*Reading Horizons Discovery*® -- **Double S, F, and Z, Gr 1-3, Ch 2, Lsn 23, pp. 51-58.**

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.

Use Whole Class and Student Transfer Cards.

Read corresponding *Reading Horizons Discovery*® Little Book.

#### **Extra Blends: DW and TW**

Harcourt Trophies -- *Not taught in 2nd grade.*

*Reading Horizons Discovery*® -- **Extra Blends: DW and TW, Gr 1-3, Ch 2, Lsn 22, pp. 45-50.**

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 corresponding *Reading Horizons Discovery*® Little Book.

#### **Letter Combinations that Split**

Harcourt Trophies -- *Not taught in 2nd grade.*

*Reading Horizons Discovery*® -- **Letter Combinations that Split, Gr 1-3, Ch 5, Lsn 94, pp. 183-194.**

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 corresponding *Reading Horizons Discovery*® Little Book.

#### **Murmur Diphthongs ER, UR, and IR**

Harcourt Trophies -- /er/ spelled er, ur, ir: taught in 1st grade.

Add ending -s, -ed, -ing: taught in 1st grade.

*Reading Horizons Discovery*® -- **Murmur Diphthongs ER, UR, and IR, Gr 1-3, Ch 5, Lsn 78, pp. 27-35.**

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.

# Correlation

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 corresponding *Reading Horizons Discovery*® Little Book.

## OR

Harcourt Trophies -- /or/ spelled or: taught in 1st grade.

Add ending -s, -ed, -ing: taught in 1st grade

*Reading Horizons Discovery*® -- **Murmur Diphthong OR, Gr 1-3, Ch 5, Lsn 77, pp. 17-25.**

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 corresponding *Reading Horizons Discovery*® Little Book.

## Exceptions to Murmur Diphthongs

Harcourt Trophies -- /or/ spelled ore: taught in 1st grade.

/wer/ spelled wor: Not taught in 2nd grade.

*Reading Horizons Discovery*® -- **Exceptions to Murmur Diphthongs, Gr 1-3, Ch 5, Lsn 80, pp. 41-52.**

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 when 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 corresponding *Reading Horizons Discovery*® Little Book.

**Special Vowel Combinations****Double L**

Harcourt Trophies -- *Not taught as a special spelling skill.*

*Reading Horizons Discovery*® -- **Special Vowel Combination, Double L, Gr 1-3, Ch 2, Lsn 25, pp. 67-76.**

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 corresponding *Reading Horizons Discovery*® Little Book.

**NG**

Harcourt Trophies -- *Not taught as a special spelling skill.*

*Reading Horizons Discovery*® -- **Special Vowel Combination, NG, Gr 1-3, Ch 2, Lsn 25, pp. 67-76.**

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 corresponding *Reading Horizons Discovery*® Little Book.

**NK**

Harcourt Trophies -- *Not taught as a special spelling skill.*

*Reading Horizons Discovery*® -- **Special Vowel Combination, NK, Gr 1-3, Ch 2, Lsn 25, pp. 67-76.**

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 corresponding *Reading Horizons Discovery*® Little Book.

**Special Vowel Sounds****OU/OW**

Harcourt Trophies -- Long 'o' spelled ow: taught in 1st grade with /oa/.

*Reading Horizons Discovery*® -- **OU/OW, Gr 1-3, Ch 5, Lsn 87, pp. 109-120.**

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*; /ü/ *touch*; /ō/ *soul*; /oo/ *youth*; /aw/ *cough*).

# Correlation

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 corresponding *Reading Horizons Discovery*® Little Book.

## The Schwa

Harcourt Trophies -- *Not taught in 2nd grade.*

*Reading Horizons Discovery*® -- **The Schwa, Gr 1-3, Ch 4, Lsn 62, pp. 35-41.**

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.

## The Slide

Harcourt Trophies -- *No formal lesson on sliding the first consonant to the vowel (The Slide).*

*Reading Horizons Discovery*® -- **The Slide, Gr 1-3, Ch 1, Lsn 1, pps 43-57.**

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.

## Vowel Families *O* and *I*

Harcourt Trophies -- Vowel Families: taught as phonograms depending on the vowel sound.

Taught in 1st grade: -ild, -ind, -old, -oll, -ost.

*Reading Horizons Discovery*® -- **Vowel Families *O* and *I*, Gr 1-3, Ch 3, Lsn 40, pp. 89-95.**

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 corresponding *Reading Horizons Discovery*® Little Book.

# Phonemic Awareness

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

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

Harcourt Trophies --

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

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

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

Harcourt Trophies --

*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**

Harcourt Trophies --

*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**

Harcourt Trophies --

*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.





# Grammar

## Adjectives

Harcourt Trophies -- Reviewed as Describing Words JFY 2.1, Th-1, Wk-4, d-1; BD 2.2, Th-1, Wk-2, d-1.

*Reading Horizons Discovery*® -- Adjectives, **Gr 1-3, Ch 3, Lsn 44, pp. 119-123.**

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.*

## Adverbs

Harcourt Trophies -- Adverb, add suffix -ly: BD 2.2, Th-1, Wk-5, d-1.

*Reading Horizons Discovery*® -- Adverbs, **Gr 1-3, Ch 3, Lsn 49, pp. 159-162.**

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.*

## Antonyms, Synonyms, and More

Harcourt Trophies -- Antonyms: JFY 2.1, Th-1, Wk-1, d-5; BD 2.2, Th-1, Wk-4, d-2.

Synonyms: JFY 2.1, Th-2, Wk-4, d-2.

Homophones: JFY 2.1, Th-1, Wk-4, d-5. BD 2.2, Th-3, Wk-4, d-4

Heteronyms: Not taught in 2nd grade.

Palindromes: Not taught in 2nd grade.

*Reading Horizons Discovery*® -- Antonyms, **Synonyms, and More, Gr 1-3, Ch 4, Lsn 72, pp. 111-116.**

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.*

# Correlation

## Capitalization

Harcourt Trophies -- Sentences: JFY 2.1, Th-1, Wk-1, d-1.

*Reading Horizons Discovery*® -- Capitalization, **Gr 1-3, Ch 1, Lsn 5, pp. 79-84.**

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.*

## Commas

Harcourt Trophies -- *Not taught in 2nd grade.*

*Reading Horizons Discovery*® -- Commas, **Gr 1-3, Ch 2, Lsn 21, pp. 39-44.**

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.*

## Conjunctions

Harcourt Trophies -- *Not a formal lesson in 2nd grade.*

*Reading Horizons Discovery*® -- Conjunctions, **Gr 1-3, Ch 4, Lsn 67, pp. 73-76.**

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.*

## Determiners

Harcourt Trophies -- *Not a formal lesson in 2nd grade.*

*Reading Horizons Discovery*® -- **Determiners, Gr 1-3, Ch 4, Lsn 63, pp. 43-46.**

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.*

## Nouns

Harcourt Trophies -- Nouns: JFY 2.1, Th-2, Wk-1, d-1.  
 Plural Nouns: JFY 2.1, Th-2, Wk-3, d-1.  
 Singular and possessives: JFY 2.1, Th-3, Wk-5, d-1.

*Reading Horizons Discovery*® -- **Nouns, Gr 1-3, Ch 3, Lsn 34, pp. 31-42.**

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.*

## Punctuation

Harcourt Trophies -- Sentences: JFY 2.1, Th-1, Wk-1, d-1.  
 Questions (sentences): JFY 2.1, Th-1, Wk-2, d-1.  
 Exclamation (sentences): JFY 2.1, Th-1, Wk-3, d-1.

*Reading Horizons Discovery*® -- **Punctuation, Gr 1-3, Ch 1, Lsn 11, pp. 147-149.**

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

## Root Words, Prefixes, and Suffixes

Harcourt Trophies -- Prefixes  
 re-, pre-: BD 2.2, Th-2, Wk-1, d-1.  
 mis-, under-: BD 2.2, Th-2, Wk-1, d-4.  
 over-, un-: BD 2.2, Th-3, Wk-5, d-1

Suffixes  
 -ful, -less: BD 2.2, Th-1, Wk-3, d-4.  
 -ly: BD 2.2, Th-1, Wk-5, d-1.

*Reading Horizons Discovery*® -- Root Words, Prefixes, and Suffixes, **Gr 1-3, Ch 5, Lsn 79, pp. 37-40.**

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.*

# Correlation

## Sentence Structure

Harcourt Trophies -- Telling Sentences: taught in 1st grade, reviewed 2.1, Th-1, Wk-1.

Questions (sentences): JFY 2.1, Th-1, Wk-2, d-1.

Exclamation (sentences): JFY 2.1, Th-1, Wk-3, d-1.

*Reading Horizons Discovery*® -- Sentence Structure, **Gr 1-3, Ch 3, Lsn 54, pp. 199-206.**

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.*

## Verbs

Harcourt Trophies -- Verbs: BD 2.2, Th-2, Wk-1, d-1.

Verb agreement: BD 2.2, Th-2, Wk-2, d-1.

Past-tense verbs: BD 2.2, Th-2, Wk-3, d-1.

*Reading Horizons Discovery*® -- Verbs, **Gr 1-3, Ch 3, Lsn 39, pp. 77-87.**

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.*

# 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