



*Reading Horizons Discovery*®

and

Journeys Houghton-Mifflin  
Harcourt®

Grade 2



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April 2015

# Table of Contents

## *Reading Horizons Discovery®* Correlation to Journeys Houghton-Mifflin

### **INTRODUCTION**

Explanation of Implementation Guide.....	5-6
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### **SKILLS**

Alphabet Skills Covered in Both Programs.....	7-12
Skills Covered in Both Programs.....	13-30
Skills Not Covered by Journeys Houghton-Mifflin .....	31-38
Phonemic Awareness .....	39-40
Grammar Skills .....	41-44
High Frequency Words/Most Common Words.....	45-46
Little Books.....	47-48



# 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 Ch.** The lessons will be, Lsn, and page numbers will be indicated, **p.** or **pp.** Example: *RHD Gr 1-3, Ch 1, Lsn 1, pg 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 Pages** and **Enrichment Pages** on the *Enrichment CD* work as a great reinforcement for practicing the skills being taught.

*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.

**Journeys Houghton-Mifflin Harcourt 2nd Grade lessons are presented as Units/Teacher Edition (U), Week (wk-); there are 6 Units/ Teacher Editions for 2nd Grade (U2.1, U2.2, U2.3, U2.4, U2.5, U2.6).** Each 2nd grade Unit is divided into 5 weeks of specific lessons, and the 6th week is a review of the Unit. Alphabet Sound/Spelling Cards and Letter Cards are used in *Journeys* for teacher support. *Decodable Readers (decodable books)* for independent reading are provided with specific consonants and vowel families phonics lessons to connected text. **Most vowel sounds are taught in vowel families, and are referred as Word Sort (example: -at, -am, -op, -in, etc.). If students have difficulty hearing the vowel sound, teachers are encouraged to use the Word Sort vowel families to help sound out and spell words.** Paying close attention to the Unit Planner (Weekly Planner) at the beginning of each Unit Lesson will let the teacher know when specific phonic and grammar skills are taught. For coding references below, the Teacher Editions/Units will be referred to as 2.1, 2.2, 2.3, 2.4, 2.5, 2.6; Ls (lesson), example U2.1, Ls-1, U2.3, Ls-15 (the lessons are progressive to each Unit).

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

# Introduction

***RHD* marking system when decoding words. Supplement with materials as instructed in each *RHD* Lesson Summary, the Enrichment CD, and *Little Books* to reinforce each skill. *RHD* Practice and Enrichment Pages, Skill and Chapter Assessments are found on the Reading Horizons webpage [www.RHAccelerate.com](http://www.RHAccelerate.com).**

The format will be as follows:

Journeys:

*Reading Horizons Discovery*®:

Implementation of two programs:

A listing of the Most Common Words in the *Reading Horizons Discovery*® method follow the correlation of the *Reading Horizons Discovery*® program and the Journeys Houghton-Mifflin Harcourt.

The second index lists the stories found in the *Little Books* and which skills they follow.

# Alphabet

## Vowel *A*

Journeys: Aa /a/ short ä: U2.1, Ls-1.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 1, Letter Group 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*

Journeys: Bb /b/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 1, Letter Group 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*

Journeys: Cc /k/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 13, Letter Group 5, 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*

Journeys: Dd /d/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 1, Letter Group 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*

Journeys: Ee /e/ short ë: U2.1, Ls-2.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 6, Letter Group 2, 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**

Journeys: Ff /f/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 1, Letter Group 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**

Journeys: Gg /g/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 1, Letter Group 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**

Journeys: Hh /h/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 6, Letter Group 2, 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**

Journeys: Ii/i/ short ĭ: U2.1, Ls-1.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 13, Letter Group 5, 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**

Journeys: Jj /j/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 6, Letter Group 2, 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**

Journeys: Kk /k/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 13, Letter Group 5, pp. 157-169

Implementation: Teach K/k letter sound /k/ 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**

Journeys: Ll /l/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 6, Letter Group 2, 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**

Journeys: Mm /m/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 6, Letter Group 2, 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**

Journeys: Nn /n/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 8, Letter Group 3, pp. 107-121

# Correlation

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

Journeys: Oo /o/ short ö: U2.1, Ls-2.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 8, Letter Group 3, 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

Journeys: Pp /p/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 8, Letter Group 3, 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

Journeys: Qq /kw/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 13, Letter Group 5, 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

Journeys: Rr /r/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 8, Letter Group 3, 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**

Journeys: Ss /s/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 8, Letter Group 3, 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**

Journeys: Tt /t/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 10, Letter Group 4, 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**

Journeys: Uu /u/ short ŭ: U2.1, Ls-2.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 10, Letter Group 4, 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**

Journeys: Vv /v/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 10, Letter Group 4, 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*

Journeys: Ww /w/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 10, Letter Group 4, 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*

Journeys: Xx /ks/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 10, Letter Group 4, 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*

Journeys: Yy /y/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 10, Letter Group 4, 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*

Journeys: Zz /z/: not reviewed as a skill only reviewed as phonograms in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 13, Letter Group 5, 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

## Blends

### *L*-Blends

Journeys: Blends with L: U2.1, Ls-5.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 18, *L*-Blends, 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

Journeys: Blends with R: U2.1, Ls-5.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 19, *R*-Blends, 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.

### *S*-Blends

Journeys:

Blends with S: U2.1, Ls-5.

(3-letter S-Blends): U2.1, Ls-5.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 20, *S*-Blends, 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 Words

Journeys: U2.1, Ls-1. If children have difficulty blending, stress the medial sound using the Sound/Spelling Card.

Journey's presumes 2nd Grade students have prior knowledge of beginning consonant sounds (exposure in 1st Grade) to produce words for phonics and spelling practice in making words.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 3, Building Words, pp. 67-72

# Correlation

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.

## Adding Suffixes to Phonetic Skills 1 and 2

Journeys:

Adding Suffixes/Verb Endings *-s*, *-es*, *-ed*, *-ing*: U2.1, Ls-5; U2.2, Ls-8; U2.3, Ls-11.

Base words with *-ed* and *-ing*: U2.1, Ls-5; U2.2, Ls-8; U2.4, Ls-16.

Base words ending with *-s*, *-es*, *-ed*, *-ing*: U2.1, Ls-5; U2.2, Ls-8; U2.3, Ls-11.

Base words ending with *-er*, *-est*: U2.2, Ls-10; U2.5, Ls-22.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 37, Adding Suffixes to Phonetic Skills 1 and 2, 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

Journeys: Base words ending with: *-ed*, *-ing*: U2.1, Ls-5; U2.2, Ls-9.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 48, Adding Suffixes to Phonetic Skills 3 and 4, 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

Journeys: Base words ending with *-ed*, *-ing*: U2.1, Ls-5; U2.2, Ls-9.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 55, Adding Suffixes to Phonetic Skill 5, 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*

## Journeys:

- Add endings -ed, -es, -ing (y to i): U2.4, Ls-18.
- ier added to base words: U2.2, Ls-10; U2.5, Ls-22.
- ies added to base words: U2.4, Ls-18.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 71, Adding Suffixes to Words Ending in *Y*, 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.

## Alphabetical Order

Journeys: Alphabetical Order: U2.1, Ls-1.

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

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

Another Sound for *C* and *G*

## Journeys:

- Sounds for C: U2.1, Ls-3 (ce-, ci-).
- Sounds for G: U2.1, Ls-4 (-ge-, gi-).

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

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.

# Correlation

## Compound Words

Journeys: U2.2, Ls-8; U2.3, Ls-15.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 26, Compound Words, 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

Journeys:

Contractions with ‘s’: U2.2, Ls-10; U2.6, Ls-26.

Contractions with ‘nt’: U2.6, Ls-26.

Contractions with ‘ll and ‘d’: U2.2, Ls-10.

Contractions with ‘ve and ‘re: U2.2, Ls-10.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 30, Contractions, 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.*

## Double Consonants

Journeys: U2.2, Ls-7. (Not taught as a formal “double consonant skill, but as a word decoding for a two-syllable word pattern).

*Reading Horizons Discovery*®: Gr 1-3, Lesson 68, Double Consonants, 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.

## Double S, F, and Z Words

Journeys:

*ff* special spelling: U2.2, Ls-7.

*ss* special spelling: U2.1, Ls-3 (-ss); U2.2, Ls-7.

Plurals with -s: U2.1, Ls-5.

Plurals with -es: U2.3, Ls-11.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 23, Double S, F, and Z Words, 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.

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.

-GH, -IGH, -IGHT

Journeys:

-igh/-ight: U2.1, Ls-3; U2.4, Ls-16; U2.6, Ls-29.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 57, Sounds of -GH, -IGH, -IGHT, 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.

Last Job of Y

Journeys: The Last Rule for Y, Y says long ‘e’: U2.1, Ls-4; U2.4, Ls-17.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 64, Last Job of Y, 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.

-LE

Journeys: /l/ taught as syllable *-le*: U2.6, Ls-30.

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

# Correlation

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.

## Letter Combinations that Split

Journeys: (Words With Syllable Pattern CVC): U2.1, Ls-2; U2.2, Ls-7.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 94, Letter Combinations that Split, 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.

## Many Jobs of Y

Journeys:

Y says long 'i' as in fly/by: U2.1, Ls-3; U2.4, Ls-16; U2.6, Ls-29.

Long 'a' spelled ay: U2.1, Ls-3; U2.3, Ls-12; U2.6, Ls-29.

Long 'e' spelled -ey: U2.1, Ls-4; U2.4, Ls-18; U2.6, Ls-30.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 59, Many Jobs of Y, 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 Suffixes: *-TION*, *-SION*, and *-OUS*

Journeys:

-tion: U2.5, Ls-23.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 93, Other Suffixes: *-TION*, *-SION*, and *-OUS*, 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.

## Schwa

Journeys: U2.3, Ls-15.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 62, The Schwa, 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.

Read corresponding *Reading Horizons Discovery*® Little Book.

Sounds of *-ED*

Journeys: Not taught as a specific skill in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 38, The Three Sounds of *-ED*, 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

## Sounds for *EA* and *IE/EI*

Journeys:

Sounds for *EA*:

Long 'e' spelled *ea*: U2.1, Ls-4; U2.3, Ls-13; U2.6, Ls-30.

Sounds for *IE/EI*:

Long 'I' spelled *ie*: U2.1, Ls-3; U2.4, Ls-16; U2.6, Ls-29.

Long 'ē' spelled *ie*: U2.1, Ls-4; U2.4, Ls-17; U2.6, Ls-30.

Long 'ē' spelled *cei*: U2.1, Ls-4; U2.4, Ls-17; U2.6, Ls-30.

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

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

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

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

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

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

Read corresponding *Reading Horizons Discovery*® Little Book.

## Sounds of *EU* and *EW*

Journeys:

/oo/ as in *new/chew* spelled *ew*: U2.6, Ls-26.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 97, Sounds of *EU* and *EW*, 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.

## Special Vowel Combinations

Journeys:

LL special spelling: U2.2, Ls-7; U2.5, Ls-25 (-öll, -all).

Final -NG, -NK: U2.2, Ls-6.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 25, Special Vowel Combinations, 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.

### Spelling with *C* and *K*

Journeys: U2.1, Ls-3.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 14, Spelling with *C* and *K*, 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 *-CK*

Journeys: /k/ spelled ck: U2.1, Ls-3 (-ack, -uck); U2.2, Ls-7.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 35, Spelling with *-CK*, 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*

Journeys: Not taught as a formal spelling skill. Only taught as ending sound with a word family.

Long ‘a’ a\_e: U2.1, Ls-3; U2.3, Ls-12; U2.6, Ls-29.

Long ‘o’ o\_e: U2.1, Ls-4; U2.3, Ls-14

Long ‘i’ i\_e: U2.1, Ls-3; U2.6, Ls-29.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 45, Spelling with *-KE*, 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.

# Correlation

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

Journeys: *-SS* and *-CE*: U2.1, Ls-3.

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*®: Gr 1-3, Lesson 100, Spelling with *-SS*, *-CE*, or *-SE*, 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.

## The Slide

Journeys: The Slide: U2.1, Ls-1; U2.1, Ls-2; called Sound-by Sound Blending.

Not taught as sliding initial sound to vowel. Taught as initial consonant sliding to vowel family.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 1, Letter Group 1, pp. 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*

Journeys:

- ind: U2.1, Ls-3; U2.4, Ls-16.
- old, -olt: U2.3, Ls-14.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 40, Vowel Families *O* and *I*, 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.

**Decoding Skills**  
Decoding Exceptions

Journeys: VCV Syllable Pattern: U2.2, Ls-9.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 91, Decoding Exceptions, 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 Skill 1

Journeys: (Syllable Pattern CV): U2.1, Ls-1; U2.2, Ls-9 (introduced informally by listening to and clapping the syllables).

Teaching to syllabicate/decode words with a marking system is not taught as specific decoding skill. It is introduced as a phonemic awareness skill, listening for the vowel sound and syllable pattern.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 61, Decoding Skill 1, 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

Journeys: Using Decoding Skill 2 (Words With Syllable Pattern CVC): U2.1, Ls-2; U2.2, Ls-7 (introduced informally by listening to and clapping the syllables).

Teaching to syllabicate/decode words with a marking system is not taught as specific decoding skill. It is introduced as a phonemic awareness skill, listening for the vowel sound and syllable pattern.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 66, Decoding Skill 2, 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

## Decoding Two-Syllable Words

Journeys: Two-Syllable Words: U2.1, Ls-2; U2.2, Ls-7.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 73, Decoding Two-Syllable Words, pp. 117-125

Teaching to syllabicate/decode words with a marking system is not taught as specific decoding skill. It is introduced as a phonemic awareness skill, listening for the vowel sound and syllable pattern. If there are two consonants together, break between the two consonants for syllables.

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.

### **Digraphs**

CH, SH, WH, PH

Journeys:

/ch/ spelled ch initial position: U2.2, Ls-8.

/ch/ spelled tch final position: U2.2, Ls-8.

/sh/ spelled sh initial and final position: U2.2, Ls-8.

/hw/ spelled wh: U2.2, Ls-8.

/f/ spelled ph: U2.2, Ls-8.

*Reading Horizons Discovery*®: Digraphs CH, SH, WH, PH, Gr 1-3, Ch 2, Lsn 28, pgs 89-102.

Implementation: Introduce and teach the first 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.

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

Journeys: Plurals with *-es*: U2.2, Ls-8; U2.3, Ls-11.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 84, Digraphs with Plural Endings and Multi-Syllabic Words with Digraphs, 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.

### More Digraphs

Journeys:

/k/ spelled ck: U2.1, Ls-3.

Silent Digraphs:/n/ spelled kn: U2.5, Ls-24.

/n/ spelled gn: U2.5, Ls-24.

/f/ spelled ph: U2.2, Ls-8.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 83, More Digraphs, 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.

### TH

Journeys:

/th/ voiceless spelled th: U2.2, Ls-8

/th/ voiced spelled th: U2.2, Ls-8.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 27, Voiced and Voiceless and the TH Digraphs, 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.

### Phonetic Skills

#### Phonetic Skill 1

Journeys: Spelling Short Vowels-Teaching the principle, the vowel says short /a/, /i/, /o/, /e/, or /u/, when followed by a consonant: vowel-consonant pattern (refer to phonograms on Word Wall).

/a/: U2.1, Ls-1.

/i/: U2.1, Ls-1.

/o/: U2.1, Ls-2.

/e/: U2.1, Ls-2.

/u/: U2.1, Ls-2.

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

# Correlation

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 2

Journeys: Final Blends - Spelling CCVCC, CVCC: ö: U2.5, Ls-25.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 33, Phonetic Skill 2, 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

Journeys: Taught as Long Vowel Spelling

Long ‘ē’: U2.1, Ls-4.

Long ‘ō’: U2.1, Ls-4.

Long ‘ū’: U2.1, Ls-4.

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

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 4

Journeys: Taught as CVCe or vowel-consonant-e:

Long ‘ā’ a\_e: U2.1, Ls-3; U2.3, Ls-12; U2.6, Ls-29.

Long ‘ē’ e\_e: U2.1, Ls-4.

Long ‘ō’ o\_e: U2.1, Ls-4.

Long ‘ū’ u\_e: U2.1, Ls-4; U2.6, Ls-26.

Long ‘ī’ i\_e: U2.1, Ls-3; U2.4, Ls-16; U2.6, Ls-29.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 43, Phonetic Skill 4, 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

Journeys: Taught as Long Vowels:

Long ‘ē’ spelled ee/ea: U2.1, Ls-4; U2.3, Ls-13; U2.6, Ls-30.

Long ‘ā’ spelled ay: U2.1, Ls-3; U2.3, Ls-12; U2.6, Ls-29.

Long ‘ā’ spelled ai: U2.1, Ls-3; U2.3, Ls-12; U2.6, Ls-29.

Long ‘ō’ spelled oa and oe: U2.1, Ls-4; U2.3, Ls-14; U2.6, Ls-30.

Long ‘ū’ as in blue/glue spelled ue: U2.6, Ls-26.

Long ‘ī’ spelled ie and igh: U2.1, Ls-3; U2.4, Ls-16; U2.6, Ls-29.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 50, Phonetic Skill 5, 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.

### **Murmur Diphthongs**

#### *AR*

Journeys:

/ar/ spelled ar: U2.4, Ls-19.

Adding endings to /ar/ words: U2.4, Ls-19.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 76, Murmur Diphthong *AR*, 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.

# Correlation

## OR

### Journeys:

/or/ spelled or and ore: U2.4, Ls-20.

Adding endings to /or/ words: U2.4, Ls-20.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 77, Murmur Diphthong OR, 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.

## ER, UR, IR

### Journeys:

/er/ spelled er, ir, and ur: U2.5, Ls-21.

Adding endings to /er/ words: U2.5, Ls-21.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 78, Murmur Diphthongs ER, UR, and IR, pp. 27-24

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.

## Exceptions

### Journeys:

/ore/: U2.4, Ls-20.

Crazy W:

wa /wō/ as in walk: U2.5, Ls-25.

war /wor/as in warm; wor /wer/ as in work: Not taught as a skill in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 80, Exceptions to Murmur Diphthongs, 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 with a consonant comes between the Murmur Diphthong and final *e*, the Murmur Diphthong sound rules.

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

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

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

Read corresponding *Reading Horizons Discovery*® Little Book.

### **Special Vowel Sounds**

#### *AU/AW*

Journeys: Referred as Vowel Diphthongs

/aw/ spelled au: U2.5, Ls-25.

/aw/ spelled aw: U2.5, Ls-25.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 86, Special Vowel Sounds *AU/AW*, 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.

#### *OU/OW*

Journeys: Referred as Vowel Diphthongs

Long vowel sound ‘ō’ spelled ow: U2.1, Ls-4; U2.3, Ls-14; U2.6, Ls-30.

Diphthong /ou/ as in house, spelled ou: U2.6, Ls-28.

Diphthong /ou/ as in brown, spelled ow: U2.6, Ls-28.

Diphthong /ou/ as in soup: U2.6, Ls-26.

-ough /awf/: U2.5, Ls-25.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 87, Special Vowel Sounds *OU/OW*, 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.

# Correlation

## *OI/OY*

Journeys: Referred as Vowel Diphthongs

/oi/ spelled oi: U2.6, Ls-29.

/oi/ spelled oy: U2.6, Ls-29.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 88, Special Vowel Sounds *OI/OY*, 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.

## *OO and OO*

Journeys: Referred as Vowel Diphthongs

/oo/ as in book/look spelled oo: U2.6, Ls-27

/oo/ as in zoo/pool spelled oo: U2.6, Ls-26.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 89, Special Vowel Sounds *OO and OO*, 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**

Extra Blends: *DW* and *TW*

Journeys: Not taught as a specific skill in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 22, Extra Blends: *DW* and *TW*, 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.

## **Building Words**

Another Sound for *C* and *G*

Journeys:

-ange: not taught in program.

-aste: not taught in program.

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

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.

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

Journeys:

*zz* special spelling: Not taught as a specific skill in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 23, Double *S*, *F*, and *Z* Words, 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.

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.

# Correlation

Use Whole Class and Student Transfer Cards.

Read corresponding *Reading Horizons Discovery*® Little Book.

-GH, -IGH, -IGHT

Journeys:

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

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

*Reading Horizons Discovery*®: Gr 1-3, Lesson 57, Sounds of -GH, -IGH, -IGHT, 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.

Many Jobs of Y

Journeys:

Y Can Be Short Vowel ‘ȳ’: Not taught as a skill in 2nd grade.

Y with Silent E: Not taught as a skill in 2nd grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 59, Many Jobs of Y, 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 Suffixes: *-TION*, *-SION*, and *-OUS*

Journeys:

- sion: Not taught as a skill in 2nd grade.
- ous: Not taught as a skill in 2nd grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 93, Other Suffixes: *-TION*, *-SION*, and *-OUS*, 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.

## Reversed Vowels

Journeys: Not taught in 2nd grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 96, Reversed Vowels, 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.

## Short Vowels and Long Vowels

Journeys: Not taught or identified with diacritical markings. Identified for spelling/sound with vowel families on Words to Know.

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

# Correlation

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  $\bar{\text{~}}$  and long/macron  $\text{~}$ ).

Reinforce skills with practice pages and differentiation activities.

Use Vowels Poster, Whole Class and Student Transfer Cards.

## Sounds for *EA* and *IE/EI*

Journeys:

Sounds for EA:

Long 'a' spelled ea: Not taught as a skill in 2nd grade.

E and A together in a word, yet vowels are individual sounds in syllables: Not taught as a skill in 2nd grade.

Sounds for IE/EI:

Long 'ā' spelled ei or eigh: Not taught as a skill in 2nd grade.

I and E together in a word, yet vowels are individual sounds in syllables: Not taught as a skill in 2nd grade.

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

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

- Long  $\bar{e}$  (e.g., *meat*).
- Short  $\bar{e}$  (e.g., *bread*).
- Long  $\bar{a}$  (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  $\bar{i}$  (e.g., *tie*).
- *I* is silent and *e* is long  $\bar{e}$  (e.g., *chief*).
- *E* comes before *I* except after *c*, long  $\bar{e}$  (e.g., *receive*).
- *Ei* says long  $\bar{a}$  (*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.

## Sounds of *EU* and *EW*

Journeys:

/oo/ as in neutron/Zeus spelled eu: Not taught as a skill in 2nd grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 97, Sounds of *EU* and *EW*, 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.

## Spelling with -C

Journeys: Not taught to be recognized as a regular spelling skill, only taught as a phonics/reading skill.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 74, Spelling with -C, 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 -K

Journeys: Not taught as a formal spelling skill. Only taught as ending sound with a word family.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 52, Spelling with -K, 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

Journeys: 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*®: Gr 1-3, Lesson 90, Spelling with -KE, -CK, -K, and -C, 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.

# Correlation

## Decoding Skills

### Decoding Multi-Syllabic Words

Journeys: Teaching to syllabicate/decode words with a marking system is not taught as specific decoding skill. It is introduced as a phonemic awareness skill, listening for the vowel sound and syllable pattern. If there are two consonants together, break between the two consonants for syllables.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 82, Decoding Multi-Syllabic Words, 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.

### Practicing Multi-Syllabic Words

Journeys: Not taught as a specific skill in 2nd grade. Reviewed in Phonemic Awareness by clapping the syllables in a word.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 99, Practicing Multi-Syllabic Words, 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.

## Digraphs

### Digraph Blends

Journeys: Not taught in 2nd grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 53, Digraph Blends, 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.

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

Journeys: Multi-Syllabic Words with Digraph: Not taught as a specific skill in 2nd grade. Reviewed in Phonemic Awareness by clapping the syllables in a word.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 84, Digraphs with Plural Endings and Multi-Syllabic Words with Digraphs, 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.

## More Digraphs

Journeys:

/r/ spelled wr: Not reviewed in 2nd grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 83, More Digraphs, 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.

## Nonsense Words

Journeys: Not taught as a skill in decoding in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 4, Nonsense Words, 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.



# Phonemic Awareness

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

## **Phonemic/Phonological Awareness Section**

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

Journeys: U2.5, Ls-22.

*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**

Journeys: U2.1, Ls-1; U2.3, Ls-15; U2.6.

*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**

Journeys: U2.1 (student will identify individual phonemes in words).

Segment Phonemes: U2.1; U2.3.

*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**

Journeys:

Phoneme Placement: U2.1; U2.3; orally identify initial, medial, and final sounds in words; segment sounds to make words).

Manipulation and Substitution: U2.3; (phoneme substitution and deletion).

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

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





# Grammar

## Adjectives

Journeys: U2.5, Ls-21; U2.5, Ls-22.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 44, Adjectives, 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

Journeys: U2.6, Ls-27.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 49, Adverbs, 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

Journeys:

Synonyms: U2.2, Ls-9; U2.4, Ls-19; U2.6, Ls-27.

Antonyms: U2.4, Ls-17; U2.5, Ls-24; U2.6, Ls-29.

Homonyms (multiple-meaning words): U2.1, Ls-3; U2.5, Ls-23; U2.6, Ls-26.

Homophones: U2.2, Ls-7; U2.5, Ls-22.

Heteronyms (homographs): U2.4, Ls-16.

Palindromes: Not taught as a specific skill in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 72, Antonyms, Synonyms, and More, 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

Journeys: Capital letters: reviewed when writing sentences.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 5, Capitalization, 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

Journeys: Commas: U2.2, Ls-9; U2.4, Ls-19; U2.4, Ls-20; U2.5, Ls-25.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 21, Commas, 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

Journeys: How to combine sentences: Not taught as a skill in 2nd Grade.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 67, Conjunctions, 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

Journeys: Articles: U2.5, Ls-22.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 63, Determiners, 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**

## Journeys:

Nouns: U2.1, Ls-4.  
 Singular Nouns with *-s*: U2.1, Ls-5.  
 Plurals with *-s*: U2.1, Ls-5.  
 Plurals with *-es*: U2.3, Ls-11.  
 Special plural nouns (irregular): U2.2, Ls-6.  
 Possessive Nouns: U2.6, Ls-27; U2.6, Ls-28.  
 Proper Nouns: U2.2, Ls-7; U2.3, Ls-14  
 Possessive pronouns: U2.6, Ls-29.  
 Pronouns: U2.4, Ls-16.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 34, Nouns, 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.*

**Prefixes, and Suffixes (Root Words)**

## Journeys:

## Prefixes

pre-: U2.3, Ls-11; U2.5, Ls-24.  
 mis-: U2.3, Ls-11; U2.5, Ls-24.  
 over-: U2.4, Ls-20; U2.5, Ls-24.  
 re-: U2.5, Ls-24.  
 un-: U2.5, Ls-24.

## Suffixes

-ful: U2.4, Ls-18; U2.5, Ls-23.  
 -ly: U2.3, Ls-14; U2.5, Ls-23.  
 -y: U2.4, Ls-18; U2.5, Ls-23.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 79, Root Words, Prefixes, and Suffixes, 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.*

**Punctuation**

## Journeys:

Punctuation: U2.1, Ls-3; U2.3, Ls-11.  
 Period/Statement: U2.1, Ls-3.  
 Exclamation: U2.3, Ls-12.  
 Question mark: U2.1, Ls-3; U2.6, Ls-27.  
 Quotation Marks: U2.3, Ls-13.

# Correlation

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

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

## Sentence Structure

Journeys:

What Is a Sentence?: U2.1, Ls-1; U2.3, Ls-11.  
Subject: U2.1, Ls-1; U2.2, Ls-6.  
Predicate: U2.1, Ls-1; U2.2, Ls-6.  
Complete Sentences: U2.1, Ls-2.  
Quotation Marks: U2.3, Ls-13.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 54, Sentence Structure, 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

Journeys:

Verbs (action words): U2.2, Ls-8; U2.2, Ls-9.  
Verbs/Past Tense: U2.4, Ls-18.  
Subject/Verb agreement: U2.4, Ls-17.  
Irregular Verbs: U2.5, Ls-23; U2.5, Ls-24; U2.5, Ls-25.

*Reading Horizons Discovery*®: Gr 1-3, Lesson 39, Verbs, 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 the Journeys materials, High frequency words are introduced as Vocabulary Words /Words to Know: specific high frequency words are introduced prior to the reading selection. Teachers are to note any phonemic element (in the word) that was taught during the week. In the Reading Horizons Discovery® Grades 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

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.

# Most Common Words

- 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

## 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