

## Sequence Comparison

### ***Reading Horizons & Orton-Gillingham***

The author of *Reading Horizons* (originally known as *Discover Intensive Phonics for Yourself*) was Orton-Gillingham trained. She altered the sequence to be more effective for the most struggling students. The sequence does not vary a great deal in comparison, although it is more systematic and consistent in the developmental acquisition of language skills and designed for simplicity.

<b>Content/Skill</b>	<b><i>Reading Horizons</i></b>	<b>Orton-Gillingham</b>
Letters (consonants & vowels)	<ul style="list-style-type: none"> <li>• Aligned more closely with alphabetical order</li> <li>• Teaches letters in sets of four to five consonants with one vowel to work on blending right away in slides (used for co-articulation and fluency building)</li> <li>• Teaches vowel <i>i</i> last, which is out of traditional vowel order—intentionally separating <i>e</i> and <i>i</i> since they are the most easily confused in hearing and producing sound—the order is <i>a, e, o, u, i</i></li> <li>• Teaches the consonants <i>c</i> and <i>k</i> after all vowels are taught because of the C/K spelling skill</li> <li>• Patterns of words (CVC) are taught early in this sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Not aligned with alphabetical order</li> <li>• Teaches vowels together in some cases—the order is <i>o, a, i, u, e</i></li> <li>• Some digraphs are taught in the letter instruction sequence</li> </ul>

<b>Spelling Rule: -ff, -ll, -ss, -zz</b>	<ul style="list-style-type: none"> <li>• Taught after letter sets and blends</li> <li>• Taught before digraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Taught after letters and before blends</li> <li>• Taught after some digraphs have been introduced</li> </ul>
<b>Consonant Blends</b>	<ul style="list-style-type: none"> <li>• Taught after letters</li> <li>• Taught before digraphs (digraphs create a new sound and blends retain their own sound, maintaining a direct letter-to-sound correspondence)</li> <li>• Initial consonant blends taught first and then final consonant blends are taught</li> </ul>	<ul style="list-style-type: none"> <li>• Taught after letters</li> <li>• Taught after some digraphs have been introduced</li> <li>• Initial consonant blends taught first and then final consonant blends are taught</li> <li>• Blends are taught in multi-syllable words</li> </ul>
<b>Digraphs</b>	<ul style="list-style-type: none"> <li>• Taught after letters and blends</li> <li>• All digraphs paired with the consonant <i>h</i> are taught together to help storage and retrieval</li> <li>• Additional digraphs that are simply new spellings for sounds already learned are taught after all new sounds are learned (all 42 sounds are taught and then additional spelling options are introduced since that is a more advanced skill)</li> </ul>	<ul style="list-style-type: none"> <li>• Taught as letters are being taught</li> <li>• Taught one at a time (not taught together as digraphs)</li> <li>• Additional digraphs are taught with other concepts</li> </ul>

<b>Long vowels</b>	<ul style="list-style-type: none"> <li>• Silent <i>e</i> is taught after short vowel patterns</li> <li>• Adjacent vowels are taught after silent <i>e</i> and taught in a specific sequence</li> <li>• All long and short vowel patterns are taught in the framework of the Five Phonetic Skills (these are also syllable types that will be able to be applied once syllabication is taught—no need to learn them separately)</li> </ul>	<ul style="list-style-type: none"> <li>• Magic <i>e</i> is taught after short vowel patterns</li> <li>• Magic <i>e</i> is also taught as a syllable type at the same time</li> <li>• Vowel teams or adjacent vowels are taught after Magic <i>e</i></li> </ul>
<b>Inflectional Suffixes</b>	<ul style="list-style-type: none"> <li>• Taught in connections with Phonetic Skills</li> <li>• Taught together</li> </ul>	<ul style="list-style-type: none"> <li>• Some are taught with long and short vowels</li> <li>• Not all taught together</li> </ul>
<b>Spellings for <i>k, ck, ke</i></b>	<ul style="list-style-type: none"> <li>• Taught as long and short vowels are taught</li> </ul>	<ul style="list-style-type: none"> <li>• Taught as long and short vowels are taught</li> </ul>
<b>Soft C and G</b>	<ul style="list-style-type: none"> <li>• Taught after the Phonetic Skills (long and short vowels)</li> <li>• Taught before multi-syllabic words</li> <li>• <i>-dge</i> taught at the same time</li> <li>• Taught earlier in sequence than OG due to covering additional sounds in single syllable words and in connection with the silent <i>e</i> spelling skill</li> </ul>	<ul style="list-style-type: none"> <li>• Taught after the long and short vowels</li> <li>• Taught after some multi-syllabic words patterns</li> <li>• <i>-dge</i> taught at the same time</li> <li>• Taught later in sequence than RH</li> </ul>

<b>Syllables</b>	<ul style="list-style-type: none"> <li>• Two Decoding Skills for syllabication after single syllable patterns taught (previous skills applied)</li> <li>• Instructed explicitly after short and long vowels are taught</li> </ul>	<ul style="list-style-type: none"> <li>• Syllables taught as the same single syllable pattern is instructed</li> <li>• Reviewed after short and long vowels are taught</li> </ul>
<b>Murmur Diphthongs</b>	<ul style="list-style-type: none"> <li>• Taught after long and short vowels and syllabication</li> <li>• All five taught together</li> </ul>	<ul style="list-style-type: none"> <li>• Taught after long and short vowels and syllabication</li> <li>• <i>ER, IR, UR</i> taught first; <i>AR</i> and <i>OR</i> taught after some vowel diphthongs and consonant <i>-le</i> endings <i>are</i> taught</li> </ul>
<b>Special Vowel Sounds (vowel digraphs/diphthongs)</b>	<ul style="list-style-type: none"> <li>• Taught after Murmur Diphthongs</li> <li>• Taught all together and grouped according to pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• Taught after Murmur Diphthongs</li> <li>• Taught in same sound sets but in between additional skills</li> </ul>
<b>EU/EW</b>	<ul style="list-style-type: none"> <li>• Taught at the end of the sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Taught close to the end of the sequence</li> </ul>
<b>Additional Pronunciations</b>	<ul style="list-style-type: none"> <li>• Taught at the end of the sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Taught at the end of the sequence</li> </ul>
<b>Affixes</b>	<ul style="list-style-type: none"> <li>• Taught before additional pronunciations</li> <li>• Inflectional suffixes taught in connection with the Phonetic Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Taught at the end of the sequence after additional pronunciations</li> </ul>
<b>Words Ending in Y</b>	<ul style="list-style-type: none"> <li>• Taught in the last chapter in connection with additional skills and only after syllabication has been taught</li> </ul>	<ul style="list-style-type: none"> <li>• Taught earlier in sequence</li> <li>• Taught after syllabication</li> </ul>