



## Product Guide

A complete overview of *Reading Horizons Discovery*<sup>®</sup>—a phonics-based reading curriculum for grades K–3.

# Table of Contents

## *Direct Instruction 3*

*Lesson Format 3*

*Classroom Materials 8*

*Little Books 9*

*Spelling Supplement 10*

## *Implementation Support 11*

*Professional Development 11*

*Support Resources 12*

## *Instructional Software 13*

*Student Clubhouse 13*

*Progress Monitoring 13*

*Student Instruction 14*

*iPad Access 15*

*Administration Portal 16*

## *Lesson Sequence 17*

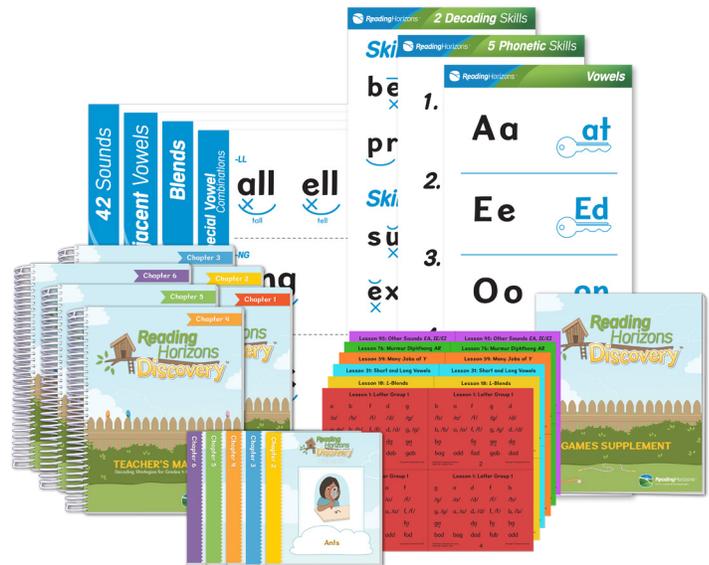
*Kindergarten Sequence 17*

*Grades 1–3 Sequence 18*

# Direct Instruction

The **Reading Horizons Discovery® Teacher's Kit** includes all of the materials needed to prepare and deliver research-based reading instruction to students in grades K–3. Separate kits are available for grades 1–3, kindergarten, and special education.

Each lesson is organized in a way that makes it easy for teachers to engage students in explicit, systematic, and multisensory reading instruction.



## CHAPTER 2 Lesson 19

### R-Blends

#### Lesson Summary

- R-Blends are consonant Blends that include the letter *r*.
- R* is the second letter in an *R*-Blend.
- There are seven *R*-Blends: *br*, *cr*, *dr*, *fr*, *gr*, *pr*, *tr*.

Lesson Section	Time Frame	Content	Materials
Review	5-10 min	L-Blends	Whiteboard and marker Blends Poster
Teacher Instruction	10-20 min	R-Blends	Whiteboard and marker Blends Poster
Guided Practice/ Dictation	10-15 min	Dictation	Whiteboard space Marker and eraser for each student
Transfer/ Individual Practice	5-10 min	Whole Class Transfer Card	R-Blends Whole Class Transfer Cards
	10-15 min	Student Transfer Cards  Optional: <i>Reading Horizons Discovery™ Little Books</i>	R-Blends Student Transfer Cards  Optional: "Brad's Pet" (kindergarten); "Get to Bed, Fred!," <i>Reading Horizons Discovery™ Little Books</i>
Reinforcement and Differentiation Activities	As needed	Reinforcement and Differentiation Activities	See Reinforcement and Differentiation Activities on pp. 25-26

### Lesson Format

- Lesson Numbers** correlate with the lesson numbers in the software.
- The **Lesson Summary** provides a brief synopsis of the skills that are taught in the lesson.
- The **Lesson Overview Table** provides an overview of the content, time frames, and materials needed to teach each section within the lesson. The preparation is already done for teachers.

Notes

- Alternative review activities:
- Read "Olen" or "A Fox" as a whole class or individually. Have students identify L-Blends in the story.
  - Using some form of projection, project the L-Blends Refresher from the software.
  - Use the Blends Flip Chart or the Whole Class Transfer Card from Lesson 18 for review.

REVIEW

A Blend is two or three consonants standing together. Each consonant keeps its own sound. Even though a Blend can be anywhere in a word (beginning, middle, or end), it has to be able to begin a word. You have already learned L-Blends. L is the second letter in these Blends. There are six L-Blends. Can you name them? (*bl, cl, fl, gl, pl, sl*).

Can you think of words that have an L-Blend?

- Write these words on the board: *blog, clap, flag, glad, plan, slam*.

blog clap flag  
glad plan slam

We mark an L-Blend with an arc underneath the Blend, like this.

- Mark the L-Blend in the word *blog* by adding an arc underneath *bl*.

Of course, we need to mark the vowel, as well.

- Mark the vowel with an *x*.

If time allows, have students mark the remaining Blends and vowels. Make sure students are reading each word aloud as they mark it. If time is limited, mark each Blend and vowel, and then have the class read each word aloud together.

TEACHER INSTRUCTION

In this lesson, you will learn the R-Blends. There are seven. Just like the letter *l* in an L-Blend, *r* is the second letter in an R-Blend. Alphabetically, R-Blends are almost the same as the L-Blends.

- Name the R-Blends (*b-r, c-r, d-r, f-r, g-r, p-r, t-r*) as you are pointing to them on the poster or writing them on the board.

We mark each R-Blend with an arc underneath the Blend, just like we did with L-Blends:

bl br cl cr fl fr gl gr pl pr sl sr tr



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Notes

The *r* sound can be difficult for some English Language Learners to pronounce. You may need to take some extra time to review how this sound is produced when teaching this Blend.

Show students that five (out of seven) of the beginning letters in the R-Blends are the same as five of the beginning letters in L-Blends (*b, c, f, g, and p*). The addition of *dr* and *tr* make a total of seven R-Blends.

- Now we will practice adding a vowel to each R-Blend to create R-Blend slides.

- Write the following slides on the board. For each word, arc the Blend, and place the slide arrow underneath the arc.

bri gri cra pro  
dru tri fro

- Read these slides aloud with me as I point to them. (*/brɪ/, /grɪ/, /crɑ/, /prɒ/, /drʊ/, /trɪ/, /frɒ/*)

Now let's change these slides into words by adding a consonant to the end of each slide.

- Next to each corresponding slide, write the following words: *brim, crab, drum, frog, grin, prop, trip*. For each word, arc the Blend first, and then mark the vowel.

Read each slide and each word aloud with me.

- Point to and read each slide and word aloud as students read along with you.

- What is the word? (*brim*) Eduardo likes milk so much that he filled his glass to the *brim*.

bri brim

- What is the word? (*crab*) A hermit *crab* makes a great pet.

cra crab

- What is the word? (*drum*) Blake got a new *drum* for her band.

dru drum

- What is the word? (*frog*) A *frog* has smooth, moist skin.

fro frog

- What is the word? (*grin*) A *grin* is a smile.

gri grin

- What is the word? (*prop*) We will use a rock to *prop* open the door.

pro prop

8

Pictures to illustrate R-Blend words will help to increase vocabulary.

4. The **Review** section provides suggested activities to review previously learned content. Activities can be adapted to students' needs and time limits.

5. **Time icons** are found throughout the Teacher's Manuals to provide an estimated range of instruction time for each section of the lesson.

6. **Teacher script icons** indicate what the teacher says during each lesson section. The script is not required but can be used as a scaffold for teachers new to the method.

7. **Chalkboard icons** are found throughout the Teacher Instruction sections of each lesson to identify letters and words that should be written on the board during teacher instruction.

8. **Notes** in the margins augment instruction by providing teachers with additional teaching tips and information about the skills being taught.

9. The **Teacher Instruction** section includes step-by-step procedures to help teachers sequence instruction for maximum effectiveness.

10. **Poster** images are placed in the lesson content at sequentially appropriate times, helping teachers direct students' attention to posters at the right moment of instruction.

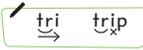
Notes

11

What is the word? (*trip*) Suki's class is going on a field *trip* to the zoo.

If time permits, allow students to share words that start with an R-Blend and/or a sentence that uses a word with an R-Blend.

When you are marking a word that begins with a Blend, it is important to mark the Blend first and then mark the vowel.



Write the word *brag* on the board.

For example, when I mark the word *brag*, I start by drawing an arc under the Blend first.



Arc under the *br* Blend.

Then I mark the vowel *a*.

Mark the vowel with an *x*.



12

It is important to mark under the word, from left to right.

What is the word? (*brag*) Emma likes to *brag* about her video game scores.

Repeat the instruction with the words *cram* and *drip*, making sure to emphasize the importance of marking underneath the word, from left to right.



What is the word? (*cram*) He likes to *cram* a lot of stuff into his backpack.

What is the word? (*drip*) The leaky faucet went *drip, drip* all night long.



GUIDED PRACTICE/DICTIONATION

Now it is your turn to practice R-Blends.

Write the three-letter slide *c-r-a*, *c-r-a*. (*c-r-a*, *c-r-a*)

Arc the Blend.

Now mark the slide.

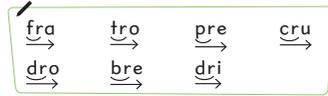
What is the sound? (*/cră/*)

Now write the three-letter slide *g-r-i*, *g-r-i*. Draw an arc under the Blend. Mark the slide. Then say it. (*/grĭ/*)



Notes

Repeat with the following slides: *f-r-a*, *f-r-a* (*/fră/*), *t-r-o*, *t-r-o* (*/trŏ/*), *p-r-e*, *p-r-e* (*/prĕ/*), *c-r-u*, *c-r-u* (*/crŭ/*), *d-r-o*, *d-r-o* (*/drŏ/*), *b-r-e*, *b-r-e* (*/brĕ/*), *d-r-i*, *d-r-i* (*/drĭ/*).



Write the letters *d-r-o-p*, *d-r-o-p*. (*d-r-o-p*, *d-r-o-p*)

Mark the word, left to right. First mark the Blend, then the vowel.



What is the word? (*drop*)

Use the word *drop* in a sentence. (*Don't drop the vase!*)

13

Dictate the following R-Blend words:

*trap* *prom* *crop* *frog* *crib*  
*drag* *trim* *fret* *grab* *bran*  
*drop* *brag* *grin* *brim* *grip*  
*\*frad* *\*trug* *\*breb* *\*prun* *\*drit*

As students are writing, marking, and saying the words aloud, be sure to give proper feedback.

14

Sentences for Dictation:

Dictate the following sentences. Attend to students' spelling and punctuation. Students will not be marking the words in these sentences.

Fred can grin.  
 The tot can grip the crib.  
 The frog is not in the trap.

Words for Dictation That Include Previous Skills for Review:

*clap* *cot* *plug* *kit* *bat*  
*ten* *tin* *blog* *get* *\*glud*  
*\*kem* *\*cag*

To increase vocabulary, use each word in a sentence, or have students use each word in a sentence.

For additional words for dictation, use R-Blend Student Transfer Cards.

- 11. **Color-coded font** provides a visual cue for distinguishing between what the teacher says and what the teacher does. What the teacher says is in black. What the teacher does is in green. Student responses are italicized in light green font within parentheses.
- 12. The **Guided Practice/Dictation** section helps students transfer and apply learned skills with the guidance of a teacher, with a partner, or individually.

- 13. **Word Banks** are provided near the end of each lesson for practicing word dictation. Markings shown in green font serve as an answer key for teachers.
- 14. **Sentences for Dictation** follow Word Banks to provide opportunities for students to spell skill words and Most Common Words in context.

15. The **Transfer/Individual Practice** section provides opportunities for students to independently transfer and apply learned skills to connected text.

16. **Whole Class Transfer Cards** are designed to facilitate automaticity in recognizing the spelling patterns of the English language and the sounds they represent. Whole Class Transfer Cards are read chorally by the class after students have completed the Guided Practice/Dictation section of the instruction.

17. **Student Transfer Cards** are color coded to correspond to the color of the chapter on each Teacher’s Manual cover. Student Transfer Cards can be used individually, in pairs, and in small groups.

18. **Reading Horizons Discovery® Little Books** are decodable, fiction and non-fiction books with original illustrations. Each skill lesson has an accompanying Little Book to provide students with the opportunity to reinforce the concepts learned and transfer them to connected text.

19. **Suggested Spelling Words** provide additional practice and skill reinforcement. They can also be used for weekly spelling assignments.

The corresponding **Reading Horizons Discovery® Spelling Supplement** lessons are referenced throughout the manual (learn more about the *Spelling Supplement* on page 9).

**CHAPTER 2 Lesson 19 R-Blends**

Notes

15. Play the “Eraser Game” (see the *Reading Horizons® Games Supplement* for instructions).

**TRANSFER/INDIVIDUAL PRACTICE** ⌚ Times Will Vary

**Transfer Cards**

16. Whole Class Transfer Card: Access the R-Blend Whole Class Transfer Card from the *Enrichment CD* or Reading Horizons website ([www.RHAccelerate.com](http://www.RHAccelerate.com)) to facilitate fluency through choral reading and to model proper use of Transfer Cards.

17. Student Transfer Cards: Distribute an R-Blend Student Transfer Card to each student. Listen as students take turns reading the words and sentences on the card to a partner, or have students use the cards independently.

**Little Books**

18. Optional corresponding *Reading Horizons Discovery™ Little Books* (see [www.RHAccelerate.com](http://www.RHAccelerate.com)) to facilitate fluency with the whole class through choral reading practice, project the *Little Book* (accessed from the software) onto the wall. These *Little Books* can also be accessed in print form for use in small groups or individual practice. *Little Books* can also be accessed in the software by individual students.

**Practice Pages**

20. Practice Pages 61-63

21. [Image of three practice pages: 61, 62, and 63]

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20. **Reading Horizons Accelerate® website** ([www.rhaccelerate.com](http://www.rhaccelerate.com)) is the teacher portal for online resources and is referenced throughout the lessons.

21. The **Practice Pages** section displays activity pages available on [www.rhaccelerate.com](http://www.rhaccelerate.com). Practice pages can be used for additional practice and reinforcement. Relevant page numbers of practice pages and a snapshot of each page are visible at the end of each applicable lesson. Guided Practice pages are also included for Reference lessons.

**22** Reinforcement and Differentiation Activities

Student Level	Reading Horizons Discovery™ Little Books	Games*	Practice Pages	Reading Horizons Discovery™ Software	Extended Dictation/Practice
Below	Corresponding Little Books from kindergarten Lesson 44 and/or from grades 1-3 Lesson 19.	"Scramble" 10-15 min "Blends Game" 10-15 min	pp. 61-63	R-Blends Lesson Library Vocabulary Word Wall/Software Games	Blends Flip Chart R-Blends Student Transfer Cards
On	Corresponding Little Book from Lesson 19.	"Scramble" 10-25 min "Blends Game" 10-15 min	pp. 61-63	R-Blends Lesson Library Vocabulary Word Wall/Software Games	R-Blends Student Transfer Cards

\*For additional game suggestions, refer to the *Reading Horizons Discovery™ Games Supplement*.

**24**

Reinforcement and Differentiation Activities

Student Level	Reading Horizons Discovery™ Little Books	Games*	Practice Pages	Reading Horizons Discovery™ Software	Extended Dictation/Practice
Above	Corresponding Little Book from Lesson 19.	"Change That Word" 10-20 min "Detective" 10-15 min	pp. 61-63	R-Blends Lesson Library Vocabulary Word Wall/Software Games	R-Blends Student Transfer Cards Have students create a list of R-Blend words

\*For additional game suggestions, refer to the *Reading Horizons Discovery™ Games Supplement*.

- 22. The **Reinforcement and Differentiation Activities table** provides a variety of options for customizing activities to meet various student needs.
- 23. The **Reading Horizons Discovery® Software** provides highly differentiated, individualized instruction to reinforce the concepts taught in the corresponding direct instruction materials.
- 24. The **Reading Horizons Discovery® Games Supplement** contains a variety of suggested games and activities that can be used to reinforce the skills taught.
- 25. **Activity-Type icons** are found in the Reinforcement and Differentiation Activities table at the end of each skill lesson and Most Common Words lesson. These icons represent the various instructional settings in which the

suggested activities can be implemented during independent practice, practice with a partner, in small groups, or as teacher-led activities or whole-class instruction. The icons indicate the following:

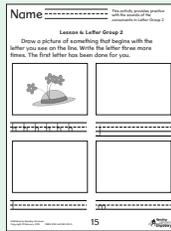
-  **independent practice**
-  **practice with a partner**
-  **small-group practice**
-  **teacher-led activity or whole-class instruction**

# Classroom Materials

**Letter Formation pages** provide students with opportunities to practice proper letter formation.



**Blackline Masters of Practice Pages** are reproducible pages that provide students with additional practice and reinforcement of skills learned.



**Whole Class Transfer Cards** (see page 6, #16)



**Student Transfer Cards** (see page 6, #17)



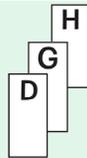
**Most Common Words Flashcards** are used for review and in a variety of games and activities.



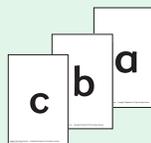
**Most Common Words Word Wall Cards** can be displayed on a word wall.



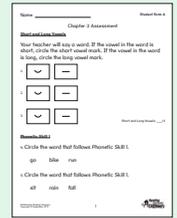
**42 Sounds Cards** are small cards used as manipulatives for spelling words on the desktop.



**Alphabet Cards** are the size of playing cards and are used for games and activities as well as letter/sound recognition.



**Chapter Assessments and Skill Checks** are printable assessments that provide information regarding students' understanding of the phonetic, spelling, and grammar skills taught in the *Reading Horizons Discovery*® program.



**Games and Activities** contain blackline masters of non-consumable, reproducible pages that can be used to reinforce the skills learned.



The *Reading Horizons Discovery*® **Games Supplement** (see page 7, #24)



**Flip Charts** are used to help students practice blending sounds together to read whole words.



The Flip Charts are included in the Special Education Teacher's Kit or can be purchased separately.

**Classroom Posters** are displayed for student reference as the skills are being taught.

The posters include:

- Alphabet (Kindergarten only)
- Blends
- Special Vowel Combinations
- Vowels
- Adjacent Vowels
- 42 Sounds
- Five Phonetic Skills
- Two Decoding Skills



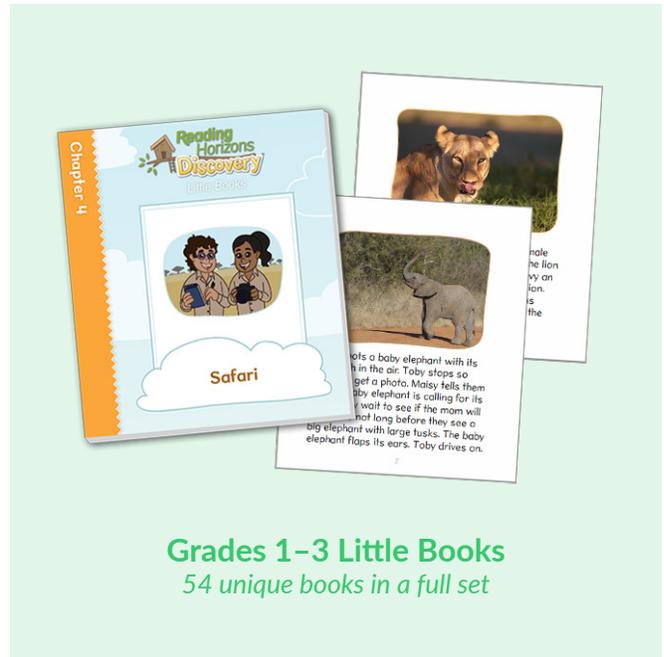
# Little Books

The **Reading Horizons Discovery® Little Books** help students transfer the skills taught in the program into fluent reading. Each story is 90–100% decodable to allow for student practice of each skill. The books use controlled vocabulary that matches student understanding. A Lexile® measure has been assigned to each book for teacher and student reference.

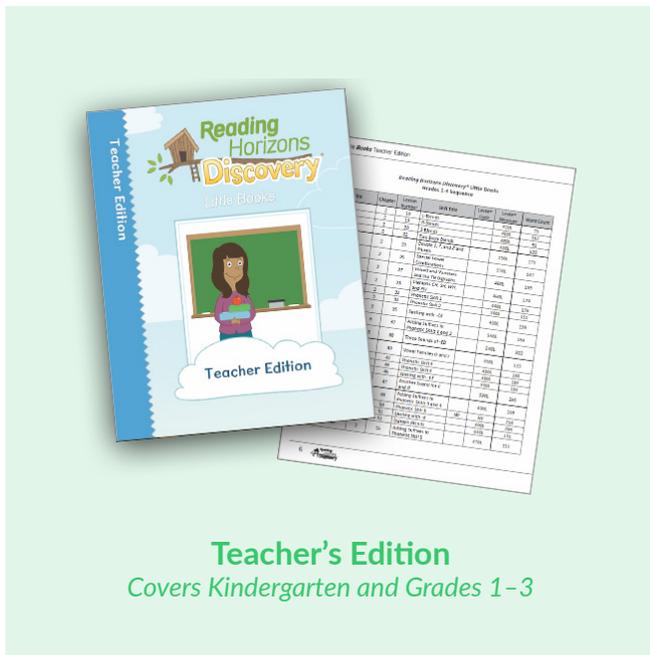
One full set of Little Books is included with each Teacher's Kit. Additional classroom sets can be purchased separately. A Teacher Edition can also be purchased separately with the answer key to each set of comprehension questions.



**Kindergarten Little Books**  
20 unique books in a full set



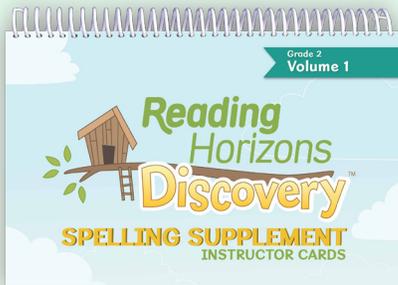
**Grades 1–3 Little Books**  
54 unique books in a full set



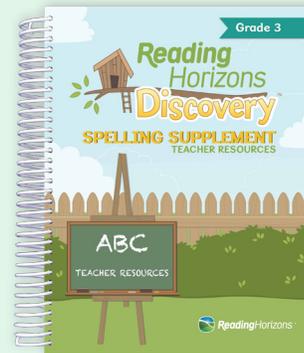
# Spelling Supplement

The **Reading Horizons Discovery® Spelling Supplement** provides instructional materials and activities that move spelling instruction beyond simple memorization to a solid understanding of the spelling patterns and structure of the English language. This approach helps students learn how to encode and prove that words are spelled correctly. The word lists are aligned with the *Reading Horizons Discovery®* instructional sequence, Common Core content area words (e.g., math and science), and Most Common Words.

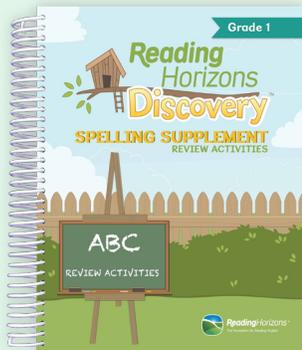
The Spelling Supplement materials are grade specific and available for grades 1-3.



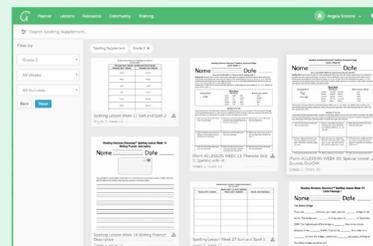
**Instructor Cards** provide teachers with 15–20 minute daily lesson plans for explicit, systematic, sequential spelling instruction. Each lesson includes a pre-test and two post-tests.



**Teacher Resources Manual** provides in-depth information about the *Reading Horizons Discovery® Spelling Supplement* including answer keys and scoring information for each pre- and post-test, a variety of student activities for practice and application, and timeline information.



**Review Activities Manual** provides scripted practice and application activities every six weeks of spelling instruction. These activities help students retain their spelling skills.



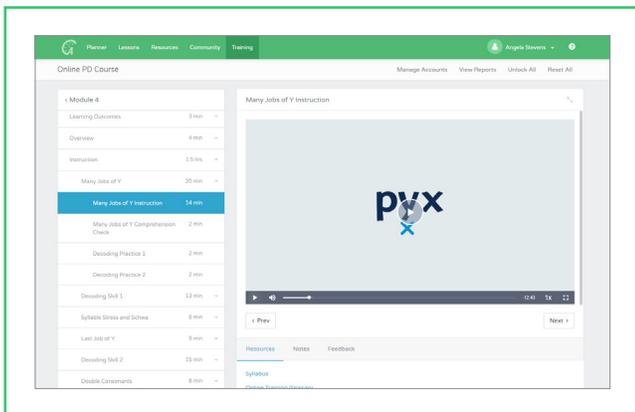
**Student Engagement Resources** enhance each lesson with word sorts, cloze passages, writing prompts, and homework pages. These resources can be downloaded from [www.rhaccelerate.com](http://www.rhaccelerate.com).

# Implementation Support

## Professional Development



Teachers are the most important piece of any program, and without the proper training, it is difficult to fulfill this key role. After the initial one-day, in-person **Reading Horizons Professional Development Workshop**, teachers complete additional training modules on the **Reading Horizons Accelerate®** website at their own convenience. Each training module can be reviewed online at no additional cost for one year following the initial training.



Schools and districts can elect to have **on-site coaching workshops** throughout the school year to target specific goals: skill transfer, utilizing software data, spelling instruction, etc.



The **Reading Horizons Implementation Coach Program** was created to ensure that schools and districts reach their implementation goals. With this program, each school is assigned a dedicated implementation coach who provides the initial onsite training, two additional onsite coaching days, and unlimited distance coaching. The program also includes unlimited software access and a credit toward direct instruction materials.



**Dedicated Implementation Coach**



**Unlimited Software Access**



**2 Training + 2 Coaching Days Each Year**



**Direct Instruction Credit**

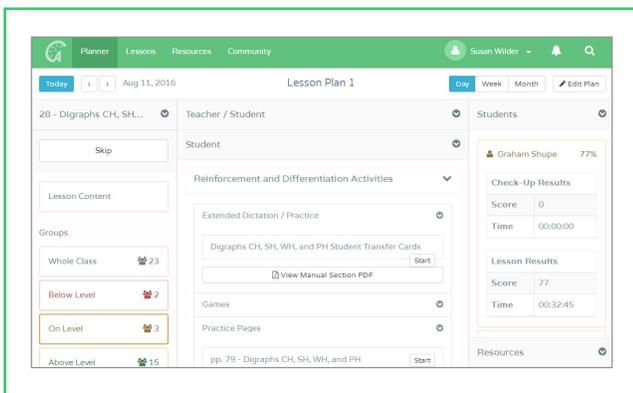
## Support Resources



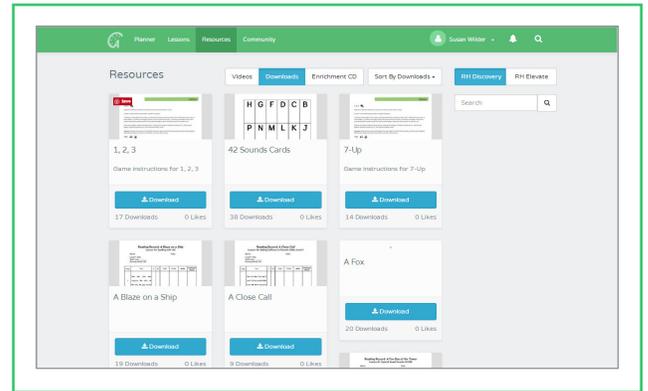
Each Reading Horizons product is backed with **free, unlimited tech support** through phone conferencing and online resources.



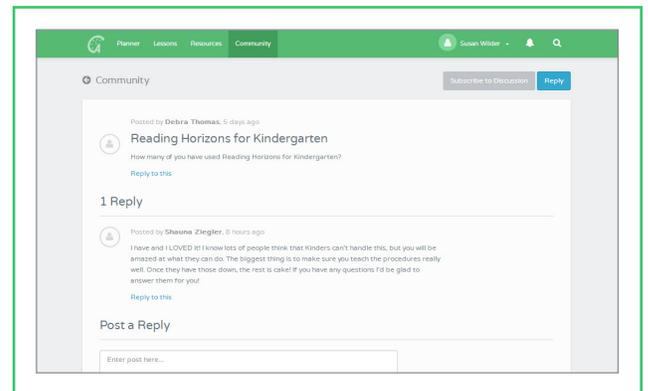
For additional support, teachers can access the **Reading Horizons Accelerate®** website ([www.rhaccelerate.com](http://www.rhaccelerate.com)). This free site helps customers fully implement the Reading Horizons program through online training, a lesson planning tool, downloadable lesson resources, how-to videos, a community forum, and online technical support.



The Lesson Planner organizes student performance data from the software into small groups for targeted instruction.



Customers access how-to videos, downloads, and other resources on the Reading Horizons Accelerate® website.



Customers ask questions and share tips with other customers in the Reading Horizons Accelerate® Community Forum.

The **Reading Horizons Teachers League** is for teachers who use Reading Horizons products in their classrooms. This group provides teaching tips and support both from Reading Horizons curriculum specialists and other teachers. Members stay connected through the Facebook group: [facebook.com/groups/readinghorizonteachersleague/](https://www.facebook.com/groups/readinghorizonteachersleague/)

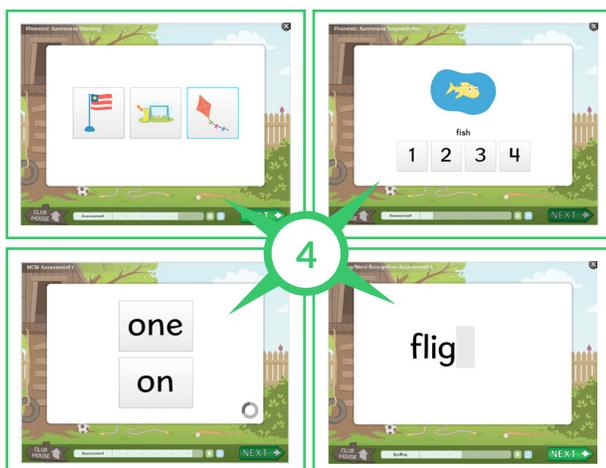


# Instructional Software

The **Reading Horizons Discovery® Software** provides students with the strategies and skills they need to become confident readers through fun and engaging interactive lessons. The software provides each student with differentiated instruction that reinforces the concepts taught in the corresponding direct instruction materials. Students are continually assessed throughout instruction to ensure proficiency. When a student shows signs of struggle, the software reviews instruction, notifies the teacher, and offers more practice opportunities. The software can be accessed online or through the iPad app.

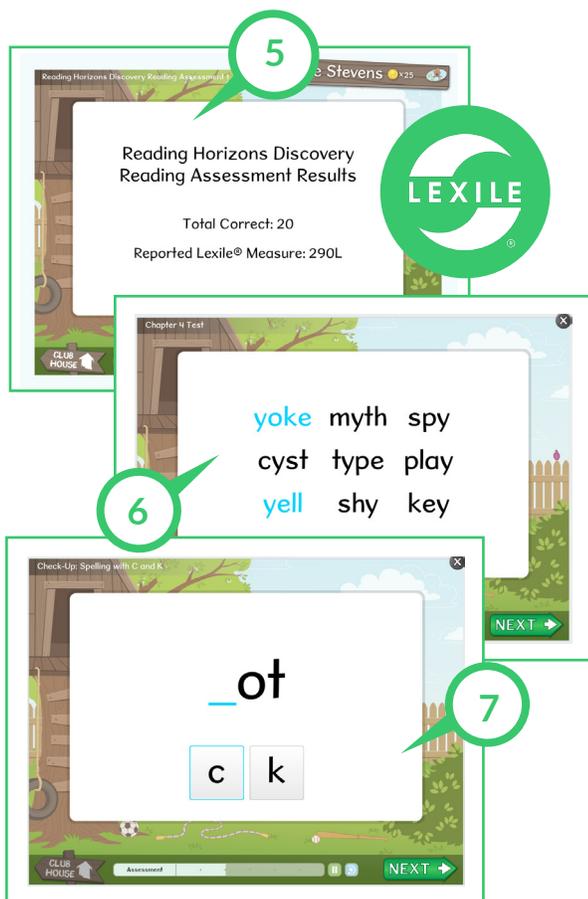
## Student Clubhouse

1. The **Clubhouse** is the access point for all the features of the *Reading Horizons Discovery®* Software. There are four main options for instruction and practice: Lessons, Vocabulary, Games, and Library.
2. Students can check their progress and achievements by clicking on their nameplates to open up the **Student Dashboard**, where chapter maps, coins, and trophies are stored. The coins and trophies are earned by participating in and performing successfully on tests, activities, reading, comprehension questions, and vocabulary items.
3. The coins that students earn throughout software instruction are used to access games and to purchase items in the **Clubhouse Store**, to customize their Clubhouse.



## Progress Monitoring

4. The *Reading Horizons Discovery®* Software includes three types of computer-administered **assessments** to measure students' overall abilities in foundational reading skills and to monitor progress and gains: Phonemic Awareness, Most Common Words, and Spelling/Word Recognition.



5. The **Reading Assessment** was created in partnership with MetaMetrics® using the Lexile® Framework for Reading to find each student's Lexile® measure. This assessment is designed to be used three times throughout the school year to validate student gains and connect students with texts that match their individual reading level. This assessment is purchased separately as a software add-on.
6. Six **Chapter Tests** measure mastery of all the skills taught in each chapter. Students must pass the tests, scoring at least the required minimum percentage correct. If a student scores lower than this, he/she is given a refresher followed by practice activities. A student earns a chapter trophy for each test passed.
7. After every skill lesson taught by the teacher, **Check-Ups** can be assigned to quickly see if students have mastered the skills taught in each lesson. Teachers who do not have access to the full software suite can still use a limited version of the software to access the Check-Ups.

## Student Instruction

8. The **Reading Horizons Discovery® Software Lessons** follow a deliberate sequence of instruction, practice activities, and assessments. There are three lesson types in the software:

The **Skill lessons** in the *Reading Horizons Discovery®* methodology teach all of the foundational skills necessary to develop proficient readers.

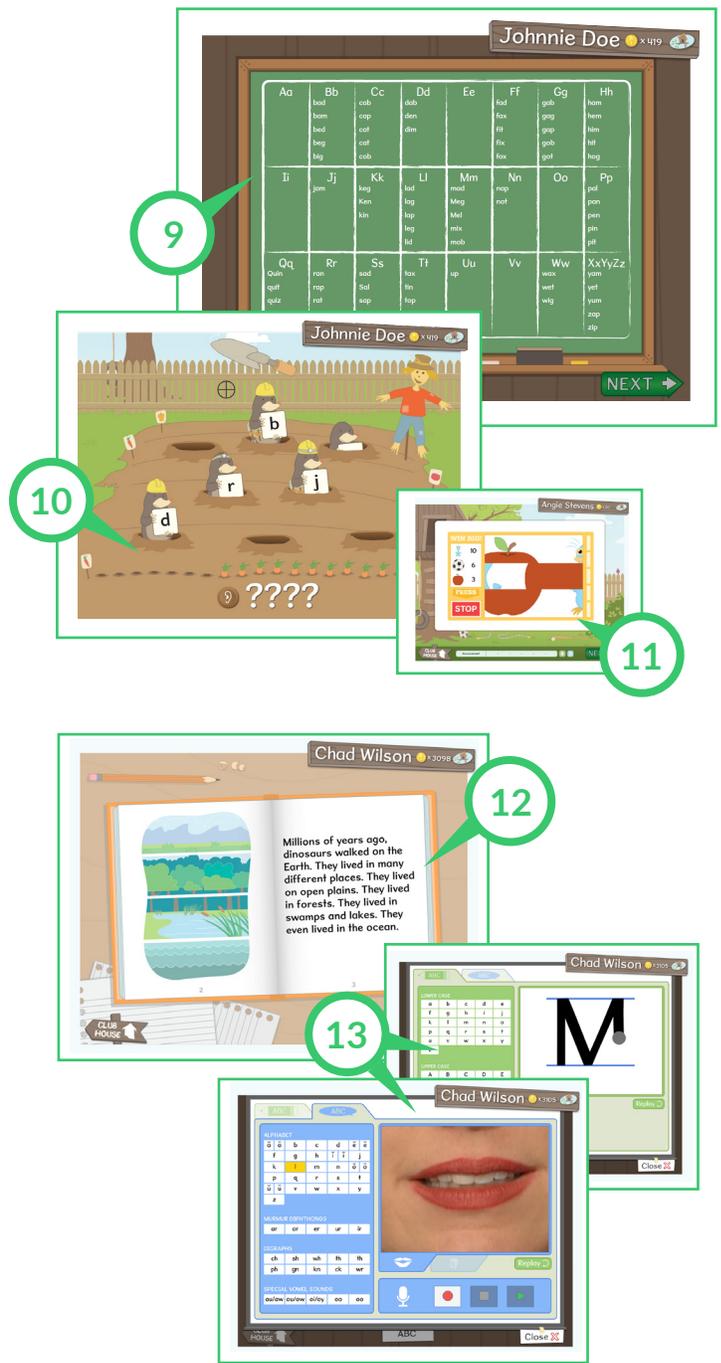
The **Most Common Words lessons** cover up to 300 of the Most Common Words in the English language.

The **Reference lessons** teach grammar skills and are aligned with the Language Standards outlined in the Common Core State Standards.

The number of Skill lessons, MCWs lessons, and Reference lessons varies by track: kindergarten, first grade, second grade, and third grade.



9. The **Vocabulary Word Wall** contains a 2,200-word database that allows students to expand their vocabulary as they develop reading, listening, pronunciation, spelling, and decoding skills. Vocabulary words correlate directly with the skills taught in each lesson. In the Vocabulary Word Wall section, a student hears, spells, and decodes words.
10. There are six **games** associated with the chapters to reinforce the skills learned. Playing games is voluntary, and teachers can enable or disable the games for individual students in the Administration Portal.
11. Three **mini-games** break up long lessons, tests, and assessments—helping to increase student engagement. As students play these games, they earn coins to access additional games and to use in the Clubhouse Store.
12. In the **Library**, students practice transferring the skills they are learning in the lessons to connected text and improve their fluency and comprehension. After students read a story, they answer comprehension questions to measure understanding.
13. Using the **ABC Draw** tool, students can watch the proper formation of letters. Using the **ABC Say** tool, students can listen to and pronounce the sounds learned and practiced in the lessons. Students can record themselves repeating the sound and compare their pronunciation with the narrator's.



## iPad Access

14. Students can access the Dashboard, Lessons, Games, Library, ABC Draw, and ABC Say through the *Reading Horizons Discovery*® **iPad App**. The app can be accessed both at school and at home.



# Lesson Sequence

The following chart outlines the *Reading Horizons Discovery*® **Lesson Sequence** by grade level creating the instructional framework for both the direct instruction materials and the interactive software.

## Kindergarten

Chapter 1			
Alphabet Introduction	●	Consonant S	●
Vowel A	●	Vowel O	●
Consonant B	●	MCW List 3	●
The Slide	●	Sentence Structure	●
Consonant F	●	Consonant T	●
Consonant D	●	Consonant V	●
Consonant G	●	Consonant W	●
Building Words	●	Consonant X	●
Nonsense Words	●	Consonant Y	●
MCW List 1	●	Vowel U	●
Capitalization	●	MCW List 4	●
Consonant H	●	Consonant Q	●
Consonant J	●	Consonant Z	●
Consonant M	●	Vowel I	●
Vowel E	●	Consonant C	●
MCW List 2	●	Consonant K	●
Punctuation	●	Alphabetical Order	●
Consonant N	●	Spelling with C and K	●
Consonant P	●	MCW List 5	●
Consonant R	●	<b>Chapter 2</b>	
		MCW List 6	●
		Nouns	●
		L-Blends	●
		R-Blends	●
		S-Blends	●
		Two Extra Blends	●
		Double S, F, and Z and Plurals	●
		MCW List 7	●
		Verbs	●
		Special Vowel Combination -LL	●
		Special Vowel Combination -NG	●
		Special Vowel Combination -NK	●
		MCW List 8	●
		Antonyms	●
		Voiced and Voiceless and the TH Digraphs	○
		Digraphs CH, SH, WH, and PH	○
		Short and Long Vowels	○

### Lesson Key

- = Skill Lesson
- = Most Common Words Lesson
- = Reference Lesson
- = Bonus Content

# Grades 1–3

Chapter 1	1	2	3
Letter Group 1	●	○	○
MCW List 1	●	○	○
Building Words	●	○	○
Nonsense Words	●	○	○
Capitalization	●	●	●
Letter Group 2	●	○	○
MCW List 2	●	○	○
Letter Group 3	●	○	○
MCW List 3	●	○	○
Letter Group 4	●	○	○
Punctuation	●	●	●
MCW List 4	●	○	○
Letter Group 5	●	○	○
Spelling with C and K	●	●	○
MCW List 5	●	○	○
Alphabetical Order	●	●	●
Chapter 2	1	2	3
MCW List 6	●	○	○
L-Blends	●	●	○
R-Blends	●	●	○
S-Blends	●	●	○
Commas	●	●	○
Two Extra Blends	●	●	○
Double S, F, and Z and Plurals	●	●	○
MCW List 7	●	●	○
Special Vowel Combinations	●	●	○

Compound Words	●	○	○
Voiced and Voiceless and the TH Digraphs	●	●	○
Digraphs CH, SH, WH, and PH	●	●	○
MCW List 8	●	○	○
Contractions	●	●	●
Chapter 3	1	2	3
Short and Long Vowels	●	●	●
Phonetic Skill 1	●	●	●
Phonetic Skill 2	●	●	●
Nouns	●	●	●
Spelling with -CK	●	●	●
MCW List 9	●	○	○
Adding Suffixes to Phonetic Skills 1 and 2	●	●	●
Three Sounds of -ED	●	●	●
Verbs	●	●	●
Vowel Families O and I	●	●	●
MCW List 10	●	○	○
Phonetic Skill 3	●	●	●
Phonetic Skill 4	●	●	●
Adjectives	●	●	●
Spelling with -KE	●	●	●
MCW List 11	○	●	○
Another Sound for C and G	●	●	●
Adding Suffixes to Phonetic Skills 3 and 4	●	●	●
Adverbs	●	●	●
Phonetic Skill 5	●	●	●

MCW List 12	○	●	○
Spelling with -K	●	●	●
Digraph Blends	●	●	●
Sentence Structure	●	●	●
Adding Suffixes to Phonetic Skill 5	●	●	●
MCW List 13	○	●	○
Sounds of GH, IGH, and IGHT	●	●	●
MCW List 14	○	●	○
<b>Chapter 4</b>	<b>1</b>	<b>2</b>	<b>3</b>
Many Jobs of Y	●	●	●
MCW List 15	○	●	○
Decoding Skill 1	●	●	●
The Schwa	●	●	●
Determiners	●	●	●
Last Job of Y	●	●	●
MCW List 16	○	●	○
Decoding Skill 2	●	●	●
Conjunctions	●	●	●
Double Consonants	●	●	●
-LE at the End of a Word	●	●	●
MCW List 17	○	●	○
Adding Suffixes to Words Ending in Y	●	●	●
Synonyms, Antonyms, and More	●	●	●
Decoding Two-Syllable Words	●	●	●
Spelling with -C	●	●	●
MCW List 18	○	●	○
<b>Chapter 5</b>	<b>1</b>	<b>2</b>	<b>3</b>
Murmur Diphthong AR	●	●	●
Murmur Diphthong OR	●	●	●

Murmur Diphthongs ER, UR, and IR	●	●	●
Prefixes, Root Words, and Suffixes	●	●	●
Exceptions to Murmur Diphthongs	●	●	●
MCW List 19	○	○	●
Decoding Multi-Syllabic Words	○	●	●
More Digraphs	○	●	●
Digraph Words with Plural Endings and Multi-Syllabic Words with Digraphs	○	●	●
MCW List 20	○	○	●
Special Vowel Sounds AU/AW	○	●	●
Special Vowel Sounds OU/OW	○	●	●
Special Vowel Sounds OI/OY	○	●	●
Special Vowel Sounds OO and OO	○	●	●
Spelling with -KE, -CK, -K, and -C	○	●	●
Decoding Exceptions	○	●	●
MCW List 21	○	○	●
Other Suffixes: -TION, -SION, and -OUS	○	●	●
Letter Combinations That Split	○	●	●
<b>Chapter 6</b>	<b>1</b>	<b>2</b>	<b>3</b>
Other Sounds for EA and IE/EI	○	●	●
Reversed Vowels	○	○	●
Sounds of EU and EW	○	○	●
MCW List 22	○	○	●
Practicing Multi-Syllabic Words	○	○	●
Spelling with -SS, -CE, or -SE	○	○	●

### Lesson Key

- = Skill Lesson
- = Most Common Words Lesson
- = Reference Lesson
- = Review or Bonus Content

- 1 = 1<sup>st</sup> Grade
- 2 = 2<sup>nd</sup> Grade
- 3 = 3<sup>rd</sup> Grade



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