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## PHONICS SCOPE AND SEQUENCE

GRADES K-3

PHONICS SCOPE & SEQUENCE

Back  
to  
School  
Week

Grade K

Grade 1

Grade 2

Grade 3

<p><b>1</b></p>	<p><b>Phonological Awareness</b> Rhyming Words Blend Syllables</p> <p><b>Letter Names</b> Letters: <i>Aa, Bb, Cc, Dd, Ee</i></p>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• Distinguish Vowel Sounds</li> <li>• Blend Phonemes</li> <li>• Isolate Phonemes</li> <li>• Segment Phonemes</li> <li>• Rhyming Words</li> </ul>		
<p><b>2</b></p>	<p><b>Phonological Awareness</b> Rhyming Words Blend and Segment Syllables</p> <p><b>Letter Names</b> Letters: <i>Ff, Gg, Hh, Ii, Jj</i></p>			

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Lesson	Grade K	Grade 1	Grade 2	Grade 3
1	<p><b>Phonological Awareness</b> Rhyming Words Single Sounds</p> <p><b>Letter Names</b> Letters <i>Kk, Ll, Mm, Nn, Oo</i></p> <p><b>Words to Know (High-Frequency Words)</b> <i>I</i></p>	<p><b>Phonemic Awareness</b> Beginning Sound Blend Phonemes</p> <p><b>Phonics</b> Short <i>a</i> Consonants <i>n, d</i> Consonants <i>p, f</i></p> <p><b>High-Frequency Words</b> <i>and, be, help, play, with, you</i></p>	<p><b>Phonemic Awareness</b> Identify Phonemes Syllables in Spoken Words</p> <p><b>Phonics</b> Short Vowels <i>a, i</i> CVC Syllable Pattern</p> <p><b>High-Frequency Words</b> <i>around, be, five, help, next, or, pull, take, until, walked</i></p>	<p><b>Decoding</b> Short vowels <i>a, e, i, o, u</i></p> <p>Words with the VCCV Pattern</p>
2	<p><b>Phonological Awareness</b> Beginning Sounds</p> <p><b>Letter Names</b> Letters <i>Pp, Qq, Rr, Ss, Tt</i></p> <p><b>Words to Know (High-Frequency Words)</b> <i>like</i></p>	<p><b>Phonemic Awareness</b> Beginning Sound Blend Phonemes</p> <p><b>Phonics</b> Short <i>i</i> Consonants <i>r, h /z/s</i> Consonants <i>b, g</i> Phonogram <i>-it</i></p> <p><b>High-Frequency Words</b> <i>for, have, he, look, too, what</i></p>	<p><b>Phonemic Awareness</b> Identify Phonemes Syllables in Spoken Words</p> <p><b>Phonics</b> Short Vowels <i>o, u, e</i> CVC Syllable Pattern</p> <p><b>High-Frequency Words</b> <i>bring, children, comes, do, family, like, make, those, use, with</i></p>	<p><b>Decoding</b> Long Vowels <i>a, e, i, o, u</i></p> <p>Words with the VCe Pattern</p>
3	<p><b>Phonological Awareness</b> Beginning Sounds Words in Oral Sentences</p> <p><b>Letter Names</b> Letters <i>Uu, Vv, Ww, Xx, Yy, Zz</i></p> <p><b>Words to Know (High-Frequency Words)</b> <i>the</i></p>	<p><b>Phonemic Awareness</b> Beginning Sound Blend Phonemes</p> <p><b>Phonics</b> Short <i>o</i> Consonants <i>l, x</i> Inflection <i>-s</i></p> <p><b>High-Frequency Words</b> <i>do, find, funny, sing, no, they</i></p>	<p><b>Phonemic Awareness</b> Blend Phonemes Sort Phonemes</p> <p><b>Phonics</b> Long Vowels <i>a, i</i> Sounds for <i>c</i></p> <p><b>High-Frequency Words</b> <i>city, full, no, think, other, places, put, school, sing, think, this</i></p>	<p><b>Decoding</b> Common Vowel Pairs <i>ai, ay, ee, ea</i></p>

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4	<p><b>Phonological Awareness</b> Beginning Sounds Words in Oral Sentences</p> <p><b>Phonics</b> Letters <i>Mm</i></p> <p><b>Words to Know (High-Frequency Words)</b> <i>and</i></p>	<p><b>Phonemic Awareness</b> Beginning Sound Blend Phonemes</p> <p><b>Phonics</b> Short <i>e</i> Consonants <i>y, w</i> Consonants <i>k, v, j</i> Phonogram <i>-et</i></p> <p><b>High-Frequency Words</b> <i>all, does, here, me, my, who</i></p>	<p><b>Phonemic Awareness</b> Segment, Substitute Phonemes Sort Phonemes</p> <p><b>Phonics</b> Long Vowels <i>o, u, e</i> Sounds for <i>g</i></p> <p><b>High-Frequency Words</b> <i>mind, could, today, play, cheer, hello, read, see, by, hundred</i></p>	<p><b>Decoding</b> Long <i>o</i> Spelled <i>oa, ow</i></p>
5	<p><b>Phonological Awareness</b> Beginning Sounds Words in Oral Sentences</p> <p><b>Phonics</b> Letters <i>Ss</i> Review <i>m, s</i></p> <p><b>Words to Know (High-Frequency Words)</b> Review: <i>i, like, the, and</i></p>	<p><b>Phonemic Awareness</b> Final Sound Segment Phonemes</p> <p><b>Phonics</b> Short <i>u</i> Consonants <i>qu, z</i></p> <p><b>High-Frequency Words</b> <i>friend, full, good, hold, many, pull</i></p>	<p><b>Phonemic Awareness</b> Segment Phonemes</p> <p><b>Phonics</b> Consonant Blends with <i>r, l, s</i></p> <p><b>High-Frequency Words</b> <i>table, says, little, find, both, cold, long, green, we, eat</i></p>	<p><b>Decoding</b> Long <i>i</i> spelled <i>i, ie, igh</i></p>
6	<p><b>Phonological Awareness</b> Blend Onset and Rime</p> <p><b>Phonics</b> Letters <i>Aa</i> (Short <i>a</i>) Vowels and Consonants</p> <p><b>Words to Know (High-Frequency Words)</b> <i>see</i></p>	<p><b>Phonemic Awareness</b> Final Sound Segment Phonemes</p> <p><b>Phonics</b> Review Short <i>a</i> Double Final Consonants and <i>ck</i> Phonogram <i>-ack</i></p> <p><b>High-Frequency Words</b> <i>away, call, come, every, hear, said</i></p>	<p><b>Phonemic Awareness</b> Identify Phonemes</p> <p><b>Phonics</b> Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i></p> <p><b>High-Frequency Words</b> <i>bear, work, animals, know, most, myself, sleep, second, three, she</i></p>	<p><b>Decoding</b> Words with the VCV Pattern</p>

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Lesson	Grade K	Grade 1	Grade 2	Grade 3
7	<p><b>Phonological Awareness</b> Blend Onset and Rime Segment Onset and Rime</p> <p><b>Phonics</b> Letters <i>Tt</i> Short <i>a</i>, Long <i>a</i></p> <p><b>Words to Know (High-Frequency Words)</b> <i>we</i></p>	<p><b>Phonemic Awareness</b> Segment Phonemes Blend Phonemes</p> <p><b>Phonics</b> Review Short <i>i</i> Blends with <i>r</i> Phonogram <i>-ip</i></p> <p><b>High-Frequency Words</b> <i>animal, how, make, of, some, why</i></p>	<p><b>Phonemic Awareness</b> Sort Phonemes Identify Medial Phonemes</p> <p><b>Phonics</b> Double Consonants and <i>ck</i> Double Consonants (CVC)</p> <p><b>High-Frequency Words</b> <i>pictures, air, pretty, told, window, funny, try, he, cried, car</i></p>	<p><b>Decoding</b> Three-Letter Clusters (<i>scr, spr, str, thr</i>)</p>
8	<p><b>Phonological Awareness</b> Blend Onset and Rime Segment Onset and Rime</p> <p><b>Phonics</b> Letters <i>Cc (/k/)</i></p> <p><b>Words to Know (High-Frequency Words)</b> <i>a</i></p>	<p><b>Phonemic Awareness</b> Segment Phonemes Middle Sound</p> <p><b>Phonics</b> Review Short <i>o</i> Blends with <i>l</i> Phonogram <i>-ock</i></p> <p><b>High-Frequency Words</b> <i>her, now, our, she, today, would</i></p>	<p><b>Phonemic Awareness</b> Substitute Phonemes Syllables in Spoken Words</p> <p><b>Phonics</b> Consonant Digraphs <i>th, sh, wh, ch, tch, ph</i> Base Words and Endings <i>-s, -ed, -ing</i></p> <p><b>High-Frequency Words</b> <i>few, people, eye, high, my, open, yellow, happy, starts, before</i></p>	<p><b>Decoding</b> Silent Letters <i>kn, wr</i></p>
9	<p><b>Phonological Awareness</b> Blend Phonemes</p> <p><b>Phonics</b> Letters <i>Pp</i></p> <p><b>Words to Know (High-Frequency Words)</b> <i>to</i></p>	<p><b>Phonemic Awareness</b> Segment Phonemes Middle Sound</p> <p><b>Phonics</b> Review Short <i>e</i> Blends with <i>s</i></p> <p><b>High-Frequency Words</b> <i>after, draw, pictures, read, was, write</i></p>	<p><b>Phonemic Awareness</b> Add Phonemes Syllables in Spoken Words</p> <p><b>Phonics</b> Base Words and Endings <i>-ed, -ing</i> CV Syllable Pattern</p> <p><b>High-Frequency Words</b> <i>kept, would, afraid, own, show, might, why, many, for, dark</i></p>	<p><b>Decoding</b> Vowel Diphthongs <i>ow</i> and <i>ou</i></p>

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Lesson	Grade K	Grade 1	Grade 2	Grade 3
10	<p><b>Phonological Awareness</b> Blend Phonemes</p> <p><b>Phonics</b> Review Letters Aa (Short a), Tt, Cc (/k/), Pp</p> <p><b>Words to Know (High-Frequency Words)</b> Review: see, we, a, to</p>	<p><b>Phonemic Awareness</b> Segment Phonemes Middle Sound</p> <p><b>Phonics</b> Review Short u Final Blends Phonogram -ump</p> <p><b>High-Frequency Words</b> eat, give, one, put, small, take</p>	<p><b>Phonemic Awareness</b> Add and Delete Phonemes</p> <p><b>Phonics</b> Contractions</p> <p><b>High-Frequency Words</b> really, you, because, right, go, they, was, me, old, better</p>	<p><b>Decoding</b> Words with au, aw, al, and o</p>
11	<p><b>Phonological Awareness</b> Blend Phonemes Final Sound</p> <p><b>Phonics</b> Review Letters Aa (Short a) Words with a (Short a) Blending Words Word Building</p> <p><b>Words to Know (High-Frequency Words)</b> come, me</p>	<p><b>Phonemic Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Digraph th Base Words and -s, -es, -ed, -ing Endings</p> <p><b>High-Frequency Words</b> blue, cold, far, little, live, their, water, where</p>	<p><b>Phonemic Awareness</b> Syllables in Spoken Words</p> <p><b>Phonics</b> Base Words and Endings -s, -es</p> <p><b>High-Frequency Words</b> another, heard, some, kind, light, hard, more, grow, far, to</p>	<p><b>Decoding</b> Vowel Diphthongs oi, oy</p>
12	<p><b>Phonological Awareness</b> Blend Phonemes Final Sound</p> <p><b>Phonics</b> Letters Nn Words with n Blending Words Word Building</p> <p><b>Words to Know (High-Frequency Words)</b> with, my</p>	<p><b>Phonemic Awareness</b> Blend and Segment Phonemes Substitute Initial Phonemes</p> <p><b>Phonics</b> Digraphs ch, tch Possessives with 's Phonogram -atch</p> <p><b>High-Frequency Words</b> been, brown, know, never, off, out, own, very</p>	<p><b>Phonemic Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Vowel Digraphs ai, ay</p> <p><b>High-Frequency Words</b> along, against, someone, night, part, morning, hold, bird, different, girl</p>	<p><b>Decoding</b> Homophones</p> <p>Words Ending in -er and -le</p>

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Lesson	Grade K	Grade 1	Grade 2	Grade 3
13	<p><b>Phonological Awareness</b> Blend Phonemes Final Sound</p> <p><b>Phonics</b> Letters <i>Ff</i> Words with <i>f</i> Blending Words Word Building</p> <p><b>Words to Know (High-Frequency Words)</b> <i>you, what</i></p>	<p><b>Phonemic Awareness</b> Blend and Segment Phonemes</p> <p>Substitute Initial Phonemes</p> <p><b>Phonics</b> Digraphs <i>sh, wh, ph</i> Contractions with <i>'s, n't</i></p> <p><b>High-Frequency Words</b> <i>down, fall, goes, green, grow, new, open, yellow</i></p>	<p><b>Phonemic Awareness</b> Match Phonemes</p> <p><b>Phonics</b> Vowel Digraphs <i>ee, ea</i></p> <p><b>High-Frequency Words</b> <i>story, world, about, everything, first, store, her, two, slowly, of</i></p>	<p><b>Decoding</b> Contractions with <i>n't, 'd, 've</i></p>
14	<p><b>Phonological Awareness</b> Blend Phonemes Isolate Middle Sound</p> <p><b>Phonics</b> Letters <i>Bb</i> Words with <i>b</i> Blending Words</p> <p><b>Words to Know (High-Frequency Words)</b> <i>are, now</i></p>	<p><b>Phonemic Awareness</b> Middle Sound Substitute Medial Phonemes</p> <p><b>Phonics</b> Long <i>a</i> (CVCe) Phonogram <i>-ake</i> Soft <i>c, g, dge</i> Phonogram <i>-ace</i></p> <p><b>High-Frequency Words</b> <i>four, five, into, over, starts, three, two, watch</i></p>	<p><b>Phonemic Awareness</b> Segment Phonemes</p> <p><b>Phonics</b> Long <i>o</i> (<i>o, oa, ow</i>)</p> <p><b>High-Frequency Words</b> <i>front, hair, warm, started, stories, never, all, food, sky, party</i></p>	<p><b>Decoding</b> Words with <i>ar, or, ore</i></p>
15	<p><b>Phonological Awareness</b> Blend Phonemes Isolate Middle Sound</p> <p><b>Phonics</b> Review Letters <i>Aa</i> (Short <i>a</i>), <i>Nn, Ff, Bb</i> Words with <i>a</i> (Short <i>a</i>), <i>n, f, b</i> Blending Review Word Building Long Vowel <i>/ā/a_e</i></p> <p><b>Words to Know (High-Frequency Words)</b> Review: <i>come, me, with, my, you, what, are, now</i></p>	<p><b>Phonemic Awareness</b> Middle Sound Substitute Medial Phonemes</p> <p><b>Phonics</b> Long <i>i</i> (CVCe) Digraphs <i>kn, wr, gn, mb</i> Phonograms <i>-ine, -ite</i></p> <p><b>High-Frequency Words</b> <i>bird, both, eyes, fly, long, or, those, walk</i></p>	<p><b>Phonemic Awareness</b> Syllables in Spoken Words</p> <p><b>Phonics</b> Compound Words Schwa Vowel Sound</p> <p><b>High-Frequency Words</b> <i>ever, care, thought, over, off, small, new, book, live, after</i></p>	<p><b>Decoding</b> Words with <i>er, ir, ur, or</i></p>

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Lesson	Grade K	Grade 1	Grade 2	Grade 3
16	<p><b>Phonological Awareness</b> Blend Phonemes Isolate Middle Sound</p> <p><b>Phonics</b> Letters <i>li</i> Words with Short <i>i</i> Blending Words Long <i>i</i>, Short <i>i</i></p> <p><b>Words to Know (High-Frequency Words)</b> <i>is, how, of, so, many, where</i></p>	<p><b>Phonemic Awareness</b> Substitute Phonemes: Medial Substitute Phonemes: Final Distinguish Vowel Sounds</p> <p><b>Phonics</b> Long <i>o</i> (CV, CVCe) Long <i>u</i> (CVCe)</p> <p><b>High-Frequency Words</b> <i>around, because, before, bring, carry, light, show, think</i></p>	<p><b>Phonemic Awareness</b> Syllables in Spoken Words</p> <p><b>Phonics</b> Base Words and Endings <i>-ed, -ing</i></p> <p><b>High-Frequency Words</b> <i>gone, said, something, fly, also, saw, look, horse, river, have</i></p>	<p><b>Decoding</b> Words with <i>air, ear, are</i></p>
17	<p><b>Phonological Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Letters <i>Gg</i> Words with <i>g</i> Blending Words</p> <p><b>Words to Know (High-Frequency Words)</b> <i>find, this, from, came, but, on</i></p>	<p><b>Phonemic Awareness</b> Substitute Phonemes: Medial Substitute Phonemes: Final Blend Phonemes Identify Final Phonemes</p> <p><b>Phonics</b> Long <i>e</i> (CV, CVCe) Vowel Pairs <i>ee, ea</i> Final <i>ng, nk</i> Phonogram <i>-ink</i></p> <p><b>High-Frequency Words</b> <i>about, by, car, could, don't, maybe, sure, there</i></p>	<p><b>Phonemic Awareness</b> Segment Phonemes</p> <p><b>Phonics</b> Long <i>i</i> (<i>i, igh, ie, y</i>)</p> <p><b>High-Frequency Words</b> <i>doing, sure, else, turned, blue, room, teacher, any, studied, carry</i></p>	<p><b>Decoding</b> Words with /j/ and /s/ Words with the VCCCV Pattern</p>
18	<p><b>Phonological Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Letters <i>Rr</i> Words with <i>r</i> Blending Words Word Building</p> <p><b>Words to Know (High-Frequency Words)</b> <i>will, be, into, that, your, who</i></p>	<p><b>Phonemic Awareness</b> Substitute Phonemes: Medial Substitute Phonemes: Final</p> <p><b>Phonics</b> Vowel Pairs <i>ai, ay</i> Contractions <i>'ll, 'd</i> Phonograms <i>-ay, -ain</i></p> <p><b>High-Frequency Words</b> <i>first, food, ground, right, sometimes, these, under, your</i></p>	<p><b>Phonemic Awareness</b> Blending Phonemes Identify Sound Placement</p> <p><b>Phonics</b> Long <i>e</i> Sound for <i>y</i> Changing <i>y</i> to <i>i</i></p> <p><b>High-Frequency Words</b> <i>words, mother, friends, under, draw, watch, always, soon, anything, been</i></p>	<p><b>Decoding</b> Words with /k/ and /kw/</p>

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19	<p><b>Phonological Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Letters <i>Dd</i> Words with <i>d</i> Blending Words Word Building</p> <p><b>Words to Know (High-Frequency Words)</b> <i>go, for, here, they, soon, up</i></p>	<p><b>Phonemic Awareness</b> Substitute Phonemes: Medial Distinguish Vowel Sounds Combine, Segment Syllables</p> <p><b>Phonics</b> Vowel Pairs <i>oa, ow</i> Contractions <i>'ve, 're</i> Phonograms <i>-ow, -oat</i></p> <p><b>High-Frequency Words</b> <i>done, great, laugh, paper, soon, talk, were, work</i></p>	<p><b>Phonemic Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Words with <i>ar</i></p> <p><b>High-Frequency Words</b> <i>didn't, I'll, please, talk, good, is, are, baby, too, sound</i></p>	<p><b>Decoding</b> Vowel Sounds in <i>spoon</i> and <i>wood</i></p>
20	<p><b>Phonological Awareness</b> Blend Phonemes Add Phonemes</p> <p><b>Phonics</b> Review Letters <i>li</i> (Short <i>i</i>), <i>Gg, Dd, Rr</i> Review words with <i>i</i> (Short <i>i</i>), <i>g, d, r</i> Blending Review Adding <i>-s (/s/, /z/)</i></p> <p><b>Words to Know (High-Frequency Words)</b> <i>Review: is, how, of, so, many, where, this, find, from, came, but, on, will, be, into, that, your, who, go, for, here, they, soon, up</i></p>	<p><b>Phonemic Awareness</b> Combine, Segment Syllables Recognize Syllables Identify Phonemes: Medial</p> <p><b>Phonics</b> Compound Words Short Vowel <i>/ĕ/ea</i></p> <p><b>High-Frequency Words</b> <i>door, more, mother, old, try, use, want, wash</i></p>	<p><b>Phonemic Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Words with <i>r</i>-Controlled Vowels <i>or, ore</i></p> <p><b>High-Frequency Words</b> <i>being, ready, I've, tall, stood, very, ground, laugh, begins, flower</i></p>	<p><b>Decoding</b> Compound Words</p>
21	<p><b>Phonological Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Letters <i>Oo</i> (Short <i>o</i>) Words with <i>o</i> (Short <i>o</i>) Adding <i>-s (/s/, /z/)</i> Blending Words Long <i>o</i>, Short <i>o</i></p> <p><b>Words to Know (High-Frequency Words)</b> <i>make, play, them, give, say, new</i></p>	<p><b>Phonemic Awareness</b> Substitute Vowel Sounds Segment Syllables Blend Syllables Add Phonemes</p> <p><b>Phonics</b> <i>r</i>-Controlled Vowel <i>ar</i> <i>r</i>-Controlled Vowels <i>or, ore</i> Phonograms <i>-ar, -ore</i></p> <p><b>High-Frequency Words</b> <i>few, night, loudly, window, noise, story, shall, world</i></p>	<p><b>Phonemic Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Words with <i>er</i> Words with <i>ir, ur</i></p> <p><b>High-Frequency Words</b> <i>nothing, move, across, took, house, voice, behind, one, how, out</i></p>	<p><b>Decoding</b> Base Words and <i>-ed, -ing</i></p>

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Lesson	Grade K	Grade 1	Grade 2	Grade 3
22	<p><b>Phonological Awareness</b> Blend and Segment Phonemes Substitute Phonemes</p> <p><b>Phonics</b> Letters <i>Xx, Jj</i> Words with <i>x, j</i> Blending Words Word Building</p> <p><b>Words to Know High-Frequency Words</b> <i>said, good, was, then, ate, could</i></p>	<p><b>Phonemic Awareness</b> Substitute Vowel Sounds Segment Syllables Blend Syllables</p> <p><b>Phonics</b> <i>r</i>-Controlled Vowels <i>er, ir, ur</i></p> <p><b>High-Frequency Words</b> <i>baby, begins, eight, follow, learning, until, years, young</i></p>	<p><b>Phonemic Awareness</b> Rhyme and Meaning Syllables in Spoken Words</p> <p><b>Phonics</b> Homophones Base Words and Endings <i>-er, -est</i></p> <p><b>High-Frequency Words</b> <i>floor, toward, what's, found, boy, everyone, field, does, their, into</i></p>	<p><b>Decoding</b> Spelling Changes: <i>-s, -es, -ed, -ing</i></p> <p>Less Common Plurals</p>
23	<p><b>Phonological Awareness</b> Blend and Segment Phonemes Substitute Phonemes</p> <p><b>Phonics</b> Letters <i>Ee</i> (Short e) Words with e (Short e) Blending Words Long e, Short e</p> <p><b>Words to Know (High-Frequency Words)</b> <i>she, all, over, her, when, some</i></p>	<p><b>Phonemic Awareness</b> Substitute Vowel Sounds Segment Syllables</p> <p><b>Phonics</b> Vowel Digraph /<i>oo</i>/ <i>oo</i> Syllable Pattern CVC</p> <p><b>High-Frequency Words</b> <i>again, along, began, boy, father, house, nothing, together</i></p>	<p><b>Phonemic Awareness</b> Syllables in Spoken Words</p> <p><b>Phonics</b> Suffixes <i>-y, -ly, -ful</i> Final Stable Syllables <i>-tion, -ture</i></p> <p><b>High-Frequency Words</b> <i>knew, idea, though, down, four, give, great, large, write, coming</i></p>	<p><b>Decoding</b> Suffixes <i>-ful, -y, -ous, -ly, -er</i></p>
24	<p><b>Phonological Awareness</b> Blend and Segment Phonemes Substitute Phonemes</p> <p><b>Phonics</b> Letters <i>Hh, Kk</i> Words with <i>h, k</i> Blending Words Word Building</p> <p><b>Words to Know (High-Frequency Words)</b> <i>he, no, away, must, by, there</i></p>	<p><b>Phonemic Awareness</b> Substitute Vowel Sounds Segment Syllables</p> <p><b>Phonics</b> Vowel Digraphs/Spelling Patterns: <i>oo, ou, ew</i> More Spellings for /<i>oo</i>/: <i>ue, u, u_e</i></p> <p><b>High-Frequency Words</b> <i>ready, country, soil, kinds, earth, almost, covers, warms</i></p>	<p><b>Phonemic Awareness</b> Syllables in Spoken Words Segment Phonemes</p> <p><b>Phonics</b> Prefixes <i>re-, un-, over-, pre-, mis-</i> Silent Consonants</p> <p><b>High-Frequency Words</b> <i>earth, away, brothers, brown, without, here, learning, began, surprised, there</i></p>	<p><b>Decoding</b> Prefixes <i>un-, pre-, re-, bi-</i></p>

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Lesson	Grade K	Grade 1	Grade 2	Grade 3
25	<p><b>Phonological Awareness</b> Blend and Segment Phonemes Substitute Phonemes</p> <p><b>Phonics</b> Review Letters <i>Oo</i> (Short <i>o</i>), <i>Xx</i>, <i>Jj</i>, <i>Ee</i> (short <i>e</i>), <i>Hh</i>, <i>Kk</i> Words with <i>o</i> (Short <i>o</i>), <i>x</i>, <i>j</i>, <i>e</i> (Short <i>e</i>), <i>h</i>, <i>k</i> Blending Review Vowels <i>Oo</i>, <i>Ee</i></p> <p><b>Words to Know (High-Frequency Words)</b> Review: <i>make, play, them, give, say, new, said, good, was, then, ate, could, she, all, over, her, when, some, no, he, away, must, by, there</i></p>	<p><b>Phonemic Awareness</b> Substitute Vowel Sounds Identify Syllables Segment Syllables Add Phonemes</p> <p><b>Phonics</b> Vowel Combinations <i>ou, ow</i> Vowel Combinations <i>oi, oy, au, aw</i></p> <p><b>High-Frequency Words</b> <i>buy, city, family, myself, party, please, school, seven</i></p>	<p><b>Phonemic Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Words with <i>au, aw, al, o, a</i></p> <p><b>High-Frequency Words</b> <i>through, young, leaves, ball, our, done, hear, learn, were, only</i></p>	<p><b>Decoding</b> Suffixes <i>-less, -ness, -able</i></p>
26	<p><b>Phonological Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Letters <i>Uu</i> (Short <i>u</i>) Words with <i>u</i> (Short <i>u</i>) Blending Words Long <i>u</i>, Short <i>u</i></p> <p><b>Words to Know (High-Frequency Words)</b> <i>do, down, went, only, little, just</i></p>	<p><b>Phonemic Awareness</b> Substitute Vowel Sounds Identify Syllables Segment Syllables</p> <p><b>Phonics</b> Base Words (CVCe, CVC) with Endings <i>-ed, -ing</i> Long <i>e</i> Spelling Patterns <i>y, ie</i></p> <p><b>High-Frequency Words</b> <i>above, bear, even, pushed, studied, surprised, teacher, toward</i></p>	<p><b>Phonemic Awareness</b> Segment Phonemes</p> <p><b>Phonics</b> Words with <i>oo, ew, ue, ou</i></p> <p><b>High-Frequency Words</b> <i>every, ago, won't, now, follow, head, don't, goes, again, alone</i></p>	<p><b>Decoding</b> Common Final Syllables <i>-tion, -sion, -ture</i></p>
27	<p><b>Phonological Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Letters <i>Ll, Ww</i> Words with <i>l, w</i> Blending Words</p> <p><b>Words to Know (High-Frequency Words)</b> <i>have, help, one, every, ask, walk</i></p>	<p><b>Phonemic Awareness</b> Segment Syllables Identify Syllables</p> <p><b>Phonics</b> Base Words/Inflections <i>-er, -est</i> (change <i>y</i> to <i>i</i>) Syllable <i>-le</i></p> <p><b>High-Frequency Words</b> <i>always, different, enough, happy, high, near, once, stories</i></p>	<p><b>Phonemic Awareness</b> Match Phonemes Add a Phoneme</p> <p><b>Phonics</b> Words with <i>oo</i> (<i>book</i>)</p> <p><b>High-Frequency Words</b> <i>buy, father, called, town, even, maybe, where, water, outside, tomorrow</i></p>	<p><b>Decoding</b> Double Consonants</p>

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Lesson	Grade K	Grade 1	Grade 2	Grade 3
28	<p><b>Phonological Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Letters V, Zz Words with v, z Blending Words Vowel Uu</p> <p><b>Words to Know (High-Frequency Words)</b> <i>look, out, very, their, saw, put</i></p>	<p><b>Phonemic Awareness</b> Segment Syllables Delete Phonemes</p> <p><b>Phonics</b> Long i Spelling Patterns <i>igh, y, ie</i> Base Words/Inflections <i>-ed, -ing, -er, -est, -es</i> Phonograms <i>-ight, -y</i></p> <p><b>High-Frequency Words</b> <i>across, ball, cried, head, heard, large, second, should</i></p>	<p><b>Phonemic Awareness</b> Blend Phonemes</p> <p><b>Phonics</b> Vowel Diphthongs <i>ow, ou</i></p> <p><b>High-Frequency Words</b> <i>want, while, falling, enough, lived, loved, should, happened, sorry, above</i></p>	<p><b>Decoding</b> Words with <i>ough</i> and <i>ugh</i></p>
29	<p><b>Phonological Awareness</b> Track Syllables</p> <p><b>Phonics</b> Letters Yy, Qq (<i>qu</i>) Words with y, q (<i>qu</i>) Blending Words Word Building</p> <p><b>Words to Know (High-Frequency Words)</b> <i>off, take, our, day, too, show</i></p>	<p><b>Phonemic Awareness</b> Segment Syllables Delete Phonemes Distinguish Vowel Sounds</p> <p><b>Phonics</b> Suffixes <i>-ful, -ly, -y</i> Long Vowel Spelling Patterns: <i>a, e, i, o, u</i></p> <p><b>High-Frequency Words</b> <i>caught, took, listen, thought, minute, beautiful, idea, friendship</i></p>	<p><b>Phonemic Awareness</b> Syllables in Spoken Words Substitute Phonemes</p> <p><b>Phonics</b> Reading Longer Words with Long Vowels <i>a</i> and <i>i</i> Vowel Diphthongs <i>oi, oy</i></p> <p><b>High-Frequency Words</b> <i>once, woman, upon, eight, seven, near, wash, paper, who, your</i></p>	<p><b>Decoding</b> Words Ending in <i>-er</i> or <i>-le</i></p>
30	<p><b>Phonological Awareness</b> Track Syllables</p> <p><b>Phonics</b> Review Letters <i>Aa</i> (short <i>a</i>), <i>Ee</i> (Short <i>e</i>), <i>Ii</i> (Short <i>i</i>), <i>Oo</i> (Short <i>o</i>), <i>Uu</i> (Short <i>u</i>) Words with <i>-s, -ing</i> Word Building Long Vowel <i>/yōō/u_e</i></p> <p><b>Words to Know (High-Frequency Words)</b> Review: <i>down, do, went, only, little, just, have, help, one, every, ask, walk, look, out, very, their, saw, put, off, take, our, day, too, show</i></p>	<p><b>Phonemic Awareness</b> Segment Syllables</p> <p><b>Phonics</b> Syllable Pattern CV Prefixes <i>un-, re-</i></p> <p><b>High-Frequency Words</b> <i>brothers, everyone, field, loved, most, only, people, sorry</i></p>	<p><b>Phonemic Awareness</b> Syllables in Spoken Words</p> <p><b>Phonics</b> Reading Longer Words with Long Vowels <i>o</i> and <i>e</i> Final Stable Syllable <i>-le</i></p> <p><b>High-Frequency Words</b> <i>almost, from, money, door, years, together, sometimes, pushed, remember, dear</i></p>	<p><b>Decoding</b> Schwa Sound</p>

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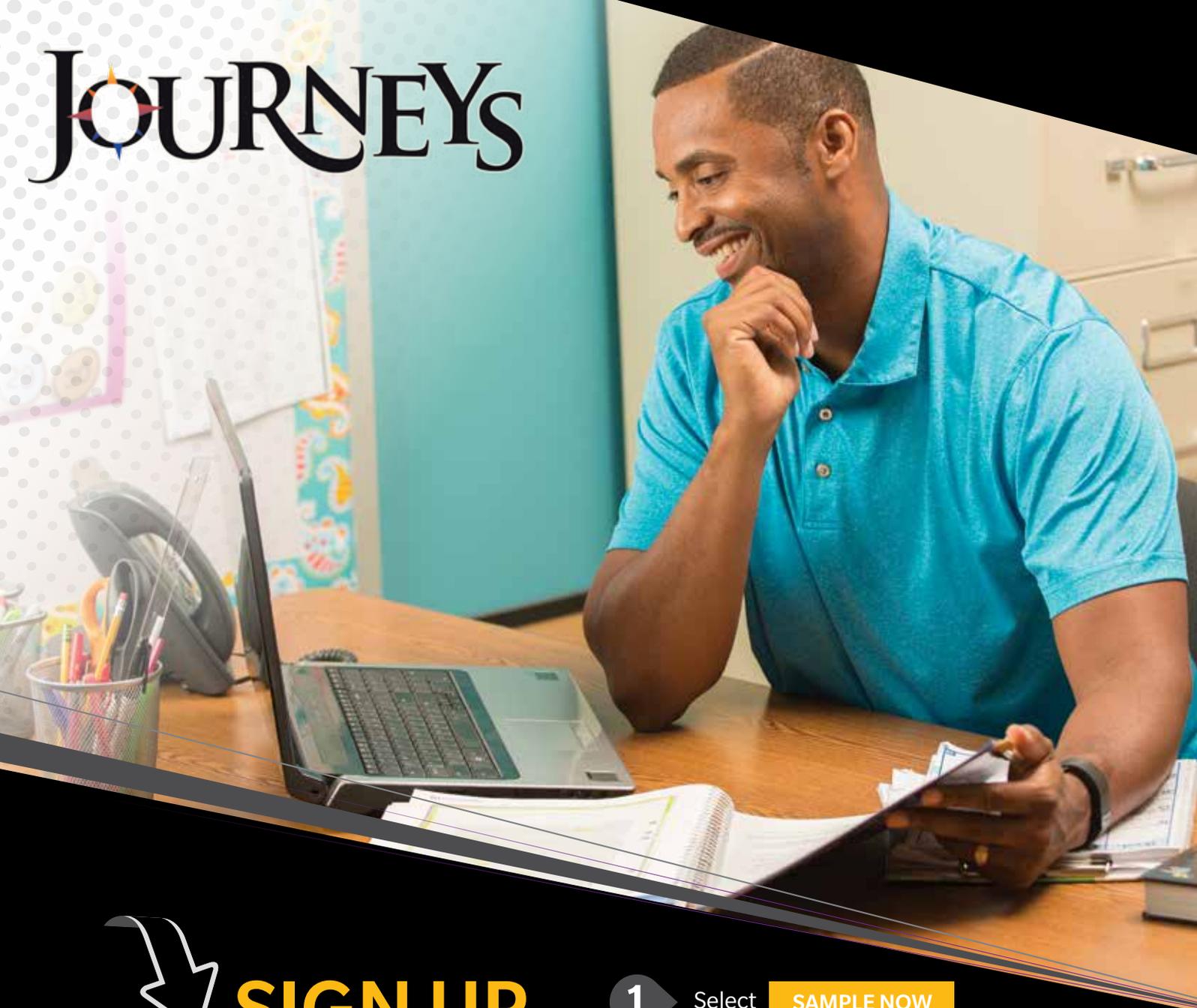
Lesson	Grade K	Grade 1	Grade 2	Grade 3
31	<p><b>Phonological Awareness</b> Middle Sounds Long and Short Vowel Sounds</p> <p><b>Phonics</b> Review Letters e, i, o (CV pattern)</p> <p><b>Words to Know (High-Frequency Words)</b> Review: many, them, new, when, soon, them, give, say, how, where</p>			
32	<p><b>Phonological Awareness</b> Middle Sounds Long and Short Vowel Sounds</p> <p><b>Phonics</b> Long Vowels e, i, o (CV pattern)</p> <p><b>Words to Know (High-Frequency Words)</b> Review: I, be, go, he, me, no, so, we</p>			
33	<p><b>Phonological Awareness</b> Middle Sounds Long and Short Vowel Sounds</p> <p><b>Phonics</b> Long Vowels a, i (CVe pattern)</p> <p><b>Words to Know (High-Frequency Words)</b> Review: them, then, how, now, where, there, day, away, you, your</p>			

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Lesson	Grade K	Grade 1	Grade 2	Grade 3
34	<p><b>Phonological Awareness</b> Middle Sounds Long and Short Vowel Sounds</p> <p><b>Phonics</b> Long Vowels <i>o, u</i> (CVCe pattern)</p> <p><b>Words to Know (High-Frequency Words)</b> Review: <i>of, off, that, this, take, make, come, some, very, every</i></p>			



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