

English Learner Foundational Reading Lessons

Supplemental lessons for English literacy foundational skills

UNITS

1

Identifying vowels and consonants within the alphabet

3 Lessons

2

Identifying and differentiating 1:1 letter sound correspondence/directional reading

3 Lessons

3

Identifying short and long vowel sounds

3 Lessons

4

Decoding consonant vowel consonant words

3 Lessons

5

Identifying the concept of sight words (Heart Words)

3 Lessons

6

Identifying and recognizing digraphs

3 Lessons

English Learner Foundational Reading Lessons

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UNITS

1

Identifying vowels and consonants within the alphabet

3 Lessons

1 unit



Three lessons



Each lesson has three parts



Each part provides an impactful 10 minutes of instruction

Small groups during the week ideally would consist of 3-4 times but realistically are usually only 1- 2 times.

Teachers can teach all 3 parts of a lesson per week= 30 min of instruction or they can teach parts of a lesson per week =10-15 min of instruction

Small Group Options

	Option 1	Option 2	Option 3
Small Group Scenario	<p>My EL group is pulled once a week for 30 minutes</p> <p>My EL group is pulled twice a week for 15 minutes</p>	<p>My EL group is pulled once a week for 10-20 minutes</p> <p>My EL group is pulled twice a week for 20 minutes</p>	<p>My EL group is pulled once a week for 10-15 minutes</p> <p>My EL group is pulled two to three times a week for 10-15 minutes</p>
Lessons per week	<p>3 parts of a lesson per week</p> <p>30 minutes of instruction</p>	<p>1-2 parts of a lesson per week</p> <p>10-20 minutes of instruction</p>	<p>1 part of a lesson per week</p> <p>10 minutes of instruction</p>
Units per week	<p>One unit every week</p>	<p>One unit every two weeks</p>	<p>One unit every three weeks</p>

Ideally, every unit should be in consecutive order. Really Great Reading; however, understands the varying English proficiency and instructional needs of our EL students and provides an additional option. Unit(s) can also be applied based on the unit skill that requires reinforcement.

Really Great Reading understands the reality of varying schedules and time constraints when pulling small groups. Each unit and lesson is designed to provide flexibility in supporting English Learner students for impactful instruction, no matter the time constraint. Lessons are intentionally broken up into three parts so each can be completed and divided up without compromising the consistency or effectiveness of each lesson.

English Learner Lesson Outline

Each unit is tailor-made for the English Learner student. These supplemental lessons consider three key learning objectives and one essential component necessary for effective English Learner instruction.



Instructional Objective - Provides a clear and concise skill of focus, which builds per lesson.



Functional Objective - Provides a relevant opportunity for applying skills to practice.



Cultural Objective- Provides relatability and connection to the skill of focus.



Sociocultural Component - Practical considerations for teaching skills that are culturally sensitive and internationally relevant.

Language Structure Considerations



Please note: The referencing of other language structures should only be referenced for students, should they have an academic background in their native language. If they do not have an academic background, in the other language established, focus should solely be on learning new English literacy concepts without comparison. When there is no academic background from which to draw, attempting to do so can prove counterproductive.

Language	Basic Literary Characteristics	Teacher Connection Phrase “Good Job!”
عربي Arabic	Directional Reading: Right to Left Sound to Symbol -28 characters Vowels are indicated by diacritical marks above or below consonant letters	أحسنْتَ a-/h/-sun-ti
Cantonese 粵語	Directional Reading: Left to Right (traditionally right to left) Character to syllable and character to word meaning there are tens of thousands of characters with a few thousand, at the basic level. Cantonese is a tonal language-the pitch or tone in which a syllable is spoken can change word meanings.	好好做 how-how-dzwoah
deutsch German	Directional Reading: Left to Right Letter to sound correspondence 26 letters in the alphabet 5 vowels - a/e/i/o/u (note- has short and long vowels sounds but only 3 long vowel sounds Ä, Ö, Ü) Functions similarly or like a digraph: 6 total Äu Eu Ei Ie Au Ch	gute Arbeit goote-au-bite
español Spanish	Directional Reading: Left to Right Letter to sound correspondence. 27 letters in the alphabet Vowels : 5 vowels -a/e/i/o/u Functions similarly or like a digraph: 3 total ch/ll/sh	buen trabajo bu-en-tra-ba-ho
français French	Directional Reading: Left to Right Letter to sound correspondence. 26 letters in the alphabet Vowels : 6 vowels -a/e/i/o/u/y Functions similarly or like a digraph: 8 total can vary based on context	bon travail von-tra-vaiy
हिंदी Hindi	Directional Reading: Left to Right Sound to symbol correspondence (Every symbol has a sound and sounds are connected by the vertical line at the top. The dot indicates a nasal sound) 48 characters in alphabet Vowels : 11 vowels	अच्छा काम ah-cha-kam
italiano Italian	Directional Reading: Left to Right Letter to sound correspondence. 21 letters in the alphabet Vowels : 5 vowels -a/e/i/o/u Functions similarly or like a digraph: 3 total CH/GN/GLI/SC	buon lavoro von-la-voro
日本語 Japanese	Directional Reading: vertical(top to bottom vertical columns- right to left and horizontal (left to right)dependent upon context. Sound to word. <i>Japanese does not have an alphabet in the western sense but instead uses three writing scripts Kanji (2000 common characters), Hiragana,(46 basic characters)and Katakana (46 basic characters)</i>	よくやった Yoku-yat-ta

Language	Basic Literary Characteristics	Teacher Connection Phrase “Good Job!”
kiswahili Swahili	Directional Reading: Left to Right Letter to sound correspondence. 26 letters in the alphabet 5 vowels - a/e/i/o/u Functions similarly or like a digraph: 9 total ch, dh, gh, kh, ng', ny, sh, th, ng.	kazi nzuri ha-zeeg-zuri
kreyol ayisyen Haitian Creole	Directional Reading: Left to Right (traditionally right to left) Letter to sound correspondence -32 letters in the alphabet 7 oral vowels: a, e, è, i, o, ò, ou. 4 Nasal Oral Vowels: an, en, on oun. Technically there are no digraphs however, nasal vowels are represented by digraphs 'an', 'en', and 'on', when they are not followed by a vowel.	bon travay bawn- travey
普通话 Mandarin	Directional Reading: Left to Right (traditionally right to left) Character to syllable and character to word - tens of thousands of characters with 3,000 to 5,000 at the basic level Mandarin is a tonal language-the pitch or tone in which a syllable is spoken can change word meanings.	做得好 zoo-o-duh-how
polski Polish	Directional Reading: Left to Right Letter to sound correspondence. 32 letters in the alphabet 9 vowels - a/-e/-i/-o/-ó/-y Functions similarly or like a digraph: 7 total ch, cz, dz, dź, dż, rz, and sz.	dobra robota dobta-tro-boat-a
Português Portuguese	Directional Reading: Left to Right Letter to sound correspondence Vowels : 5 vowels - a/e/i/o/u -12 vowel sounds 26 letters in alphabet Functions similarly or like a digraph : 5 total ss,rr,ch,nh,lh	bom trabalho - /bom//traba/lou/
русском Russian	Directional Reading: Left to Right Letter to sound correspondence (Cyrillic letters) 33 letters in alphabet Vowels : 10 vowels Functions similarly or like a digraph: 6 total Ж ,Ч, Ш ,Щ ,Й ,Б	хорошая работа ha-rosha-e-ra-bota
Somali somali	Directional Reading: Left to Right Letter to sound correspondence. 26 letters in the alphabet 5 vowels - a/e/i/o/u Functions similarly to a digraph: 3 total kh/sh/dh	shaqo wanaagsan sha-ko-wa-tahk-son
tagalog Tagalog-Filipino	Directional Reading: Left to Right Letter to sound correspondence. 28 letters in the alphabet 5 vowels - a/e/i/o/u Functions similarly or like a digraph: 2 total Ng,Ll	magaling mug-gu-ling
українська Ukranian	Directional Reading: Left to Right Letter to Sound correspondence. (Cyrillic letters) 33 letters in alphabet Vowels : 6 vowels Functions similarly or like a digraph: 3 total Дз Дж Ж	гарна робота harna-ro-bo-ta

Lesson Design and Curriculum Alignment

These supplemental lessons can be used before or alongside Really Great Reading's literacy curriculum. Each lesson's skill of focus coorelates with the foundational skills being taught in the programs general curriculum pacing.

Really Great Reading understands the varying needs and language proficiency levels of our English Learner students.

Each unit and lesson is designed to provide flexibility and teacher autonomy in supporting English Learner students in small group settings. Units are purposefully divided by skill. Lessons per unit can be taught consecutively or the unit lessons can be spread out throughout the week. Each lesson intentionally consists of three parts, totaling in 10 minutes of instruction. This is done based on the consideration of the reality of time when pulling groups. Each unit is divided up by 10 min lessons which allow for concrete instruction without compromising consistency and quality during small instructional increments. Teachers can choose to teach all three parts and complete a lesson (30 min) or they can do one part at a time(10 min) throughout the week. Units and lessons are purposefully designed multiple options of application, without compromising consitency in order to fit your school and classroom intervention schedules.

Countdown and EL Foundational Lessons Coorelation

Unit 1 correlates to Countdown Units 6-28

Unit 2 correlates to Countdown Units 6-16

Units 3 correlates with Blast Units 6-28

Units 4 correlates with Blast Units 9-28

Units 5 correlates with Countdown Units 8-28

Unit 6 correlates with Countdown Units 20-28

Blast curriculum and EL Foundational Lessons Coorelation

Units 1-2 coorelate with Blast Units 1-3

Units 3-5 coorelate with Blast Units 3-10

Unit 6- overlaps with units 4-10 specifically as it pertains to building a foundation in reading words with multiple letters within one unit

HD Word curriculum and EL Foundational Lessons Coorelation

Units 1-6 coorelate with content in HDWord Unit 1

Materials needed for Foundational Lessons

Student phonics kits

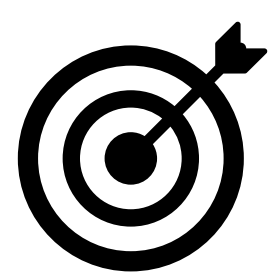
English picture vocabulary cards

Notecards

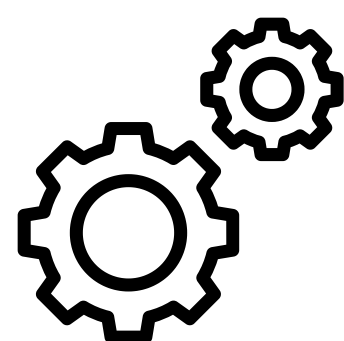
We encourage you to also explore and take advantage of our additional English learner support resources for parents and families located in Home Resources under Resources in other Languages

ENGLISH LEARNER LESSONS OUTLINE

Each Lesson and Unit, is tailor made for the English language learner. Their framework is based on considerations that are important and unique factors, specific to the student. The outline of each intervention lesson consists of three integral objectives and one crucial component in order to ensure optimal English learner success.



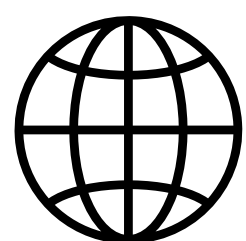
Instructional Objective - Provides a clear and condensed skill focus which builds per lesson.



Functional Objective - Provides a relevant opportunity for understanding the application of skill put into practice.



Cultural Objective- Culturally responsive and practical considerations for the skill of focus being taught.



Sociocultural Component - Social considerations that apply to language learners of multiple languages.

Units	Skill	Linguistic Reference
1	Identifying and differentiating vowels and consonants within the alphabet	<p>Depending on your student's native language and academic background, vowels and consonant letters may be familiar or an entirely new concept.</p> <p>Identifying and differentiating vowels and consonant letters in English is crucial for equipping your student(s) as they begin to use and recognize them when starting to read. Keep in mind that your student is not only learning each new English letter but also the English terminology- vowels and consonants. Be sure to use this vocabulary continuously and have students refer to letters as such when referencing and differentiating vowels and consonant letters.</p>
2	Identifying 1:1 letter to sound correspondence and directional reading	<p>Depending on your student's native language, 1:1 phoneme-grapheme (sound-spelling) correspondence may or may not be a familiar concept.</p> <p>Clear and repetitive teaching of this concept, as well as left-to-right directional reading is crucial. Some languages, naturally follow left to right reading, while others such as Mandarin or Arabic do not.</p> <p>Providing explicit instruction and reiteration in both these skills is important and beneficial as your student ties letters to sounds and learns to read from left to right in the English language.</p>
3	Identifying Short and Long Vowel Sounds	<p>Vowels, in various languages, may have only one sound or multiple tonal variations.</p> <p>In English, the distinct short and long vowel sounds are crucial and need to be taught clearly. Your student has just began to understand that every letter has a sound. For many students, this is a new concept. In addition to every letter having a sound, the idea of one letter having two sounds, can be quite overwhelming. It is because of this, that we recommend establishing short vowel identification and articulation first. The reality of English vowels having two sounds, can be referenced, as short vowels are being established . Providing awareness that long vowel sounds exist is important, but short and long vowel sounds should be taught one at a time.Establishing short vowel sounds initially is recommended since they will be in the majority of simple English words. Once that skill is established then long vowel sounds can be addressed in retail.</p> <p>We recommend approaching English vowel sounds by highlighting them as unique, in that they have two sounds instead of only one. sounds.</p>
4	Decoding Consonant Vowel Consonant (CVC) Real and Nonsense Words	<p>Reading in most languages consists of building and blending sounds within simple words before slowly transitioning into more complex ones. As students learn to read in their language, vocabulary naturally begins to grow through every word decoded. A student decodes a simple word and they instantly understand what the word is because they have oral proficiency in that language. The English learner student does not have this advantage when learning English in the classroom. Learning what simple words mean at the same time as learning how to read them is the challenge of a nonnative speaker. It is because of this, as students learn to read, meaning is naturally sought for every word decoded. The practice of creating nonsense words in English, simply the practice of blending sounds, is a very specific one and can cause confusion for the English learner who is seeking meaning of every word read. Because this is helpful practice when learning how to manipulate and blend sounds in English, it is necessary and important to acknowledge and explain what nonsense words are alongside building vocabulary for real words that are being practiced and read. Ensuring your language learner knows the difference will allow them to more confidently approach words for the purpose of simple mechanical practice and words where meaning can be established. The ability to read cvc words is the principal beginning step that must be established when learning to read.</p>
5	Identifying and establishing the concept of sight words (heart words)	<p>Heartwords are specific to the English language because they are based on the recall of English words and their irregular spellings. Our What is a Heart Word? Animation is particularly helpful in establishing the purpose and the function of heart words by comparing it in reasoning to the cultural concept that is the importance of family and our recognition of family members based on their distinct characteristics. Providing a personal connection enables purpose for the English skill being taught.This is crucial in enabling active reasoning and understanding of certain concepts and their functions within the English language.</p>
6	Identifying and recognizing digraphs	<p>Digraphs are existent in some languages but not in all of them. Because your student is finally grasping and establishing letter-to-sound skills, providing additional instruction through these lessons is important. Clarification and reiteration of the function of two letters making one sound is necessary because it can be confusing after previously having established that every letter has one sound in English. This skill is introduced in our last unit, in order for sufficient time to establish the basic concept of letter to sound correlation. Now that your students can combine their English letters with their sounds they are ready to understand the concept that is a digraph and build upon their beginning reading knowledge.</p>

Units	Skill	Additional support materials available within the Resource Hub
1	Identifying and differentiating vowels and consonants within the alphabet	Once you have completed unit 1 play the Vowels and Consonant Animation if available your students' language. This animation provides a review of vowels and consonants and will reinforce what you have already taught.(There is an English script available in the transcript button located on the video, should you want to know exactly what is being said.
2	Identifying 1:1 letter to sound correspondence and directional reading	<ul style="list-style-type: none">• Letter Tile Free Play - This resource is located within our online Supply Room within the Instructional Resources tab under Interactive Resources• Sound Spelling Wall Cards - This resource is located within our online Supply Room within the Instructional Resources tab under Interactive Resources under posters charts and other• Basic English Vocabulary Cards -This resource is located within our online Supply Room within the EL Resources tab under Student Resources
3	Identifying Short and Long Vowel Sounds	<ul style="list-style-type: none">• Vowel and Consonant Articulation Videos - This resource is located within our Supply Room within the Instructional Resources tab under Articulation Videos.• short vowel and long vowel animations- These resouces are located within our Supply Room under our General Instructional Resources within the Vowel Sound Animations• short and log vowel anchor charts- These resouces are located within our Supply Room under our EL Resouces within the Student Resources
4	Decoding Consonant Vowel Consonant (CVC) Words	<ul style="list-style-type: none">• Letter Tile Free Play - This resource is located within our online Supply Room within the Instructional Resources tab under Interactive Resources• Basic English Vocabulary Cards -This resource is located within our online Supply Room within the EL Resources tab under Student Resources
5	Identifying and establishing the concept of sight words (heart words)	<ul style="list-style-type: none">• What is a Heart Word Animation - This resource is located in the Supply Room within the EL Resources Selection under Instructional Routines• Heart Word Animations - These resources are located withitn the Online Supply Room under the Hear Word Magic Selection.
6	Identifying and recognizing digraphs	<ul style="list-style-type: none">• What is a Digraph Animation - This resource is located in the Supply Room within the EL Resources Selection under Instructional Routines• Basic English Vocabulary Cards (Digraph Words) --This resource is located within our online Supply Room within the EL Resources tab under Student Resources