



# EL Foundational Reading Lessons



Honoring and valuing all languages  
within the English learning classroom



**Really Great Reading**

PO Box 46  
Cabin John, MD 20818  
866-401-7323

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Curriculum Development Team:  
Rachel Hawthorne, M. Ed., Janeen Hergert, M. Ed., Amy E. Vanden Boogart, Ed. D.

## **Unit 1: Identifying vowels and consonants within the alphabet**

Lesson 1 .....	1
Lesson 2 .....	3
Lesson 3 .....	5

## **Unit 2: Identifying and differentiating 1:1 letter sound correspondence/directional reading**

Lesson 1 .....	7
Lesson 2 .....	9
Lesson 3 .....	12

## **Unit 3: Identifying short and long vowel sounds**

Lesson 1 .....	14
Lesson 2 .....	17
Lesson 3 .....	19

## **Unit 4: Decoding consonant-vowel-consonant words**

Lesson 1 .....	22
Lesson 2 .....	24
Lesson 3 .....	27

## **Unit 5: Identifying the concept of sight words (Heart Words)**

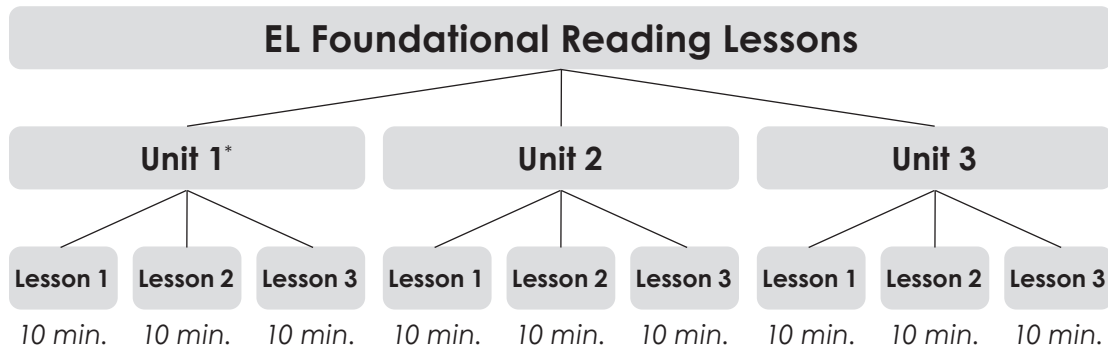
Lesson 1 .....	30
Lesson 2 .....	33
Lesson 3 .....	35

## **Unit 6: Identifying and recognizing digraphs**

Lesson 1 .....	37
Lesson 2 .....	39
Lesson 3 .....	41

# Unit Design

Welcome to the English Learner Foundational Reading Lessons! These lessons are a resource available in Really Great Reading's EL Resource Hub and can be downloaded from Resources in English > Printable Resources. This set of 6 units teaches foundational reading skills that many English learners have not yet mastered and can be used before or alongside any general reading curriculum.



The units have been designed with EL intervention in mind. Ideally, EL small groups would meet 3-4 times a week, but realistically, many groups only meet 1-2 times per week.

Teachers can teach all 3 lessons of a unit in one week (30 min of weekly instruction) or they can teach 1 or 2 lessons per week (10-20 min of weekly instruction)

*\*Units 1-3 are used as an example here; Units 4-6 have the same design and lesson structure.*

## Small Group Options

	Option 1	Option 2	Option 3
<b>Small Group Scenario</b>	EL group meets <i>once a week for 30 minutes</i>  EL group meets <i>twice a week for 15 minutes</i>	EL group meets <i>once a week for 10-20 minutes</i>  EL group meets <i>twice a week for 20 minutes</i>	EL group meets <i>once a week for 10-15 minutes</i>  EL group meets <i>two to three times a week for 10-15 minutes</i>
<b>Lessons per week</b>	3 lessons per week  30 minutes of instruction	1-2 lessons per week  10-20 minutes of instruction	1 lesson per week  10 minutes of instruction
<b>Units per week</b>	One unit every week	One unit every two weeks	One unit every three weeks

Ideally, every unit should be taught in consecutive order. However, additional options are provided based on the varying English proficiency and instructional needs of your EL students. Unit(s) can also be implemented based on a particular skill that may require 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 how much time is available each week. Units are intentionally broken into three shorter lessons so each can be divided up and taught without compromising the consistency or effectiveness of each lesson.

## Lesson Objectives

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:** We recommend only referencing other language structures if students already have an academic background in their native language. If they do not already 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 for students.

Language	Basic Literary Characteristics	Teacher Connection Phrase: "Good Job"
عربي Arabic	<ul style="list-style-type: none"><li>Directional Reading: Right to Left</li><li>Sound to Symbol: 28 characters</li><li>Vowels are indicated by diacritical marks above or below consonant letters</li></ul>	أحسنْتَ a-/h/-sun-ti

Language	Basic Literary Characteristics	Teacher Connection Phrase: “Good Job”
粵語 <b>Cantonese</b>	<ul style="list-style-type: none"> <li>• Directional Reading: Left to Right (traditionally right to left)</li> <li>• Character to syllable and character to word meaning there are</li> <li>• tens of thousands of characters with a few thousand, at the basic level.</li> <li>• Cantonese is a tonal language-the pitch or tone in which a syllable is spoken can change word meanings.</li> </ul>	好好做 <b>how-how-dzwoah</b>
<b>Deutsch</b> <b>German</b>	<ul style="list-style-type: none"> <li>• Directional Reading: Left to Right (traditionally right to left)</li> <li>• Character to syllable and character to word meaning there are</li> <li>• tens of thousands of characters with a few thousand, at the basic level.</li> <li>• Cantonese is a tonal language-the pitch or tone in which a syllable is spoken can change word meanings.</li> </ul>	<b>gute Arbeit</b> <b>goote-au-bite</b>
<b>Español</b> <b>Spanish</b>	<ul style="list-style-type: none"> <li>• Directional Reading: Left to Right</li> <li>• Letter to sound correspondence.</li> <li>• 27 letters in the alphabet</li> <li>• Vowels : 5 vowels -a/e/i/o/u</li> <li>• Functions similarly or like a digraph: 3 total ch//ll/sh</li> </ul>	<b>buen trabajo</b> <b>bu-en-tra-ba-ho</b>
<b>Français</b> <b>French</b>	<ul style="list-style-type: none"> <li>• Directional Reading: Left to Right</li> <li>• Letter to sound correspondence.</li> <li>• 26 letters in the alphabet</li> <li>• Vowels : 6 vowels -a/e/i/o/u/y</li> <li>• Functions similarly or like a digraph: 8 total can vary based on context</li> </ul>	<b>bon travail</b> <b>von-tra-vaiy</b>

Language	Basic Literary Characteristics	Teacher Connection Phrase: “Good Job”
<b>हद</b> <b>Hindi</b>	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right</li> <li>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)</li> <li>48 characters in alphabet</li> <li>Vowels : 11 vowels</li> </ul>	<b>अ ा काम</b> <b>ah-cha-kam</b>
<b>Italiano</b> <b>Italian</b>	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right</li> <li>Letter to sound correspondence.</li> <li>21 letters in the alphabet</li> <li>Vowels : 5 vowels -a/e/i/o/u</li> <li>Functions similarly or like a digraph: 3 total CH/GN/GLI/SC</li> </ul>	<b>buon lavoro</b> <b>von-la-voro</b>
<b>日本語</b> <b>Japanese</b>	<ul style="list-style-type: none"> <li>Directional Reading: vertical(top to bottom vertical columns- right to left and horizontal (left to right) dependent upon context.</li> <li>Sound to word.</li> <li>Japanese does not have an alphabet in the western sense but instead uses three writing scripts:               <ul style="list-style-type: none"> <li>Kanji (2000 common characters)</li> <li>Hiragana, (46 basic characters)</li> <li>Katakana (46 basic characters)</li> </ul> </li> </ul>	<b>よくやった</b> <b>Yoku-yat-ta</b>
<b>Kiswahili</b> <b>Swahili</b>	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right</li> <li>Letter to sound correspondence.</li> <li>26 letters in the alphabet</li> <li>5 vowels - a/e/i/o/u</li> <li>Functions similarly or like a digraph: 9 total ch, dh, gh, kh, ng', ny, sh, th, ng.</li> </ul>	<b>kazi nzuri</b> <b>ha-zeeg-zuri</b>

Language	Basic Literary Characteristics	Teacher Connection Phrase: “Good Job”
<b>kreyol ayisyen</b> <b>Haitian Creole</b>	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right (traditionally right to left)</li> <li>Letter to sound correspondence -32 letters in the alphabet</li> <li>7 oral vowels: a, e, è, i, o, ò, ou. 4 Nasal Oral Vowels: an, en, on, ou.</li> <li>Technically there are no digraphs however, nasal vowels are represented by digraphs 'an', 'en', and 'on', when they are not followed by a vowel.</li> </ul>	<b>bon travay</b> <b>bawn- travey</b>
<b>普通话</b> <b>Mandarin</b>	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right (traditionally right to left) Character to syllable and character to word -</li> <li>tens of thousands of characters with 3,000 to 5,000 at the basic level</li> <li>Mandarin is a tonal language-the pitch or tone in which a syllable is spoken can change word meanings.</li> </ul>	<b>做得好</b> <b>zoo-o-duh-how</b>
<b>Polski</b> <b>Polish</b>	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right</li> <li>Letter to sound correspondence.</li> <li>32 letters in the alphabet</li> <li>9 vowels - a/-e/-i/-o/-ó/-y</li> <li>Functions similarly or like a digraph: 7 total ch, cz, dz, dź, dż, rz, and sz.</li> </ul>	<b>dobra robota</b> <b>dobta-tro-boat-a</b>
<b>Português</b> <b>Portuguese</b>	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right</li> <li>Letter to sound correspondence</li> <li>Vowels : 5 vowels - a/e/i/o/u -12 vowel sounds</li> <li>26 letters in alphabet</li> <li>Functions similarly or like a digraph : 5 total ss,rr,ch,nh,lh</li> </ul>	<b>bom trabalho</b> <b>/bom//traba/lou/</b>
<b>Русском</b> <b>Russian</b>	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right</li> <li>Letter to sound correspondence (Cyrillic letters)</li> <li>33 letters in alphabet</li> <li>Vowels : 10 vowels</li> <li>Functions similarly or like a digraph: 6 total Ж,Ч,Ш,Щ,Й,Ь</li> </ul>	<b>хорошая работа</b> <b>ha-rosha-e-ra-bota</b>



Language	Basic Literary Characteristics	Teacher Connection Phrase: “Good Job”
<b>Somali</b> <b>somali</b>	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right</li> <li>Letter to sound correspondence.</li> <li>26 letters in the alphabet</li> <li>5 vowels - a/e/i/o/u</li> <li>Functions similarly to a digraph: 3 total kh/sh/dh</li> </ul>	<b>shaqo wanaagsan</b> <b>sha-ko-wa-tahk-son</b>
<b>tagalog</b> <b>Tagalog-Filipino</b>	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right</li> <li>Letter to sound correspondence.</li> <li>28 letters in the alphabet</li> <li>5 vowels - a/e/i/o/u</li> <li>Functions similarly or like a digraph: 2 total Ng,Ll</li> </ul>	<b>magaling</b> <b>mug-gu-ling</b>
українська <b>Ukranian</b>	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right</li> <li>Letter to Sound correspondence. (Cyrillic letters) 33 letters in alphabet</li> <li>Vowels : 6 vowels</li> <li>Functions similarly or like a digraph: 3 total Дз Дж Ж</li> </ul>	гарна робота <b>harna-ro-bo-ta</b>

## Unit and Lesson Pacing

These supplemental lessons can be used before or alongside any general reading curriculum being used in whole group instruction. Each EL lesson's skill of focus correlates with the foundational skills that are necessary for success in most reading programs.

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 into three 10-minute lessons. This is done to accommodate the time constraints many teachers face when pulling groups. The short lessons allow for concrete instruction without compromising consistency and quality during small instructional increments based on the intervention schedule. Teachers can choose to teach all three lessons consecutively to complete a unit (30 min) or one lesson at a time throughout the week (10 min).

# Using the Lessons with Really Great Reading's Programs

These supplemental lessons can be used before or alongside Really Great Reading's foundational reading skills programs (*Countdown* for kindergarten, *Blast Foundations* for first grade, and *HD Word* for second and third grade). The following guidance will help you correlate each of these EL instructional units with *Countdown*, *Blast*, or *HD Word* if you are teaching these programs. Each EL lesson's skill of focus correlates with the foundational skills that are taught in these foundational reading skills programs.

## Countdown and EL Foundational Lessons Correlation

EL Unit	Countdown Units
1	6-28
2	6-16
3	6-28
4	9-28
5	8-28
6	20-28

## Blast and EL Foundational Lessons Correlation

EL Units	Blast Units
1-2	1-3
3-5	3-10
6	4-10

## HD Word and EL Foundational Lessons Correlation

EL Units	HD Word Unit
1-6	1

## Materials

- Student phonics kits (sold via the EL Resource Hub package, or sold separately from Really Great Reading)
- English picture vocabulary cards (print from Resources in English > Printable Resources in the EL Resource Hub)
- Notecards or index cards

We encourage you to also take advantage of our additional English learner support resources for parents and families located in the EL Resource Hub in Home Resources under Resources in Other Languages.

# Linguistic References and Supports by Skill

The following supports and their recommendations are specific to foundational skills that English Learners often have not yet developed. Ideally they are designed to augment reading instruction happening in the classroom.

The EL Resource Hub provides resources to support beginning reading skills that English Learner students often do not have, but that are required for successful English reading development. Each foundational skill in the supplemental lessons considers the influence of over one dozen spoken languages via the “Linguistic Reference” column in the table below. For each skill, the table below also lists additional resources that can be applied for the skill in the “Supports Available Within the Hub” column. These resources are independent and separate from the supplemental lessons provided in the hub. They are not required for the supplemental lessons but can be used whenever applicable and helpful to the interventionist’s instruction.

Identifying and differentiating vowels and consonants within the alphabet	
LINGUISTIC REFERENCE	SUPPORTS AVAILABLE WITHIN THE HUB
<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 because student(s) begin to use and recognize them vowels and consonants as they are when starting to read. Keep in mind that your student is not only learning each new English letter but also the English terminology (such as vowels and consonants). Be sure to use this vocabulary continuously and have students refer to letters using these labels when referencing and differentiating vowels and consonant letters.</p>	<p><b>Vowels and Consonants Animation:</b> Located within <i>Resources in Other Languages &gt; Instructional Animations &gt; Vowels and Consonants</i></p> <p><b>Vowel Family and Consonant Family English Picture Vocabulary Cards:</b> Located within <i>Resources in English &gt; Printable Resources</i></p>

Identifying 1:1 letter to sound correspondence and directional reading	
LINGUISTIC REFERENCE	SUPPORTS AVAILABLE WITHIN THE HUB
<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>	<p><b>Letter Tile Free Play:</b> Located online within your purchased digital package. <a href="https://reallygreatreading.com/letter-tile-freeplay">reallygreatreading.com/letter-tile-freeplay</a></p> <p><b>Sound Spelling Wall Cards:</b> Located within <i>Resources in English &gt; Printable Resources</i></p> <p><b>Basic English Vocabulary Cards:</b> Located within <i>Resources in English &gt; Printable Resources</i></p>
Identifying Short and Long Vowel Sounds	
LINGUISTIC REFERENCE	SUPPORTS AVAILABLE WITHIN THE HUB
<p>In some languages, vowels have only one sound, while in others, vowels have multiple sounds or tonal variations.</p> <p>In English, the distinct short and long vowel sounds are crucial and need to be taught clearly. Your EL 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. For this reason, we recommend establishing short vowel identification and articulation first. You can reference the concept of English vowels having two sounds while short vowels are being established. Making students aware that long vowel sounds exist is important, but short and long vowel sounds should be taught one at a time. Because the majority of simple English words contain short vowel sounds, it is important to establish students' understanding of short vowels first. Once that skill is established then long vowel sounds can be addressed in greater detail.</p> <p>When introducing vowels, we recommend approaching them as unique because unlike most of the consonant letters, they have two sounds instead of only one.</p>	<p><b>Vowel Articulation Videos:</b> Located within <i>Resources in English &gt; Instructional Animations and Resources in Other Languages &gt; Instructional Animations</i></p> <p><b>Short vowel and long vowel animations:</b> Located within <i>Resources in Other Languages &gt; Instructional Animations</i></p> <p><b>Short and Long Vowel Anchor Charts:</b> Located within <i>Resources in English &gt; Printable Resources</i></p>

**Decoding Consonant Vowel Consonant (CVC) Real and Nonsense Words****LINGUISTIC REFERENCE**

Reading in many languages consists of blending sounds within simple words before slowly transitioning into more complex ones (For languages such as Mandarin, however, this is not the case, as one symbol represents an entire word.). As students learn to read in their native language, their vocabulary naturally begins to grow through every word decoded. A student decodes a simple word (through symbols or letters) and often instantly understands what the word is due to having oral proficiency in that language. The English learner student does not have this advantage when learning to read English. Non-native speakers have the added challenge of needing to learn what simple words mean at the same time they are learning how to read them. Because of this, students naturally seek to attach meaning to every word they decode. The practice of reading nonsense words in English (simply the practice of blending sounds), is very specific to English reading practice. This can cause confusion for the English learner who is seeking meaning for every word read. Because nonsense words are often used when students are learning to manipulate and blend sounds in English, it is necessary to acknowledge and explain what nonsense words are while simultaneously building vocabulary for the real words that are being practiced and read. Ensuring your language learner knows the difference will allow them to more confidently approach nonsense words for the purpose of simple mechanical decoding practice and, at other times, decode real words where meaning can be established. The ability to read CVC words (whether nonsense or real) is an essential beginning step that must be established when learning to read in English.

**SUPPORTS AVAILABLE WITHIN THE HUB****Letter Tile Free Play:**

Located within your purchased digital package.

[reallygreatreading.com/letter-tile-freeplay](https://reallygreatreading.com/letter-tile-freeplay)

**Beginning English Vocabulary Cards:**

Located within *EL Resource Hub*  
> *Resources in English* > *Printable Resources*

## Identifying and establishing the concept of sight words (Heart Words)

LINGUISTIC REFERENCE	SUPPORTS AVAILABLE WITHIN THE HUB
<p>Heart Words are specific to the English language because they are based on the recall of English words and their irregular spellings. Our <i>What is a Heart Word?</i> animation is particularly helpful in establishing the purpose and the function of Heart Words by comparing these words to the cultural concept of 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 within the English language for English learners.</p>	<p><b>What is a Heart Word? Animation:</b> Located within <i>Resources in English &gt; Resources in Other Languages</i></p> <p>This animation provides an explanation of the concept of Heart Words (Sight Words) in the English language. Select the language of your student to play this resource before or after you have finished unit 5. (There is an English script available when you select the transcript button located on the video so that teachers can understand exactly what is being said.)</p>

## Identifying and recognizing digraphs

LINGUISTIC REFERENCE	SUPPORTS AVAILABLE WITHIN THE HUB
<p>Digraphs exist in some, but not all, languages. Because your EL student is establishing letter-to-sound skills, providing additional instruction on the concept of digraphs is important. It is essential to reinforce the concept of two letters making one sound because this can be confusing after EL students have previously learned that every letter has one sound in English. We introduce the concept of digraphs in the final EL unit so that students have had sufficient opportunities to establish the basic concept of letter to sound correlation first. Now that your students can associate English letters with their sounds, they are ready to understand the concept of digraphs, building upon their beginning reading knowledge.</p>	<p><b>What is a Digraph? Animation:</b> Located within <i>EL Resource Hub &gt; Resources in English &gt; Resources in Other Languages</i></p> <p>This animation provides an explanation and review of the concept of a digraph in the English language. Select the language of your student to play this resource before or after you have finished unit 6. (There is an English script available when you select the transcript button located on the video so that teachers can understand exactly what is being said.)</p> <p><b>Beginning English Picture Vocabulary Cards - Digraph Words:</b> Located within <i>EL Resource Hub &gt; Resources in English &gt; Printable Resources</i></p>