



# MLL's English Foundational Reading Lessons



Honoring and valuing all languages  
within the English learning classroom



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

[www.ReallyGreatReading.com](http://www.ReallyGreatReading.com)

Copyright © 2025 Really Great Reading®

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)**

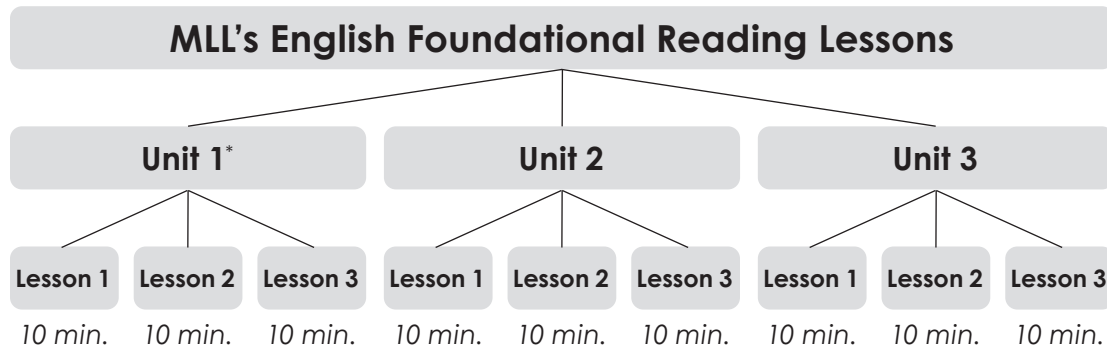
Lesson 1 .....	30
Lesson 2 .....	33
Lesson 3 .....	35

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

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

# Unit Design

Welcome to the MLL's English Foundational Reading Lessons! These lessons are a resource available in Really Great Reading's Multilingual Supply Room 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
Small Group Scenario	EL group meets <b>once a week for 30 minutes</b>  EL group meets <b>twice a week for 15 minutes</b>	EL group meets <b>once a week for 10-20 minutes</b>  EL group meets <b>twice a week for 20 minutes</b>	EL group meets <b>once a week for 10-15 minutes</b>  EL group meets <b>two to three times a week for 10-15 minutes</b>
Lessons per week	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
Units per week	One unit every week	One unit every two weeks	One unit every three weeks

Ideally, every unit should be taught in consecutive order within the desired pacing. However, units can be taught out of order based on the specific intervention need of the student(s).

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 Letter to sound correspondence</li> <li>26 letters in the alphabet</li> <li>5 vowels - a/e/i/o/u (note- has short and long vowel sounds but only 3 long vowel sounds Ä, Ö, Ü)</li> <li>Functions similarly or like a digraph: 6 total Äu Eu Ei le Au Ch</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>
ह्रद <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>	अ ा काम <b>ah-cha-kam</b>

Language	Basic Literary Characteristics	Teacher Connection Phrase: "Good Job"
<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>
日本語 <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>	よくやった <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>
<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>

Language	Basic Literary Characteristics	Teacher Connection Phrase: "Good Job"
普通话 Mandarin	<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>	<p>做得好</p> <p><b>zoo-o-duh-how</b></p>
Polski Polish	<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>	<p><b>dobra robota</b></p> <p><b>dobta-tro-boat-a</b></p>
Português Portuguese	<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>	<p><b>bom trabalho</b></p> <p><b>/bom//traba/lou/</b></p>
Русском Russian	<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>	<p>хорошая работа</p> <p><b>ha-rosha-e-ra-bota</b></p>
Somali somali	<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>	<p><b>shaqo wanaagsan</b></p> <p><b>sha-ko-wa-tahk-son</b></p>



Language	Basic Literary Characteristics	Teacher Connection Phrase: "Good Job"
<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>Ukrainian</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 MLL's English Foundational Lessons Correlation

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

## Blast and MLL's English Foundational Lessons Correlation

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

## HD Word and MLL's English Foundational Lessons Correlation

MLL Units	HD Word Unit
1-6	1

## Materials

- Student phonics kits (available within RGR curriculum purchase or sold separately.)
- English picture vocabulary cards (print from Multilingual Supply Room> Resources in English>Printable Resources- under Instructional Resources)
- Notecards or index cards