



Foundational Reading Lesson Set User Guide

The Foundational Reading Lesson Set is designed to provide Texas teachers with a set of instructional materials that can be used to create phonics lessons across the entire year. It includes routines for all components of phonics lessons as well as an entire year's worth of materials. The materials are designed for students in first grade who are learning to read and students in first, second, and third grade who need additional instructional support. The language and words can be used with students across many levels. The clue cards are designed for primary grades and need to be replaced for some older students who are sensitive to the perception of doing activities designed for younger children.

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Foundational Reading Lesson Set

User Guide



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User Guide

Welcome to the *Foundational Reading Lesson Set User Guide*. These materials were created for Texas teachers in partnership with the Texas Education Agency (TEA) and Inclusion in Texas network. The goal is to provide Texas teachers with a set of instructional materials that can be used to create phonics lessons across the entire year. It includes routines for all components of phonics lessons as well as an entire year's worth of materials.

Some features we think you will appreciate include:

- the top 500 sight words chosen uniquely using modern methods,
- approximately 4,000 words students can read,
- more than 200 image cards for phonological awareness lessons,
- more than 80 sound-spellings to teach students--ordered by frequency and with word lists, and
- more than 40 sound-spelling clue cards for most phonemes in English.

We created these resources because we have worked with many teachers who do not have access to evidence-based instructional materials. We wanted to make it easy for teachers to get lesson materials -- and not just for a couple days or weeks. We wanted to provide enough materials to last most of the school year. These materials cover most of the Texas Essential Knowledge and Skills (TEKS) for word recognition for kindergarten and first grade and many of those in second and even third grade (there are some notable exceptions).

The materials are designed for students in first grade who are learning to read and students in first, second, and third grade who need additional instructional support. The language and words can be used with students across many levels. The clue cards are designed for primary grades and need to be replaced for some older students who are sensitive to the perception of doing activities designed for younger children.

The User Guide includes the following sections:

- I. Materials
- II. The Lesson Guides
- III. The Lesson Materials
- IV. Constructing a Lesson
- V. Teaching the Lessons
- VI. Using Materials Flexibly
- VII. Lesson Plan Guide
- VIII. Lesson Plan Template
- IX. Terminology used in the Lessons

We hope you find these materials helpful and usable.

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Materials

Here is a summary of what is included in the Foundational Reading Lesson Sets.

Lesson Guides (Routines)

- **Phonological Awareness**
 - Initial sound identification
 - Final sound identification
 - Medial sound identification
 - Oral segmenting
 - Oral blending
- **Sound-Spellings (grapheme-phoneme correspondences)**
 - Introducing sound-spellings
 - Reviewing sound-spellings
 - Reading words with sound-spellings (sounding out)
- **Phonograms**
 - Introducing phonograms
 - Reviewing phonograms
 - Reading words with phonograms
- **High-Frequency Words**
 - Introducing new high-frequency words
 - Reviewing high-frequency words
- **Generalizing Skills**
 - Reading sentences with decodable and high-frequency words
 - Introducing and reading texts
 - Spelling practice
- **Phonics Activities: Practice Games**
 - Guess My Word
 - Find It
 - Cross It Out
- **Lesson Plan Guide and Lesson Plan Template**

Lesson Materials

- **Phonological Awareness materials**
 - Phonological Awareness Lesson Picture Cards
 - Phonological Awareness Lesson Picture List
- **Sound-Spellings materials**
 - Sound-Spelling Sequence Chart
 - Sound-Spelling Clue Cards
 - Decodable Word List
 - Decodable Word Cards
 - Phonogram Word List
 - Phonogram Word Cards
 - High-Frequency Word List
 - High-Frequency Word Cards
- **This user guide** is intended to help teachers use these materials to construct lessons.

The Lesson Guides

The purpose of the Lesson/Routine Guides is to provide teachers with step-by-step procedures for teaching, reviewing, and practicing skills. The Lesson Guides include a routine that can be used repeatedly for different skills.

Lesson/Routine Guides include:

- Objective
- Model
- Practice
- Closure
- Materials
- Teacher Notes (as needed)

Objective:

The objective section of the lesson/routine indicates what students will be learning, reviewing, or practicing in the lesson.

Model: Watch/Listen

The model section of the lesson/routine includes a teaching point and brief explanation of the skill that will be introduced, reviewed, or practiced. The teacher will explicitly model the skill for students before they try it with guided practice and independent application.

Practice: Let's try it

The practice section of the lesson/routine invites students to try the skill with guided practice and gradual release support from the teacher. During this portion of the lesson, teachers should be monitoring students as they complete the tasks and also checking for student understanding. If needed, the teacher may offer more opportunities for practice, include additional examples, or repeat the model. The teacher may also increase the difficulty of the examples provided if students are completing them with 100% accuracy.

Closure: Review/Restate

The closure section of the lesson/routine restates the teaching point/objective for the lesson. It also provides students with one more brief opportunity to practice or apply the skill on their own.

Materials:

The materials section of the lesson/routine includes materials or resources the teacher will need for the lesson/routine. When applicable, links to relevant materials or resources are provided in this section.

Teacher Notes:

The teacher notes section of the lesson/routine provides important information or tips the teacher may find useful when teaching the lesson.

Components of Lesson Guides

Focus for Instruction

Lesson Guide: Reviewing Sound-Spellings

Student Objective	Objective: Students will identify and match the common sounds that letters represent.
Introducing/Modeling the skill	Model Watch/Listen <ul style="list-style-type: none"> • Today we will practice reading words. We will say each sound and blend the sounds to read the word. <i>Select the words to read from the Decodable Word List.</i> • Watch/Listen: <ul style="list-style-type: none"> ○ I will say each sound in the word, say all the sounds together and then read the word. ○ Watch/listen: <ul style="list-style-type: none"> ▪ Write B, point to it and say sound, /b/. ▪ Write I, point to it and say sound, /i/. ▪ Write G, point to it and say sound, /g/. ▪ Slide your finger under the word and say blend, /b/i/g/. ▪ Say, word, big.
Guided practice	Practice Let's try it/ Your turn <ul style="list-style-type: none"> • Let's practice together: <ul style="list-style-type: none"> ○ Let's sound out words together. When I point to the spelling and say the sound, you say each sound. When I slide under the word and say "blend," say the sounds together slowly. When I say "word," you say the whole word. ○ Follow steps listed in the model with about 10 words (teacher discretion).
Closure/Check for understanding	Closure Review/Restate <ul style="list-style-type: none"> • This time I am going to write the whole word instead of one letter at a time. I will point to each spelling and say "sound," and we will blend and say the whole word. Repeat with 5 or more words. Remind students to refrain from saying the whole word, instead saying each sound along with the routine. After writing and sounding out 5 or more words, ask each student to sound out and read one of the words on your list. • Today we practiced reading words. What did we practice? Reading words. We said each sound and then blended the sounds together.
Suggested materials for the lesson	Materials: white board, marker, Decodable Word List, Decodable Word Cards Teacher notes: Teacher discretion for which words/how many to practice.

Relevant notes/tips for the teacher

The Foundational Reading Lesson Set provides teachers with Routines/Lesson Guides for the following topics/skills:

Routine/Lesson Guide Topics	
Phonological Awareness	<ul style="list-style-type: none"> • Initial Sounds • Final Sounds • Medial Sounds • Oral Segmenting • Oral Blending
Sounds/Spellings	<ul style="list-style-type: none"> • Introducing Sound-Spellings • Reviewing Sound-Spellings • Reading Words with Sound-Spellings
Phonograms	<ul style="list-style-type: none"> • Introducing Phonograms • Reviewing Phonograms • Reading Words with Phonograms
High Frequency Words	<ul style="list-style-type: none"> • Introducing High Frequency Words • Reviewing High Frequency Words

Routine/Lesson Guide Topics

Generalizing Skills

- Reading Sentences with Taught Words
- Reading a Text
- Spelling Practice

Phonics Activities

- Practice games:
 - Guess My Word
 - Find It
 - Cross it Out

The Lesson Materials

Overview

After reading this document, look at the lesson guides that accompany this document in detail. These materials are designed to be used flexibly. The materials for the lessons provided include important word components:


- Sound-Spellings
- High-Frequency Words (HFWs)
- Phonograms

For each of these materials, there is a complete list of all word units (sound-spellings, phonograms, or HFWs), words that contain the units, and word cards teachers can use as part of the lessons.

The sound-spelling and phonogram word lists include an extensive collection of words that contain the targeted word part.

Sound-Spelling Clue Card

Teacher information → Order of Instruction: 57 Sound /a/ Clue: Whole
Clue Sentence: The gray whale slaps its tail.




Clue →

Spellings → a a-e ai ay

Decodable Word List

Important teaching information ↓

a-e /ă/



↑ **List of words with this sound-spelling**

Decodable Word Cards

Sound-spelling a-e/ă/ words with 1 syllable (17)

ale	ate	ape	came
sale	mate	hate	shape
tale	hale	dale	date
face	lace	case	race
fame	wade	gale	late
fade	game	base	cane

↑ **Words to cut into cards with this sound-spelling**

Constructing a Lesson

Getting Started

These are comprehensive materials. They include instructional routines along with short lesson guides to help you know how to teach them. There is a lot to learn.

Review the Lesson Plan Guide

Browse the Lesson Plan Guide to understand how lessons are designed. It has links to all the materials you will use in the lessons.

- Follow the [Lesson Plan Guide](#) to identify the activities you will do and the words you will practice. See how to structure a lesson by choosing the appropriate skills/components your students need.
- When you create lessons, you will use the [Lesson Plan Template](#) to fill in the activities and your words.

Learn the Lesson Components

In general, every lesson should include the following elements:

- Practicing phonological awareness skills (early in development)
- Introducing a new sound-spelling or phonogram
- Reviewing sound-spellings and phonograms
- Introducing new high-frequency words
- Reviewing high-frequency words
- Sounding out words or reading them using phonograms
- Extending practice with practice games
- Generalizing skills by doing one or more of these activities:
 - Reading sentences containing words students have learned or can decode (not provided)
 - Reading texts containing words students have learned or can decode (not provided)
 - Spelling words

Lessons should take approximately 30 minutes, although the time may fluctuate. If lessons take much longer, make them shorter by teaching them over multiple days.

Review the Scope and Sequence Documents

There are Scope and Sequence documents for Sound-Spellings, High Frequency Words, and Phonograms. They provide details about the patterns and words that will be covered. You will need these to decide where to start your students based on where you think they belong in the Scope and Sequence.

Note that the Phonogram Scope and Sequence may not be used with all students. Phonograms are helpful units, but they may be more useful for teaching students who need additional support rather than as part of whole-group instruction. Keep this in mind as you review the materials.

Placing Students

First, identify students' current skill levels. You can examine their scores on recent assessments or have them read selected words from the Scope and Sequence documents from the Foundational Reading Lesson Set. This will tell you where to start and at what pace to move through the content.

You should evaluate students' knowledge of sound-spelling correspondences, phonograms, and high-frequency words. This will help you decide where to start with all three types of word units.

Based on student performance, teachers should decide where to start in the sequence of sound-spellings, phonograms, and high-frequency words. There are no specific rules about where to start. However, there are some important notes to consider:

- The sound-spelling lessons are designed to build on one another. Teachers should avoid skipping around and should deliver the lessons in the order they are listed.
- If teaching phonograms
 - The highest frequency phonograms are at the beginning of the list and should be taught first.
 - There are no specific rules about whether to teach phonograms before teaching all the sound-spellings in them. Research suggests that readers move from examining smaller units in words to larger ones; therefore, it is advised that sound-spellings are taught first. As already stated, these may be best for students who need additional reading support.
- The highest frequency words are at the beginning of the word list; therefore, they should be taught first.
- Assessment data should be used primarily--at the beginning--to decide how much to teach each day rather than what to teach.

Teaching the Lessons

Instructional Principles

There is some general guidance about how to teach students. This guidance applies across content areas, but is very important for reading instruction.

- Practice matters more than almost anything else. The lesson guides include routines that have many opportunities to practice. Students should read dozens of words in a single lesson--even if there is no sentence or book reading. The more practice students do, the more likely they will improve their reading. Count how many words students read in a minute--not for fluency, just while you are teaching. If students are not reading more than 10 words, they are not getting enough practice.
- Students need to practice by saying words themselves--not just listening to others. Some students who have difficulty do not participate in lessons very much. They mumble during choral response, and they rarely volunteer to read anything themselves. These students frequently need the most practice. As a result, teachers need to find ways to give them this practice. This is why the lesson guides include so much choral response and so many practice opportunities. It is also the reason students sometimes whisper answers to each other. You will also notice that students do not respond one-at-a-time very often in these lessons. That is by design. Every student needs to be saying words frequently. When just one student responds, other students are not practicing at the same level. Maximum learning comes from maximum expressive practice. Receptive practice is less effective.
- It is better to distribute practice than practice for a long time. Students may not always get the lesson content easily, and teachers sometimes extend lessons until mastery. This is not necessary. It can be frustrating for both the students and the teacher, and after a while, students begin to get distracted--even if they want to pay attention. The alternative is to keep lessons short and have varied activities in each one, as the lesson guides show. If students do not master the content today, review it tomorrow. Students will consolidate information subconsciously, and they will do better and better each day they practice.
- Use simple games, not complex ones. You will notice that the games are so simple that they may not seem like games at all. But, if you set a goal of "crossing out all the words" or "saying all the words that

start with /b/ in a whisper voice,” that is enough like a game to interest students. Complex games take time away from practice.

There are some other principles that are more specific to reading lessons.

- Emphasize the importance of flexibility for students. As the sound-spelling sequence shows, there are many cases where the same letters make multiple sounds. All five vowel letters do it, and Y has even more pronunciations. Sometimes there are rules for deciding which pronunciation to use, but often there is not. Therefore, teach students that there are multiple pronunciations (as the sound-spelling sequence describes) and they will need to try both when they read.
- Increase flexibility by mixing word types. For example, in a lesson on the *IR* pronunciation of /er/, students should practice many *IR* words, but they should also practice words where *ER* makes the /er/ sound. This kind of mixed practice builds flexibility.
- To the extent possible, focus on remembering how patterns are pronounced rather than memorizing the names of patterns or particular rules. The magic E rule is not included because it takes the focus off reading--and there is a simpler way to do it (more on that below). Keep in mind that students should be readers; they do not need to be linguists. There is a lot of information that is important for you to know as a teacher, but your students may not need all of it. For example, there is a reason that the *-ed* is pronounced three different ways, but students may not need to know this. There are many interesting “did you know?” things to learn about reading, but consider whether students need the information or whether it is important information for the teacher to understand.

Using the Materials Flexibly

The general principle is that these materials are designed to help teachers, not to tell teachers exactly what to do. We (the authors) have written the routines to be as clear and simple as possible, but we realize you may want to modify them to fit the needs of your students. If that is the case, we always recommend that teachers be concise when they explain things and realize that it is important to explain things to students the same way every time.

You may find that you do not like the names given certain word units, the suggested order of instruction, or some other components. In addition, the explanations we have given may not match what you do at school now. You can make adjustments as appropriate. If your experience leads you to think differently about how to teach a lesson, modify the lesson. For example, examining the “correct” parts of irregular high frequency words (*through* has three letters that make sense-*thr* and four that do not – *ough*) is recommended by some. It is not a bad idea, and it would be fine to include that.

Here are some ways in which we recommend teachers adapt the lessons:

- Teachers should decide when to move to the next skill based on student response. Only move on when students are ready. Being ready usually involves achieving mastery--at least 95% accuracy.
- The sound-spellings, phonograms, and HFWs are *in order* but each number is not equivalent to a single day.
- Teachers choose which words to teach based on student need.
- Teachers decide when to introduce new sound-spellings, phonograms, and HFWs. As described above, sound-spellings and phonograms should be interspersed, but teachers may differ in which they focus on more based on student need.
- Words can be used for assessment purposes. Teachers may have students read one of the word lists to see how they are doing on a given sound-spelling, phonogram, or HFW. Teachers can also use their observations from lessons and performance in a spelling practice lesson to guide instruction.

- Teachers should adjust instruction based on student performance. Teachers may reteach word units that students are having difficulty learning. Often, children struggle with the short vowels, even though they are introduced early in the sound-spelling sequence. These may need review long after they have been introduced.
- Special information may be especially tricky for students. Teachers should review special information as often as needed. All of the special information about the sound-spellings is contained in the sound-spelling sequence and on the decodable word list.

There are a few things that are important not to do:







Do not teach rules that require students to think about anything besides letters and sounds. Here are some things to avoid.

- The magic E rule is not necessary. Students can learn that *A*, a consonant, and a final *E* makes the long *A* sound. Why do students need to learn that the *E* makes the *A* say its name? They do not. The rule requires students to think consciously about this specific manipulation and it is just as easy to recognize as vowel-consonant-*E* instead.
- It may not be necessary to teach students that two-letter combinations are called digraphs, that three-letter combinations are trigraphs, or that some digraphs are also diphthongs where our mouth slides as we say the sound. We have chosen names like “letter team” to emphasize two known things: (1) words have letters and (2) a team involves more than one person working together. It is simpler so it is easier for students to learn. However, what terminology you decide to use should be based on:
 - recommendations from professional development providers,
 - school or district leaders who would like to have consistent language within or across schools,
 - discussions and joint decision-making with your peers , especially within a grade-level team, and
 - your own judgment about what is best.
- There is a pattern to the pronunciation of the past tense - whether it is /t/, /d/, or /ed/ and there is also a pattern to the plural pronunciations. However, the pattern is quite complex, and it is not always necessary for students to learn it. It is sufficient for most students to know that the past tense has multiple pronunciations (same for plurals).

Lesson Plan Guide

Inclusion in Texas Foundational Reading Lesson Set - Lesson Plan Guide

(use the blank Lesson Plan Template to design your lesson)

Time	Target Skills	Selecting What to Teach & Teacher Tips	Materials									
5 min	<p>Phonological Awareness (PA) Choose one or two phonological awareness activities that match student need and skill. These activities are organized by difficulty:</p> <ul style="list-style-type: none"> Initial sound identification Final sound identification Medial sound identification Oral blending Oral segmenting 	<p>Selecting Words to Teach</p> <ul style="list-style-type: none"> 5-10 words words with 3-4 sounds depending on student skill <p>Teacher Tips</p> <ul style="list-style-type: none"> Early on, only do 3-sound words. Change to 4 sounds only after students have mastered 3-sound words. Choose words that have the sound-spelling(s) you are introducing or reviewing. If students have mastered most PA tasks, it is not necessary to continue with PA lessons. 	<p>Word Lists & Picture Cards</p> <ul style="list-style-type: none"> Phonological Awareness Lesson Picture Cards Phonological Awareness Lesson Picture List <p>Lesson Guides</p> <div style="background-color: #f08080; padding: 5px; text-align: center;"> <p>Lesson Guide: Phonological Awareness <i>Initial Sounds</i></p> </div> <p>Objective: Students will recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;">Model Watch/Listen</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Today we will listen for the initial or first sound in a word. We are listening for /b/. Watch/listen: <ul style="list-style-type: none"> The word is bat. Hold up the bat picture. The first sound is /b/. Bat, /b/. Repeat with 3-5 examples. </td> <td style="width: 20%; text-align: center; vertical-align: middle;">  </td> </tr> <tr> <td style="padding: 5px;">Practice Let's try it/ Your turn</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Let's practice together: <ul style="list-style-type: none"> I'll say the word. You say the word and the first sound. Ready? Listen. Hold up the book picture. Book. Word? Book. Think of the first sound. Pause. Say the word and first sound. Book, /b/. Repeat with other words. </td> <td style="text-align: center; vertical-align: middle;">  </td> </tr> <tr> <td style="padding: 5px;">Closure Review/Restate</td> <td colspan="2" style="padding: 5px;"> <ul style="list-style-type: none"> We practiced listening for the initial or first sound in a word. What did we practice? Listening for the first sound. What first sound did we listen for? /b/. Tell your partner one word that starts with /b/. Have students say words to each other for 5-10 seconds. I heard ___ say some words. The first sound in these words is /b/. </td> </tr> </table> <p style="font-size: small; margin-top: 5px;">Materials: Phonological Awareness Lesson Picture Cards, Phonological Awareness Lesson Picture List, Sound-Spelling Clue Cards</p>	Model Watch/Listen	<ul style="list-style-type: none"> Today we will listen for the initial or first sound in a word. We are listening for /b/. Watch/listen: <ul style="list-style-type: none"> The word is bat. Hold up the bat picture. The first sound is /b/. Bat, /b/. Repeat with 3-5 examples. 		Practice Let's try it/ Your turn	<ul style="list-style-type: none"> Let's practice together: <ul style="list-style-type: none"> I'll say the word. You say the word and the first sound. Ready? Listen. Hold up the book picture. Book. Word? Book. Think of the first sound. Pause. Say the word and first sound. Book, /b/. Repeat with other words. 		Closure Review/Restate	<ul style="list-style-type: none"> We practiced listening for the initial or first sound in a word. What did we practice? Listening for the first sound. What first sound did we listen for? /b/. Tell your partner one word that starts with /b/. Have students say words to each other for 5-10 seconds. I heard ___ say some words. The first sound in these words is /b/. 	
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Inclusion in Texas Foundational Reading Lesson Set - Lesson Plan Guide

(use the blank Lesson Plan Template to design your lesson)

<p>5 min</p>	<p>High-Frequency words (HFW)</p> <p>Most lessons: Introduce new high-frequency words.</p> <p>Every lesson: Review high-frequency words.</p> <p>Every 5 to 10 lessons: Only review words and do not introduce new words.</p>	<p>Selecting Words to Introduce</p> <ul style="list-style-type: none"> • 1-4 words • The next-most frequent words you have not taught <p>Selecting Words to Review</p> <ul style="list-style-type: none"> • 5-10 words students have not mastered • 5-10 words students have mastered but <ul style="list-style-type: none"> ○ have not been practiced recently ○ were difficult to master <p>Teacher Tip: Try doing a review-only lesson.</p>	<p>Word Lists & Picture Cards</p> <ul style="list-style-type: none"> • High-Frequency Word List • High-Frequency Word Cards <p>Lesson Guides</p> <div style="background-color: #ffff00; padding: 5px; text-align: center;"> <p>Lesson Guide: Introducing High Frequency Words (HFWs)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Objective: Students will identify and read high-frequency words from a research-based list.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; background-color: #e0e0e0; padding: 5px;">Model Watch/Listen</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Today we will learn a new high frequency word. A high frequency word is a word we memorize and know right away without sounding it out. It can also be called a sight word. • Today we will learn the word the. What word will we learn? The • Watch/listen: <ul style="list-style-type: none"> ○ This is the word the. Point to the word card the. ○ The is spelled T-H-E. Point to each letter as you say T-H-E. ○ This is the word the. It is spelled T-H-E. Point to the letters as you say T-H-E. </td> </tr> <tr> <td style="background-color: #e0e0e0; padding: 5px;">Practice Let's try it/ Your turn</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Let's practice: <ul style="list-style-type: none"> ○ This is the word the. What's the word? The ○ The is spelled t-h-e. What's the spelling? T-H-E ○ What's the word? the How is it spelled? T-H-E • Try it: <ul style="list-style-type: none"> ○ Say the word the and then write it on your whiteboard/paper. Say it and spell it 3 times. </td> </tr> <tr> <td style="background-color: #e0e0e0; padding: 5px;">Closure Review/Restate</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • I am going to show you some words. If you see the word the give me a thumbs up. If it is not the word the, give a thumbs down. <i>Teacher shows students 5-10 words with the word the appearing multiple times. When the word the appears and students give a thumbs up. Encourage them to say and spell the word in addition to giving a thumbs up.</i> • Today we practiced the sight word the spelled T-H-E. Tell your partner what word we practiced and how it is spelled. • What did we practice? the How is it spelled? T-H-E </td> </tr> </table> <p style="font-size: small; margin-top: 5px;">Materials: Whiteboard, marker, the word the on a flashcard, 5-10 other HFWs High-Frequency Word List, High-Frequency Word Cards</p> <p style="font-size: x-small; margin-top: 5px;">Teacher notes: The student objective may change depending on the words chosen. The teacher may point out to students that some high-frequency words or parts of words can be sounded out.</p> </div>	Model Watch/Listen	<ul style="list-style-type: none"> • Today we will learn a new high frequency word. A high frequency word is a word we memorize and know right away without sounding it out. It can also be called a sight word. • Today we will learn the word the. What word will we learn? The • Watch/listen: <ul style="list-style-type: none"> ○ This is the word the. Point to the word card the. ○ The is spelled T-H-E. Point to each letter as you say T-H-E. ○ This is the word the. It is spelled T-H-E. Point to the letters as you say T-H-E. 	Practice Let's try it/ Your turn	<ul style="list-style-type: none"> • Let's practice: <ul style="list-style-type: none"> ○ This is the word the. What's the word? The ○ The is spelled t-h-e. What's the spelling? T-H-E ○ What's the word? the How is it spelled? T-H-E • Try it: <ul style="list-style-type: none"> ○ Say the word the and then write it on your whiteboard/paper. Say it and spell it 3 times. 	Closure Review/Restate	<ul style="list-style-type: none"> • I am going to show you some words. If you see the word the give me a thumbs up. If it is not the word the, give a thumbs down. <i>Teacher shows students 5-10 words with the word the appearing multiple times. When the word the appears and students give a thumbs up. Encourage them to say and spell the word in addition to giving a thumbs up.</i> • Today we practiced the sight word the spelled T-H-E. Tell your partner what word we practiced and how it is spelled. • What did we practice? the How is it spelled? T-H-E
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<p>5-10 min</p>	<p>Sound-Spellings</p> <p>Every-other lesson: Introduce new sound-spellings.</p> <p>Every lesson: Review sound-spellings.</p> <p>Every lesson: Blend words containing new sound-spellings. Review sound-spellings.</p>	<p>Selecting Sound-Spellings to Introduce</p> <ul style="list-style-type: none"> • 1-2 sound-spellings • The next one on the sound-spelling sequence chart <p>Teacher Tip for Selecting Sound-Spellings to Introduce:</p> <ul style="list-style-type: none"> • In the first lesson, teach 3 or 4 sound-spellings so you can practice blending immediately. • Depending on student performance, it may be appropriate to introduce a new sound-spelling every lesson. 	<p>Word Lists & Picture Cards</p> <ul style="list-style-type: none"> • Sound-Spelling Sequence Chart • Sound-Spelling Clue Cards • Decodable Word List • Decodable Word Cards <p>Lesson Guides</p>						

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		<p>Selecting Sound-Spellings to Review</p> <ul style="list-style-type: none"> 2-5 sound-spellings that students will need to read the decodable words in this lesson. <p>Teacher Tips for Selecting Sound-Spellings to Review</p> <ul style="list-style-type: none"> Focus mostly on those that students <ul style="list-style-type: none"> have not mastered and/or need review because they were harder for students to master and/or were not reviewed recently. <p>Selecting Words to Blend</p> <ul style="list-style-type: none"> 10-20 words words containing newly introduced sound-spellings words containing reviewed sound-spellings 	<div data-bbox="1228 370 1984 836"> <p style="text-align: right;">Lesson Guide: Introducing Sound-Spellings</p> <p>Objective: Students will identify and match the common sounds that letters represent.</p> <table border="1"> <tr> <td data-bbox="1228 454 1396 568"> <p>Model Watch/Listen</p> </td> <td data-bbox="1396 454 1890 568"> <ul style="list-style-type: none"> Today we will learn a new spelling and sound. We will learn the spelling B. Watch/Listen: <ul style="list-style-type: none"> Show students the Bear Clue Card for /b/. This is the bear card. The spelling is b. The sound is /b/. When I see the bear, I think of the sentence: <i>The brown bear walks around.</i> </td> <td data-bbox="1890 454 1984 568">  </td> </tr> <tr> <td data-bbox="1228 568 1396 698"> <p>Practice Let's try it/ Your turn</p> </td> <td colspan="2" data-bbox="1396 568 1984 698"> <ul style="list-style-type: none"> Let's practice together: <ul style="list-style-type: none"> I am going to tell you the name, spelling, and sound of the card again. Then it is your turn. The card is bear. What's the card? Bear The spelling is b. What's the spelling? B The sound is /b/. What's the sound? /b/ Let's say the sentence together: <i>The brown bear walks around.</i> <p><i>Repeat until students can name the card, spelling and sound.</i></p> </td> </tr> <tr> <td data-bbox="1228 698 1396 779"> <p>Closure Review/Restate</p> </td> <td colspan="2" data-bbox="1396 698 1984 779"> <ul style="list-style-type: none"> We practiced the bear card. What did we practice? The bear card. What is the spelling? b. What is the sound? /b/. Right, listen to the sentence. Listen for the words that have the /b/ sound. <i>The brown bear walks around.</i> Which words have the b that says /b/? Tell your partner one word that starts with /b/. I heard bear and brown. These words all have the /b/ sound. </td> </tr> </table> <p>Materials: Bear card, Sound-Spelling Sequence Chart, Sound-Spelling Clue Cards</p> <p>Teacher notes: Some sound-spellings have special information (ex. digraphs). Check the Sequence Chart. If there is special information, be sure to point this out for students.</p> </div>	<p>Model Watch/Listen</p>	<ul style="list-style-type: none"> Today we will learn a new spelling and sound. We will learn the spelling B. Watch/Listen: <ul style="list-style-type: none"> Show students the Bear Clue Card for /b/. This is the bear card. The spelling is b. The sound is /b/. When I see the bear, I think of the sentence: <i>The brown bear walks around.</i> 		<p>Practice Let's try it/ Your turn</p>	<ul style="list-style-type: none"> Let's practice together: <ul style="list-style-type: none"> I am going to tell you the name, spelling, and sound of the card again. Then it is your turn. The card is bear. What's the card? Bear The spelling is b. What's the spelling? B The sound is /b/. What's the sound? /b/ Let's say the sentence together: <i>The brown bear walks around.</i> <p><i>Repeat until students can name the card, spelling and sound.</i></p>		<p>Closure Review/Restate</p>	<ul style="list-style-type: none"> We practiced the bear card. What did we practice? The bear card. What is the spelling? b. What is the sound? /b/. Right, listen to the sentence. Listen for the words that have the /b/ sound. <i>The brown bear walks around.</i> Which words have the b that says /b/? Tell your partner one word that starts with /b/. I heard bear and brown. These words all have the /b/ sound. 	
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<p>5-10 min</p>	<p>Phonograms*</p> <p>In some lessons, introduce new phonograms.</p> <ul style="list-style-type: none"> Introducing phonograms Reviewing phonograms Reading words with phonograms 	<p>Selecting Phonograms to Introduce</p> <ul style="list-style-type: none"> 1-2 phonograms Follow the phonogram list <p>Selecting Phonograms to Review</p> <ul style="list-style-type: none"> Focus mostly on those that students <ul style="list-style-type: none"> have not mastered and/or, need review because they were, harder for students to master, and/or were not reviewed recently. 	<p>Word Lists & Picture Cards</p> <ul style="list-style-type: none"> Phonogram Word List Phonogram Word Cards Sound-Spelling Sequence Chart <p>Lesson Guides</p>									

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			<div style="background-color: #8e44ad; color: white; padding: 5px; text-align: center;">Lesson Guide: Introducing Phonograms</div> <div style="background-color: #34495e; color: white; padding: 5px;">Objective: Students will use phonograms (body-rime units) to decode one-syllable words.</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Model Watch/Listen</td> <td> <ul style="list-style-type: none"> • Today we will learn a rhyming team. We will learn the rhyming team an. Rhyming teams can help us read lots of words. • Watch/listen: <ul style="list-style-type: none"> ○ This is the rhyming team an. Write/show an. ○ Together the letters A-N say an. ○ I can find the rhyming team an in words and use it to help me read. ○ Write fan on the board. I see the rhyming team A-N, an. Now, I can read the word, fan. <p style="font-size: small;">Repeat for pan and tan.</p> </td> </tr> <tr> <td>Practice Let's try it/ Your turn</td> <td> <ul style="list-style-type: none"> • Let's practice together: <ul style="list-style-type: none"> ○ Write pan. Find the rhyming team an. What's the rhyming team? an Point to or underline an. ○ Now read the word. pan What's the word? pan <p style="font-size: small;">Repeat for the words can, man, than, span, and van.</p> </td> </tr> <tr> <td>Closure Review/Restate</td> <td> <ul style="list-style-type: none"> • We practiced the rhyming team an. What did we practice? an What is the spelling? A-N What does it say? an • Turn to a partner and tell them at least 1 word you know that has the rhyming team an. </td> </tr> </table> <div style="background-color: #8e44ad; color: white; padding: 5px; font-size: x-small;"> Materials: Phonogram List, Phonogram Word Cards, Sound-Spelling Sequence Chart </div> <div style="background-color: #8e44ad; color: white; padding: 5px; font-size: x-small;"> Teacher notes: Note that <i>phonograms</i> are also called <i>body-rime units</i>. These are familiar to some educators as "word families." That term is not used here because word families are morphologically related words in linguistics. If most students are reading the words with 100% accuracy, increase difficulty to include examples like pans, can't, ant, can, man's. </div> <p style="margin-top: 10px;"><i>* Phonograms are especially recommended for students who need additional reading support. This could be skipped for whole-group lessons.</i></p>	Model Watch/Listen	<ul style="list-style-type: none"> • Today we will learn a rhyming team. We will learn the rhyming team an. Rhyming teams can help us read lots of words. • Watch/listen: <ul style="list-style-type: none"> ○ This is the rhyming team an. Write/show an. ○ Together the letters A-N say an. ○ I can find the rhyming team an in words and use it to help me read. ○ Write fan on the board. I see the rhyming team A-N, an. Now, I can read the word, fan. <p style="font-size: small;">Repeat for pan and tan.</p>	Practice Let's try it/ Your turn	<ul style="list-style-type: none"> • Let's practice together: <ul style="list-style-type: none"> ○ Write pan. Find the rhyming team an. What's the rhyming team? an Point to or underline an. ○ Now read the word. pan What's the word? pan <p style="font-size: small;">Repeat for the words can, man, than, span, and van.</p>	Closure Review/Restate	<ul style="list-style-type: none"> • We practiced the rhyming team an. What did we practice? an What is the spelling? A-N What does it say? an • Turn to a partner and tell them at least 1 word you know that has the rhyming team an.
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5 min	<p>Generalizing skills</p> <ul style="list-style-type: none"> ● Reading sentences with taught words ● Reading a text ● Spelling practice 	<p>Writing Sentences to Practice Taught Words</p> <ul style="list-style-type: none"> ● Write sentences that include <ul style="list-style-type: none"> ○ words that were practiced in the HFW, sound-spelling, or phonogram lesson ○ HFWs, sound-spellings, or phonograms that were taught in earlier lessons, especially those that <ul style="list-style-type: none"> ■ were harder for students to master and/or ■ were not reviewed recently <p>Teacher Tip for Writing Sentences</p> <ul style="list-style-type: none"> ● You will probably need to use a few words students have not practiced so it is possible to 	<p>Word Lists & Picture Cards</p> <ul style="list-style-type: none"> ● High-Frequency Word List ● High-Frequency Word Cards ● Decodable Word List <p>Lesson Guides</p>						

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make logical sentences. Just tell the students these words when writing the sentence.

Selecting Texts to Read

Choose books that contain

- words that were practiced in the HFW, sound-spelling, or phonogram lesson
- HFWs, sound-spellings, or phonograms that were taught from earlier lessons, especially words that
 - were harder for students to master and/or
 - were not reviewed recently

Choose books that

- do not have predictable patterns that can be guessed using pictures (not good for practicing decoding)
- are at the students' instructional level (85% to 90% accuracy when reading)
- are short enough to read in less than 5 minutes

Teacher Tip for Selecting Texts

- The goal is to maximize time with “eyes on the text,” so students should have just a few difficulties with decoding. The goal is to practice (and therefore master) the skill they have already learned. If there are too many hard words, students will get frustrated and not get enough practice time.
- For decodable words students get stuck on
 - tell students to “sound it out” or “use your sound-spellings”

Lesson Guide: Reading Sentences with Taught Words

Objective: Students will identify and read high-frequency words from a research-based list and decode words with initial and final consonant blends, digraphs, and trigraphs.

Model

Watch/Listen

- Today we will read sentences with sight words and words we can sound out.
- Watch/listen:
 - Write the sentence The cat naps on the mat.
 - Here are the sight words. Underline The and say the. Underline on and say on.
 - Here are the words I can sound out. Sound out cat, naps, and mat using the sounding-out routine.
 - Now I can read the sentence: The cat naps on the mat.

Practice

Let's try it/
Your turn

- Let's practice together:
 - Write the sentence This is my dog Sam.
 - What are the sight words? This, is and my. Underline the sight words.
 - What words can we sound out? Let's try it. Say the sounds for this word. Point to dog. Repeat for Sam.
 - Now read the sentence: This is my dog Sam.
- Repeat using other sentences.

Closure

Review/Restate

- We practiced reading sentences with sight words and words we can sound out.
 - Write the sentence The frog can jump.
 - Turn to your partner. Tell them the sight words you see. The and can
 - On your own/silently, sound out the other words. Frog and jump
 - Now let's read the sentence together, The frog can jump.

Materials: Decodable text or leveled text with mostly decodable and High-Frequency Words (HFWs), white board or HFW cards, High-Frequency Word List, High-Frequency Word Cards, Decodable Word List

Teacher notes: The student objective may change depending on the words chosen. If most students are reading the sentences with 100% accuracy, increase difficulty. All materials listed above can be found in previous lesson sets.

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		<ul style="list-style-type: none"> ○ wait 5 seconds or less for the student to try, then sound out the word yourself, have the student repeat, and have them read on. ● For HFWs students get stuck on, wait 5 seconds or less before telling the student the word and having the student repeat it. For HFWs that are also decodable, you can use the decodable word suggestion above. ● Do not encourage students to use the picture to read words. <p>Spelling Practice</p> <ul style="list-style-type: none"> ● 5-10 words with new sound-spellings or phonograms ● 5-10 words that contain patterns students learned recently or were difficult to master and are good to review <p>Teacher Tip for Spelling Practice</p> <ul style="list-style-type: none"> ● Words with vowel sound-spellings need more review than consonants. The short vowel pronunciations take more practice than many other vowel pronunciations. 	
5 min	<p>Phonics Activities: Practice Games</p> <ul style="list-style-type: none"> ● Guess My Word ● Find It ● Cross It Out 	<p>Selecting Words for Guess My Word</p> <ul style="list-style-type: none"> ● 5-10 words with new sound-spellings or phonograms ● 5-10 words that contain patterns students learned recently or were difficult to master and are good to review 	<p>Word Lists & Picture Cards</p> <ul style="list-style-type: none"> ● High-Frequency Word List ● High-Frequency Word Cards ● Decodable Word List ● Decodable Word Cards ● Phonogram List

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Teacher Tip for Guess My Word

- Make sure the words are easy to define (ex: *cat* is good, but *the* is not).

AND/OR

Selecting Words for Find It

- 5-10 words with new sound-spellings or phonograms
- 5-10 words that contain patterns students learned recently or were difficult to master and are good to review

AND/OR

Cross It Out

- 5-10 words with new sound-spellings or phonograms
- 5-10 words that contain patterns students learned recently or were difficult to master and are good to review

Teacher Tip for Phonics Activities: Practice Games

- You can select one or more of these activities.
- These games are simple and fast-paced. They emphasize many opportunities to practice rather than a lot of time spent on the game part.

Other games can be designed, but students should be practicing reading between 10 and 20 words per minute during any game.

Lesson Guides

Lesson Guide: Practice Games

Objective: Students will practice phonics skills by playing games that involve reading words.

Guess My Word

Objective: Students will use decoding skills to read words by choosing the correct words after hearing a definition.

- Let's play **Guess My Word**. I'll tell you the meaning of a word and you find the word.
- Show students 5-10 words on a whiteboard or using word cards.
 - Say the definition/meaning of a word. Students take turns pointing to the word that matches the meaning.
 - Ask students to use the word in a sentence.
 - Ask students to reread all the words as you point to them to review.

Find It

Objective: Students will use decoding skills to read words by choosing the correct word from a set of 5-10 words.

- Let's play **Find It**. I'll say the sounds in a word and you find the word.
- Write 5-10 words on a whiteboard (or use words on index cards).
 - Say the sounds in a word. Students take turns pointing to the word that matches the meaning.

Cross It Out

Objective: Students will use decoding skills to read words by reading the word from a set of 5-10 words.

- Let's play **Cross It Out**. I'll show you some words. You pick a word to try, sound it out/read it. I will cross it out.
- Write 5-10 words on a whiteboard (or use words on index cards).
 - Students volunteer to read one of the words. Cross off the word after the student reads it.







Materials: High-Frequency Word List, High-Frequency Word Cards, Decodable Word List, Decodable Word Cards, Phonogram List, Phonogram Word Cards

Teacher notes: Use the words from High-Frequency Word (HFW) Practice, Sounding Out, or Phonogram Lesson or create your own list. All materials listed above can be found in previous lesson sets.

Texas Essential Knowledge and Skills Strand 1: Kindergarten: 110.2 (2) (B) (i); Grade 1: 110.3 (2) (B) (i); Grade 2: 110.4 (2) (B) (i)

Lesson Plan Template




Inclusion in Texas Foundational Reading Lesson Set

Time	Target Skills	Selecting What to Teach & Teacher Tips	Materials									
5 min	Phonological Awareness (PA)	Selecting Words to Teach	<p>Word Lists & Picture Cards</p> <ul style="list-style-type: none"> Phonological Awareness Lesson Picture Cards Phonological Awareness Lesson Picture List <p>Lesson Guides</p> <p style="background-color: #e91e63; color: white; text-align: center; padding: 2px;">Lesson Guide: Phonological Awareness <i>Initial Sounds</i></p> <p>Objective: Students will recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;">Model Watch/Listen</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Today we will listen for the initial or first sound in a word. We are listening for /b/. Watch/listen: <ul style="list-style-type: none"> The word is bat. Hold up the bat picture. The first sound is /b/. Bat, /b/. Repeat with 3-5 examples. </td> <td style="width: 20%; text-align: center; vertical-align: middle;"></td> </tr> <tr> <td style="padding: 5px;">Practice Let's try it/ Your turn</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Let's practice together: <ul style="list-style-type: none"> I'll say the word. You say the word and the first sound. Ready? Listen. Hold up the book picture. Book. Word? Book. Think of the first sound. Pause. Say the word and first sound. Book, /b/. Repeat with other words. </td> <td style="text-align: center; vertical-align: middle;"></td> </tr> <tr> <td style="padding: 5px;">Closure Review/Restate</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> We practiced listening for the initial or first sound in a word. What did we practice? Listening for the first sound. What first sound did we listen for? /b/. Tell your partner one word that starts with /b/. Have students say words to each other for 5-10 seconds. I heard _say some words. The first sound in these words is /b/. </td> <td></td> </tr> </table> <p style="font-size: small; background-color: #e91e63; color: white; padding: 2px;">Materials: Phonological Awareness Lesson Picture Cards, Phonological Awareness Lesson Picture List, Sound-Spelling Clue Cards</p>	Model Watch/Listen	<ul style="list-style-type: none"> Today we will listen for the initial or first sound in a word. We are listening for /b/. Watch/listen: <ul style="list-style-type: none"> The word is bat. Hold up the bat picture. The first sound is /b/. Bat, /b/. Repeat with 3-5 examples. 		Practice Let's try it/ Your turn	<ul style="list-style-type: none"> Let's practice together: <ul style="list-style-type: none"> I'll say the word. You say the word and the first sound. Ready? Listen. Hold up the book picture. Book. Word? Book. Think of the first sound. Pause. Say the word and first sound. Book, /b/. Repeat with other words. 		Closure Review/Restate	<ul style="list-style-type: none"> We practiced listening for the initial or first sound in a word. What did we practice? Listening for the first sound. What first sound did we listen for? /b/. Tell your partner one word that starts with /b/. Have students say words to each other for 5-10 seconds. I heard _say some words. The first sound in these words is /b/. 	
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5 min	High-Frequency words (HFW)	<p>Selecting Words to Introduce</p> <ul style="list-style-type: none"> • <p>Selecting Words to Review</p> <ul style="list-style-type: none"> • 	<p>Word Lists & Picture Cards</p> <ul style="list-style-type: none"> • High-Frequency Word List • High-Frequency Word Cards <p>Lesson Guides</p> <div style="background-color: #ffff00; padding: 5px; text-align: center;"> <p>Lesson Guide: Introducing High Frequency Words (HFWs)</p> </div> <p>Objective: Students will identify and read high-frequency words from a research-based list.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Model Watch/Listen</td> <td> <ul style="list-style-type: none"> • Today we will learn a new high frequency word. A high frequency word is a word we memorize and know right away without sounding it out. It can also be called a sight word. • Today we will learn the word the. What word will we learn? The • Watch/listen: <ul style="list-style-type: none"> ○ This is the word the. Point to the word card the. ○ The is spelled T-H-E. Point to each letter as you say T-H-E. ○ This is the word the. It is spelled T-H-E. Point to the letters as you say T-H-E. </td> </tr> <tr> <td>Practice Let's try it/ Your turn</td> <td> <ul style="list-style-type: none"> • Let's practice: <ul style="list-style-type: none"> ○ This is the word the. What's the word? The ○ The is spelled t-h-e. What's the spelling? T-H-E ○ What's the word? the How is it spelled? T-H-E • Try it: <ul style="list-style-type: none"> ○ Say the word the and then write it on your whiteboard/paper. Say it and spell it 3 times. </td> </tr> <tr> <td>Closure Review/Restate</td> <td> <ul style="list-style-type: none"> • I am going to show you some words. If you see the word the give me a thumbs up. If it is not the word the, give a thumbs down. Teacher shows students 5-10 words with the word the appearing multiple times. When the word the appears and students give a thumbs up. Encourage them to say and spell the word in addition to giving a thumbs up. • Today we practiced the sight word the spelled T-H-E. Tell your partner what word we practiced and how it is spelled. • What did we practice? the How is it spelled? T-H-E </td> </tr> </table> <p>Materials: Whiteboard, marker, the word on a flashcard, 5-10 other HFWs High-Frequency Word List, High-Frequency Word Cards</p> <p>Teacher notes: The student objective may change depending on the words chosen. The teacher may point out to students that some high-frequency words or parts of words can be sounded out.</p>	Model Watch/Listen	<ul style="list-style-type: none"> • Today we will learn a new high frequency word. A high frequency word is a word we memorize and know right away without sounding it out. It can also be called a sight word. • Today we will learn the word the. What word will we learn? The • Watch/listen: <ul style="list-style-type: none"> ○ This is the word the. Point to the word card the. ○ The is spelled T-H-E. Point to each letter as you say T-H-E. ○ This is the word the. It is spelled T-H-E. Point to the letters as you say T-H-E. 	Practice Let's try it/ Your turn	<ul style="list-style-type: none"> • Let's practice: <ul style="list-style-type: none"> ○ This is the word the. What's the word? The ○ The is spelled t-h-e. What's the spelling? T-H-E ○ What's the word? the How is it spelled? T-H-E • Try it: <ul style="list-style-type: none"> ○ Say the word the and then write it on your whiteboard/paper. Say it and spell it 3 times. 	Closure Review/Restate	<ul style="list-style-type: none"> • I am going to show you some words. If you see the word the give me a thumbs up. If it is not the word the, give a thumbs down. Teacher shows students 5-10 words with the word the appearing multiple times. When the word the appears and students give a thumbs up. Encourage them to say and spell the word in addition to giving a thumbs up. • Today we practiced the sight word the spelled T-H-E. Tell your partner what word we practiced and how it is spelled. • What did we practice? the How is it spelled? T-H-E
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5-10 min	Sound-Spellings	<p>Selecting Sound-Spellings to Introduce</p> <ul style="list-style-type: none"> • <p>Selecting Sound-Spellings to Review</p> <ul style="list-style-type: none"> • <p>Selecting Words to Blend</p> <ul style="list-style-type: none"> • 	<p>Word Lists & Picture Cards</p> <ul style="list-style-type: none"> • Sound-Spelling Sequence Chart • Sound-Spelling Clue Cards • Decodable Word List • Decodable Word Cards <p>Lesson Guides</p>						

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			<div style="background-color: #0070C0; color: white; padding: 5px; text-align: center; font-weight: bold;">Lesson Guide: Introducing Sound-Spellings</div> <p>Objective: Students will identify and match the common sounds that letters represent.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; background-color: #f2f2f2;">Model Watch/Listen</td> <td> <ul style="list-style-type: none"> • Today we will learn a new spelling and sound. We will learn the spelling B. • Watch/Listen: <ul style="list-style-type: none"> ○ Show students the Bear Clue Card for /b/. ○ This is the bear card. ○ The spelling is b. ○ The sound is /b/. ○ When I see the bear, I think of the sentence: The brown bear walks around. </td> <td style="text-align: center; vertical-align: middle;">  </td> </tr> <tr> <td style="background-color: #f2f2f2;">Practice Let's try it/ Your turn</td> <td> <ul style="list-style-type: none"> • Let's practice together: <ul style="list-style-type: none"> ○ I am going to tell you the name, spelling, and sound of the card again. Then it is your turn. The card is bear. What's the card? Bear <ul style="list-style-type: none"> ○ The spelling is b What's the spelling? B ○ The sound is /b/. What's the sound? /b/ ○ Let's say the sentence together: The brown bear walks around. <i>Repeat until students can name the card, spelling and sound.</i> </td> <td></td> </tr> <tr> <td style="background-color: #f2f2f2;">Closure Review/Restate</td> <td> <ul style="list-style-type: none"> • We practiced the bear card. What did we practice? The bear card. What is the spelling? b What is the sound? /b/. • Right, listen to the sentence. Listen for the words that have the /b/ sound. The brown bear walks around. Which words have the b that says /b/? • Tell your partner one word that starts with /b/. I heard bear and brown. These words all have the /b/ sound. </td> <td></td> </tr> </table> <p style="font-size: small; margin-top: 5px;">Materials: Bear card, Sound-Spelling Sequence Chart, Sound-Spelling Clue Cards</p> <p style="font-size: x-small; margin-top: 5px;">Teacher notes: Some sound-spellings have special information (ex: digraphs). Check the Sequence Chart. If there is special information, be sure to point this out for students.</p>	Model Watch/Listen	<ul style="list-style-type: none"> • Today we will learn a new spelling and sound. We will learn the spelling B. • Watch/Listen: <ul style="list-style-type: none"> ○ Show students the Bear Clue Card for /b/. ○ This is the bear card. ○ The spelling is b. ○ The sound is /b/. ○ When I see the bear, I think of the sentence: The brown bear walks around. 		Practice Let's try it/ Your turn	<ul style="list-style-type: none"> • Let's practice together: <ul style="list-style-type: none"> ○ I am going to tell you the name, spelling, and sound of the card again. Then it is your turn. The card is bear. What's the card? Bear <ul style="list-style-type: none"> ○ The spelling is b What's the spelling? B ○ The sound is /b/. What's the sound? /b/ ○ Let's say the sentence together: The brown bear walks around. <i>Repeat until students can name the card, spelling and sound.</i> 		Closure Review/Restate	<ul style="list-style-type: none"> • We practiced the bear card. What did we practice? The bear card. What is the spelling? b What is the sound? /b/. • Right, listen to the sentence. Listen for the words that have the /b/ sound. The brown bear walks around. Which words have the b that says /b/? • Tell your partner one word that starts with /b/. I heard bear and brown. These words all have the /b/ sound. 	
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5-10 min	Phonograms*	<p style="text-align: center;">Selecting Phonograms to Introduce</p> <ul style="list-style-type: none"> • <p style="text-align: center;">Selecting Phonograms to Review</p> <ul style="list-style-type: none"> • 	<p>Word Lists & Picture Cards</p> <ul style="list-style-type: none"> • Phonogram Word List • Phonogram Word Cards • Sound-Spelling Sequence Chart <p>Lesson Guides</p>									

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			<div style="background-color: #8e44ad; color: white; padding: 5px; text-align: center;">Lesson Guide: Introducing Phonograms</div> <div style="background-color: #34495e; color: white; padding: 5px;">Objective: Students will use phonograms (body-rime units) to decode one-syllable words.</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #95a5a6; padding: 5px;">Model Watch/Listen</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Today we will learn a rhyming team. We will learn the rhyming team an. Rhyming teams can help us read lots of words. • Watch/listen: <ul style="list-style-type: none"> ○ This is the rhyming team an. Write/show an. ○ Together the letters A-N say an. ○ I can find the rhyming team an in words and use it to help me read. ○ Write fan on the board. I see the rhyming team A-N, an. Now, I can read the word, fan. Repeat for plan and tan. </td> </tr> <tr> <td style="background-color: #95a5a6; padding: 5px;">Practice Let's try it/ Your turn</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Let's practice together: <ul style="list-style-type: none"> ○ Write pan. Find the rhyming team an. What's the rhyming team? an Point to or underline an. ○ Now read the word. pan What's the word? pan Repeat for the words can, man, than, span, and van. </td> </tr> <tr> <td style="background-color: #95a5a6; padding: 5px;">Closure Review/Restate</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • We practiced the rhyming team an. What did we practice? an What is the spelling? A-N What does it say? an • Turn to a partner and tell them at least 1 word you know that has the rhyming team an. </td> </tr> </table> <div style="background-color: #8e44ad; color: white; padding: 5px; font-size: small;"> Materials: Phonogram List, Phonogram Word Cards, Sound-Spelling Sequence Chart </div> <div style="background-color: #8e44ad; color: white; padding: 5px; font-size: x-small;"> Teacher notes: Note that <i>phonograms</i> are also called <i>body-rime units</i>. These are familiar to some educators as "word families." That term is not used here because word families are morphologically related words in linguistics. If most students are reading the words with 100% accuracy, increase difficulty to include examples like pan, can't, ant, can, man's. </div> <p style="margin-top: 10px;"><i>* Phonograms are especially recommended for students who need additional reading support. This could be skipped for whole-group lessons.</i></p>	Model Watch/Listen	<ul style="list-style-type: none"> • Today we will learn a rhyming team. We will learn the rhyming team an. Rhyming teams can help us read lots of words. • Watch/listen: <ul style="list-style-type: none"> ○ This is the rhyming team an. Write/show an. ○ Together the letters A-N say an. ○ I can find the rhyming team an in words and use it to help me read. ○ Write fan on the board. I see the rhyming team A-N, an. Now, I can read the word, fan. Repeat for plan and tan .	Practice Let's try it/ Your turn	<ul style="list-style-type: none"> • Let's practice together: <ul style="list-style-type: none"> ○ Write pan. Find the rhyming team an. What's the rhyming team? an Point to or underline an. ○ Now read the word. pan What's the word? pan Repeat for the words can , man , than , span , and van .	Closure Review/Restate	<ul style="list-style-type: none"> • We practiced the rhyming team an. What did we practice? an What is the spelling? A-N What does it say? an • Turn to a partner and tell them at least 1 word you know that has the rhyming team an.
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5 min	Generalizing skills	Writing Sentences to Practice Taught Words <ul style="list-style-type: none"> • Selecting Texts to Read <ul style="list-style-type: none"> • Spelling Practice <ul style="list-style-type: none"> • 	Word Lists & Picture Cards <ul style="list-style-type: none"> • High-Frequency Word List • High-Frequency Word Cards • Decodable Word List Lesson Guides						

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			<div style="background-color: #008080; color: white; padding: 5px; text-align: center;"> Lesson Guide: Reading Sentences with Taught Words </div> <p>Objective: Students will identify and read high-frequency words from a research-based list and decode words with initial and final consonant blends, digraphs, and trigraphs.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #d3d3d3; padding: 5px;">Model Watch/Listen</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Today we will read sentences with sight words and words we can sound out. • Watch/listen: <ul style="list-style-type: none"> ○ Write the sentence: <u>The</u> <u>cat</u> <u>naps</u> on the <u>mat</u>. ○ Here are the sight words. Underline <u>The</u> and say <u>the</u>. Underline <u>on</u> and say <u>on</u>. ○ Here are the words I can sound out. Sound out <u>cat</u>, <u>naps</u>, and <u>mat</u> using the sounding-out routine. ○ Now I can read the sentence: <u>The</u> <u>cat</u> <u>naps</u> on the <u>mat</u>. </td> </tr> <tr> <td style="background-color: #d3d3d3; padding: 5px;">Practice Let's try it/ Your turn</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Let's practice together: <ul style="list-style-type: none"> ○ Write the sentence: <u>This</u> <u>is</u> <u>my</u> <u>dog</u> <u>Sam</u>. ○ What are the sight words? <u>This</u>, <u>is</u> and <u>my</u>. Underline the sight words. ○ What words can we sound out? Let's try it. Say the sounds for this word. Point to <u>dog</u>. Repeat for <u>Sam</u>. ○ Now read the sentence: <u>This</u> <u>is</u> <u>my</u> <u>dog</u> <u>Sam</u>. <p>Repeat using other sentences.</p> </td> </tr> <tr> <td style="background-color: #d3d3d3; padding: 5px;">Closure Review/Restate</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • We practiced reading sentences with sight words and words we can sound out. <ul style="list-style-type: none"> ○ Write the sentence: <u>The</u> <u>frog</u> <u>can</u> <u>jump</u>. ○ Turn to your partner. Tell them the sight words you see. <u>The</u> and <u>can</u> ○ On your own/silently, sound out the other words. <u>Frog</u> and <u>jump</u> ○ Now let's read the sentence together, <u>The</u> <u>frog</u> <u>can</u> <u>jump</u>. </td> </tr> </table> <p style="font-size: small; margin-top: 10px;">Materials: Decodable text or leveled text with mostly decodable and High-Frequency Words (HFWs), white board or HFW cards, High-Frequency Word List, High-Frequency Word Cards, Decodable Word List</p> <p style="font-size: x-small; margin-top: 5px;">Teacher notes: The student objective may change depending on the words chosen. If most students are reading the sentences with 100% accuracy, increase difficulty. All materials listed above can be found in previous lesson sets.</p>	Model Watch/Listen	<ul style="list-style-type: none"> • Today we will read sentences with sight words and words we can sound out. • Watch/listen: <ul style="list-style-type: none"> ○ Write the sentence: <u>The</u> <u>cat</u> <u>naps</u> on the <u>mat</u>. ○ Here are the sight words. Underline <u>The</u> and say <u>the</u>. Underline <u>on</u> and say <u>on</u>. ○ Here are the words I can sound out. Sound out <u>cat</u>, <u>naps</u>, and <u>mat</u> using the sounding-out routine. ○ Now I can read the sentence: <u>The</u> <u>cat</u> <u>naps</u> on the <u>mat</u>. 	Practice Let's try it/ Your turn	<ul style="list-style-type: none"> • Let's practice together: <ul style="list-style-type: none"> ○ Write the sentence: <u>This</u> <u>is</u> <u>my</u> <u>dog</u> <u>Sam</u>. ○ What are the sight words? <u>This</u>, <u>is</u> and <u>my</u>. Underline the sight words. ○ What words can we sound out? Let's try it. Say the sounds for this word. Point to <u>dog</u>. Repeat for <u>Sam</u>. ○ Now read the sentence: <u>This</u> <u>is</u> <u>my</u> <u>dog</u> <u>Sam</u>. <p>Repeat using other sentences.</p>	Closure Review/Restate	<ul style="list-style-type: none"> • We practiced reading sentences with sight words and words we can sound out. <ul style="list-style-type: none"> ○ Write the sentence: <u>The</u> <u>frog</u> <u>can</u> <u>jump</u>. ○ Turn to your partner. Tell them the sight words you see. <u>The</u> and <u>can</u> ○ On your own/silently, sound out the other words. <u>Frog</u> and <u>jump</u> ○ Now let's read the sentence together, <u>The</u> <u>frog</u> <u>can</u> <u>jump</u>.
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5 min	Phonics Activities: Practice Games <ul style="list-style-type: none"> • 	Selecting Words for Guess My Word <ul style="list-style-type: none"> • <p style="text-align: center;">AND/OR</p> Selecting Words for Find It <ul style="list-style-type: none"> • <p style="text-align: center;">AND/OR</p> Selecting Words for Cross It Out <ul style="list-style-type: none"> • 	Word Lists & Picture Cards <ul style="list-style-type: none"> • High-Frequency Word List • High-Frequency Word Cards • Decodable Word List • Decodable Word Cards • Phonogram List <p style="margin-top: 20px;">Lesson Guides</p>						

Inclusion in Texas Foundational Reading Lesson Set

			<div style="background-color: #92d050; padding: 5px; text-align: center;">Lesson Guide: Practice Games</div> <p>Objective: Students will practice phonics skills by playing games that involve reading words.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #d3d3d3; width: 20%;">Guess My Word</td> <td> <p>Objective: Students will use decoding skills to read words by choosing the correct words after hearing a definition.</p> <ul style="list-style-type: none"> • Let's play Guess My Word. I'll tell you the meaning of a word and you find the word. • Show students 5-10 words on a whiteboard or using word cards. <ul style="list-style-type: none"> ○ Say the definition/meaning of a word. Students take turns pointing to the word that matches the meaning. ○ Ask students to use the word in a sentence. ○ Ask students to reread all the words as you point to them to review. </td> </tr> <tr> <td style="background-color: #d3d3d3;">Find It</td> <td> <p>Objective: Students will use decoding skills to read words by choosing the correct word from a set of 5-10 words.</p> <ul style="list-style-type: none"> • Let's play Find It. I'll say the sounds in a word and you find the word. • Write 5-10 words on a whiteboard (or use words on index cards). <ul style="list-style-type: none"> ○ Say the sounds in a word. Students take turns pointing to the word that matches the meaning. </td> </tr> <tr> <td style="background-color: #d3d3d3;">Cross It Out</td> <td> <p>Objective: Students will use decoding skills to read words by reading the word from a set of 5-10 words.</p> <ul style="list-style-type: none"> • Let's play Cross It Out. I'll show you some words. You pick a word to try, sound it out/read it. I will cross it out. • Write 5-10 words on a whiteboard (or use words on index cards). <ul style="list-style-type: none"> ○ Students volunteer to read one of the words. Cross off the word after the student reads it. </td> </tr> </table> <p>Materials: High-Frequency Word List, High-Frequency Word Cards, Decodable Word List, Decodable Word Cards, Phonogram List, Phonogram Word Cards</p> <p>Teacher notes: Use the words from High-Frequency Word (HFW) Practice, Sounding Out, or Phonogram Lesson or create your own list. All materials listed above can be found in previous lesson sets.</p> <p><small>Texas Essential Knowledge and Skills Strand 1: Kindergarten: 110.2 (2) (B) (i); Grade 1: 110.3 (2) (B) (i); Grade 2: 110.4 (2) (B) (i)</small></p>	Guess My Word	<p>Objective: Students will use decoding skills to read words by choosing the correct words after hearing a definition.</p> <ul style="list-style-type: none"> • Let's play Guess My Word. I'll tell you the meaning of a word and you find the word. • Show students 5-10 words on a whiteboard or using word cards. <ul style="list-style-type: none"> ○ Say the definition/meaning of a word. Students take turns pointing to the word that matches the meaning. ○ Ask students to use the word in a sentence. ○ Ask students to reread all the words as you point to them to review. 	Find It	<p>Objective: Students will use decoding skills to read words by choosing the correct word from a set of 5-10 words.</p> <ul style="list-style-type: none"> • Let's play Find It. I'll say the sounds in a word and you find the word. • Write 5-10 words on a whiteboard (or use words on index cards). <ul style="list-style-type: none"> ○ Say the sounds in a word. Students take turns pointing to the word that matches the meaning. 	Cross It Out	<p>Objective: Students will use decoding skills to read words by reading the word from a set of 5-10 words.</p> <ul style="list-style-type: none"> • Let's play Cross It Out. I'll show you some words. You pick a word to try, sound it out/read it. I will cross it out. • Write 5-10 words on a whiteboard (or use words on index cards). <ul style="list-style-type: none"> ○ Students volunteer to read one of the words. Cross off the word after the student reads it.
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Terminology Used in the Lessons

Terms

The table below contains a list of terms that you will encounter in the lessons and that you will likely learn in other professional development. Even if you do not use them all, they are valuable to know.

It is important to understand that there are different ways to think about what kinds of terms students need to know--versus you as the teacher. A general principle is that simpler is better, but what terminology you decide to use should be based on:

- recommendations from professional development providers,
- school or district leaders who would like to have consistent language within or across schools,
- discussions with your peers and joint decision-making, especially within a grade-level team, and
- your own judgment about what is best.

Term	Definition	Examples	Language for Students	Notes
affix	A morpheme added to base words or roots to form a new word. It is an umbrella term that includes prefix and suffix.	<i>RE</i> and <i>ED</i> in the word <i>replayed</i>	affix	
closed syllable	A spoken syllable in which a single vowel is followed by at least one consonant. The vowel is usually short.	<i>RAB</i> in <i>rabbit</i>	closed syllable	Students should know that closed syllables have short vowels.
compound word	A compound word is made up of at least two base words that form a new word.	<i>sailboat</i>	compound word	
consonant	A <i>consonant phoneme</i> that is produced by constricting or stopping the flow of air with the teeth, tongue, or lips (closed). There are 25 consonant phonemes in English.	phoneme: /m/ letter: M	consonant	The term "consonant" is usually used with students to refer to the letters.

Term	Definition	Examples	Language for Students	Notes
	A <i>consonant letter</i> describes all of the English letters except <i>A, E, I, O,</i> and <i>U</i> . <i>Y</i> has both consonant and vowel sounds. <i>W</i> is a consonant but is occasionally used in vowel digraphs (e.g., <i>AW</i>).			
derivational morphemes	Suffixes that change the part of speech of the base word.	<i>FUL</i> in the word <i>helpful</i>	suffix	Students may not need to know the technical term.
digraph	Two letters in a row that represent one phoneme. Consonant and vowel sounds are sometimes written as digraphs. Sometimes digraphs containing diphthongs are classified separately.	<i>AI, SH</i>	letter team digraph vowel team (only applies to vowels)	The term <i>letter team</i> may be easier for some students to remember. Depending on the terminology you choose, the term <i>digraph</i> may be taught instead, or in addition to <i>letter team</i> .
diphthong	A vowel sound that is formed by moving the mouth during the production of the sound.	The sounds of the vowels in <i>brow</i> and <i>boy</i>	letter team digraph	The term <i>diphthong</i> is a technical term, and students will be able to recognize these patterns as digraphs.
final phoneme	The last phoneme in a spoken word.	<i>/t/</i> in <i>bat</i>	last final	
grapheme	A letter or group of letters used to spell a phoneme (e.g., <i>E, AI, IGH</i>). In a few cases a single letter represents multiple sounds (e.g., <i>X</i>).	<i>E, AI, IGH</i>	spelling grapheme	The term <i>spelling</i> aligns with the term sound-spelling.

Term	Definition	Examples	Language for Students	Notes
grapheme-phoneme correspondence	The pattern comprising a grapheme and the phoneme associated with it.	<i>M = /m/</i>	sound-spelling	The term <i>sound-spelling</i> is used throughout the lessons.
high frequency word	One of the most commonly occurring words in English.	<i>the</i> <i>something</i> <i>number</i>	high frequency word	This is often confused with “sight word” (any word a person knows “by sight”).
inflections	A suffix that does not change the part of speech of the base word.	<i>ED</i> in <i>played</i> <i>S</i> in <i>dogs</i> <i>ES</i> in <i>buzzes</i> <i>ING</i> in <i>doing</i>	past tense plural happening now	Students may not need to know the term “inflection.” It is complex technical language that does not support word reading.
initial phoneme	The first phoneme in a spoken word.	<i>/b/</i> in <i>bat</i>	first initial	
letter	One of the 26 characters used to write English words.	<i>A, Z</i>	letter	
letter-sound	A term to describe the connection between a letter and a sound. Usually, letter-sounds are thought of as concerning <i>one</i> letter.	<i>A = /a/</i> <i>B = /b/</i>	letter-sound	May be better to use “sound-spelling” which encompasses sounds spelled by more than one letter (sh, ay).
long vowel	A tense sound that is found in any location in a syllable. Unlike short vowels, they can occur at the end of a word. They can occur anywhere in a syllable in a polysyllabic word.	<i>A = /ā/</i>	long vowel	A syllable with a long vowel at the end is an open syllable.
medial phoneme	Any phoneme between the initial	<i>/a/</i> in <i>bat</i>	middle medial	

Term	Definition	Examples	Language for Students	Notes
	and final phonemes in a spoken word.			
morpheme	A unit of meaning within a word. It can be the whole word or a part of the word. Some morphemes can be words on their own (base words; unbound morphemes) and others cannot (roots; bound morphemes).	<i>Plays</i> has two morphemes: <i>PLAY</i> and <i>S</i> .	morpheme	It may not be necessary to refer to these word parts as morphemes specifically. Students should learn words like “prefix” and “base word”.
nasal phoneme	A phoneme in English in which air is blocked in the mouth and the sound is released through the nose.	/m/, /n/, /ng/	nasal sound	It may be helpful to explain to some students that certain phonemes are pronounced through the nose. It may not be necessary for all students.
open syllable	A spoken syllable that ends with a vowel sound. The vowel usually has a long sound. In written English, open syllables usually end with vowel letters.	<i>Tl</i> in <i>tiger</i>	open syllable	
phoneme	A single sound. There is generally thought to be between 40-44 phonemes in English.	/m/ (usually marked using slashes)	sound phoneme	The term <i>sound</i> will be more familiar to students and easier to remember. Depending on the terminology you choose, the term <i>phoneme</i> may be taught instead, or in addition to <i>sound</i> .
phonogram	A term used to describe a body-rime correspondence. These are sometimes called	-AIN = /ān/ as in <i>main</i> -EET = /ē/ as in <i>feet</i>	rhyme team	Phonogram is too technical for children. Rhyme team describes the function and characteristics and

Term	Definition	Examples	Language for Students	Notes
	<i>rimes</i> or <i>word families</i> , but these terms are incorrect because a <i>rime</i> is just a sound unit and <i>word families</i> describe words that share morphemes.			would be more appropriate to use.
prefix	An affix added to the beginning of a base word or root	<i>UN</i> in <i>untie</i>	prefix	
QU	QU is a unique pattern. It is not technically a digraph because each letter makes a different sound. However, it is like a digraph in that these letters almost always appear together.	<i>QU</i> = /kw/	QU	
rhyme team	A body-rime unit also called a phonogram (see that entry for other names).	- <i>AIN</i> = /ān/ as in <i>main</i> - <i>EET</i> = /ē/ as in <i>feet</i>	rhyme team	The term <i>rhyme team</i> is not widely used but is included in these lessons because it describes how a phonogram works and because it aligns with the “team” language throughout.
schwa	A reduced vowel in an unaccented syllable. Almost all polysyllabic words in English have the schwa sound.	The first and third <i>A</i> in <i>banana</i> .	schwa	It may not be necessary to teach the term <i>schwa</i> if students learn to “tune” incorrect pronunciations.
short vowel	A lax sound that is usually not at the end of a word. They sometimes do end spoken syllables in polysyllabic words.	<i>O</i> = /ɒ/ in <i>hop</i>	short vowel	A syllable with a short vowel is a closed syllable.

Term	Definition	Examples	Language for Students	Notes
sound-spelling	A term to describe the connection between a grapheme and its pronunciation.	<i>QU = /kw/</i> <i>M = /m/</i>	sound-spelling	This term is used throughout the lesson materials.
final stable syllable (consonant-LE sound-spelling)	A convention of English syllables in which a consonant followed by the letters <i>L</i> and <i>E</i> is pronounced with its typical sound and the <i>LE</i> with a schwa and the <i>/l/</i> sound (sometimes the <i>L</i> sound is considered a vocalic consonant and the schwa sound is thought to be absent).	<i>CLE</i> in <i>circle</i>	consonant-LE	When discussing syllables, refer to a “consonant-LE syllable.”
suffix	An affix added to the ending of a base word or root.	<i>LY</i> in <i>clearly</i>	suffix	
syllable	A part of a spoken word composed of an onset (usually), peak (vowel), and coda (usually). Syllables almost always have a peak. In other words, a syllable almost always has a vowel phoneme. It may have consonant phonemes before or after the vowel.	<i>DAZ</i> in <i>dazzle</i> <i>RO</i> in <i>robot</i> <i>OUT</i> in <i>outside</i> <i>A</i> in <i>about</i> The onset is the first consonant(s). The peak is the vowel(s) and the coda is the consonant(s) after the vowel(s).	syllable	<i>Examples:</i> <u>street</u> onset = <i>str</i> peak = <i>ee</i> coda = <i>t</i> <u>aunt</u> no onset peak = <i>au</i> coda = <i>nt</i> <u>pea</u> onset = <i>p</i> peak = <i>ea</i> no coda
syllable type	A convention used to describe different types of written syllables.	The six types are described in the TEKS as: closed, open, Vce, vowel teams (including digraphs and diphthongs), r-controlled syllables,	syllable type	Vce syllables are often called “vowel-consonant E” syllables. Vowel team syllables may contain digraphs, diphthongs, or trigraphs.

Term	Definition	Examples	Language for Students	Notes
		and stable final syllables.		R-controlled syllables are often called “vowel R” syllables. Stable final syllables are often called “consonant-le” syllables.
trigraph	Three letters in a row that represent one phoneme.	<i>IGH, TCH</i>	Letter team Trigram	The term <i>letter team</i> may be easier for some students to remember. The technical term refers to a very small number of sound-spellings and may not be necessary to use.
unvoiced phoneme	Unvoiced sounds occur when the vocal cords do not vibrate.	/t/, /p/	unvoiced	It may be helpful to explain to students that they do not use their voicebox to make some sounds. It may not be necessary for all students.
voiced phoneme	A phoneme that includes vibration of the vocal cords.	/d/, /m/	voiced	It may be helpful to explain to students that they use their voicebox to make some sounds. It may not be necessary for all students.
vowel	A <i>vowel phoneme</i> is not constricted by the teeth, tongue, or lips. All vowel sounds are voiced. There is generally thought to be 15 vowel phonemes in English.	The final phoneme in the word <i>low</i> is a vowel phoneme as is the first phoneme in the word <i>apple</i> .	vowel	The term “vowel” is usually used with students to refer to the letters.

Term	Definition	Examples	Language for Students	Notes
	<p>A vowel <i>letter</i> describes the names of the letters <i>A, E, I, O,</i> and <i>U.</i> <i>Y</i> has both consonant and vowel sounds.</p>			
vowel-consonant E	<p>This term describes the pattern containing a vowel letter, a consonant, and the letter <i>E.</i> The vowel almost always has the long sound.</p>	<p><i>A_E</i> in <i>lake</i> <i>I_E</i> in <i>bike</i></p>	vowel-consonant-E sound-spelling	<p>When discussing syllables, refer to a “vowel-consonant-E syllable.” When teaching the sound-spelling on its own, just say “vowel-consonant-E.” Do not teach vowel-consonant-E using the “magic E” rule. Simply describe the pattern (a vowel, a consonant, and E with the long sound) and read words with it.</p>
vowel-R	<p>A vowel pattern comprised of a vowel letter (usually one) and the letter <i>R.</i> The pronunciation of the vowel letter is not the same as its typical sound.</p>	<i>AR, OR</i>	vowel-R sound-spelling	<p>When discussing syllables, refer to a “vowel-R syllable.” When teaching the sound-spelling on its own, just say “vowel-R.”</p>
X	<p>X is a unique letter. It is the only letter that represents two phonemes, /k/ and /s/.</p>	<i>X = /ks/</i>	X	