

FBISD READS: Literacy at Home

Phonics Concept			
1 st Nine Weeks			
Week	Concept	Examples	At Home Connections
1	Reteach and Review	Teachers will use this week to revisit any concepts students may need to review from Kindergarten and 1 st Grade.	<p>Phonics:</p> <ul style="list-style-type: none"> • Grocery List- Give your child a sheet of paper and dictate the items you need to buy. If your child requests the correct spelling, write the words for your child to copy, or spell the words as he or she writes them. You can also allow your child to use inventive spelling for items on the list and locate the correct spelling at the grocery store. • Letters to Friends- Encourage your child to write notes and letters to relatives and friends. Ask the people who receive the notes to respond with notes and letters of their own. • Personal Dictionary- Help your child create a personal word dictionary. This is a long-term project that's fun for rainy or snowy days. Help your child write a letter of the alphabet at the top of every page in a notebook or on separate sheets of paper. Ask your child to write down recently learned words on the page with the corresponding first letter. <p>Fluent Reading:</p> <ul style="list-style-type: none"> • Automatic Reading- Record your own voice as you read a story with ease. Have your child read along with the recording until he or she is able to sound like you without the recording. Schedule a time for your child to read the practiced text to you. Have your child read along with audiobooks, which are available from your local library or bookstore. • Breakfast of Champion Readers- As your child eats breakfast, have him or her identify as many words on a cereal box as possible. Begin on the front of the box. <ul style="list-style-type: none"> • Ask, for example, "Where does it say Fruity Flakes?" or "What is the name of the cereal?" Have your child read the words as he or she finds them. Then move to the back of the box and then to the left side. To keep score, have your child take one piece of cereal out of the box for each word identified correctly. Your child can try to improve his or her score each week.
2	Closed Syllables: Review Short Vowel Sounds	jam, fin, bus	
3	Open Syllables: Review Long Vowel Sounds	we, solo, go	
4	Review R, L, S Blends	crab, flat, skip	
5	Review Blends: tw, qu	quit, twirl	
6	Review Blends: -nd, -sp, -mp	land, gasp, camp	
7	Review Digraphs: sh, ch	short, chin	
8	Decoding Trigraphs: dge, tch	edge, catch	
9	Review Blends, Digraphs, Trigraphs	clash, skim, glitch, thrash	
10	Reteach and Review	Teachers will use this week to revisit any concepts students need additional practice on.	
2 nd Nine Weeks			
Week	Concept	Examples	At Home Connections

1	VCe	slide, quite, throne	<p>Phonics:</p> <ul style="list-style-type: none"> Household Message Board- Use a chalkboard, pinboard, or a large piece of paper as a family message board. This is as an exciting way to involve children in reading with a purpose. Leave written notes to your child on the message board. <p>Fluent Reading:</p> <ul style="list-style-type: none"> Fix the Labels- On index cards, make labels for items in your home. Place the labels in all the wrong places. (This activity may be more fun if your child has initially labeled the items correctly the day or week before.) When your child notices the mixed-up labels, ask him or her to place them in the correct spot. Reading Text Messages- Enlist your family and friends to send you text messages for your child, using words your child is learning in school. Make sure the words are not abbreviated within the text message. Ask your child to read the messages aloud. Point out missed words and help him or her to reread the messages correctly. Kid Teacher- As you read one of your child's books, ask him or her to follow along in the book and correct you if you make a mistake. At first, read slowly, and deliberately misread one word per sentence (at most). Prompt your child to fix your mistake. Gradually increase your reading speed and the number of mistakes per sentence.
2	VCe	tile, crate, shine	
3	Syllable Division Patterns: VCV, VCCV, VCCCV	ladder, never, candle	
4	Vowel Teams: Long O: -oa, -oe, -ow	oak, toe, mow	
5	Vowel Teams: Long I: -ie	chief, brief	
6	Prefixes: un-, re-, dis-	uncover, reread, dislike	
7	Plurals: -s, -es	gifts, faces	
8	Suffixes: Verbs: -s, -es, -ed	melted, jumps, melts, washed, jumped	
9	Reteach and Review	Teachers will use this week to revisit any concepts students need additional practice on.	

3rd Nine Weeks

Week	Concept	Examples	At Home Connections
1	R- Controlled Vowels: Ar	start, sonar	<p>Phonics:</p> <ul style="list-style-type: none"> Start a Journal- Explain what a journal is and give examples of what types of things your child might write about, such as making a new friend, going someplace special, or experiencing something exciting at school. Provide an example by writing about your day. Ask your child to write about his or her day on the next page. <p>Fluent Reading:</p> <ul style="list-style-type: none"> Write an Email- Using words your child is learning in school, write an email to a friend or relative. Ask your child to read the email aloud. Point out any words that he or she reads incorrectly. Have your child reread the full sentence correctly. I-Spy- As you and your child travel (walking, driving, or using public transportation), say, "I spy a sign that reads Don't Walk" (or Stop, One Way, Library, No Right Turn on Red, and so on). Give your child a point for each sign he or she identifies correctly. Reading and Listening- Listen as your child reads words and books from school. Be patient as your child practices. Before helping him or her pronounce unfamiliar or difficult words, wait to see if your child tries to figure out how they are pronounced. Allow your child to try and sound
2	R-Controlled Vowels: Or, ore	sport, more	
3	R-Controlled Vowels: Er	clerk, spider	
4	R-Controlled Vowels: Ir, ur	bird, hurt	
5	Review R-controlled vowels	stir, herd, torn	
6	Using Syllable Division Patterns: VCV, VCCV, VCCCV	pump/kin, up/set, gath/er	
7	Variant Vowels: u (push), oo (book)	bush, good	
8	Variant Vowels: oo (moon)	spoon	
9	Reteach and Review	Teachers will use this week to revisit any concepts students need additional practice on.	

			out unfamiliar words. Tell your child how proud you are when he or she can read new words.
4 th Nine Weeks			
Week	Concept	Examples	At Home Connections
1	Variant Vowels: ew, ui, ue (chew, fruit, blue)	threw, suit, juice	<p>Phonics:</p> <ul style="list-style-type: none"> Note Time- Choose 10 minutes of a day to be note time. Communicate with your child during that time by passing written notes. Try to use words your child is learning in school. Share a spirit of secrets and fun. A note could just say, "Hello." If your child needs help reading the notes, help him or her read them aloud. <p>Fluent Reading:</p> <ul style="list-style-type: none"> Go Fish- Choose 10 words your child is learning in school. Write each word down on two separate cards, making 10 pairs of cards, 20 cards in total. To play, give each player six cards and put the remaining cards in a drawing pile. Ask your child, "Do you have the word _____?" (Read one word card in your hand.) If he or she has a matching card, you may take it. If not, you can go fish in the pile of remaining cards. Next, it's your child's turn. Repeat until one player matches all his or her cards. Read with Accuracy- Help your child read with accuracy. As your child reads aloud, pick out a few missed words and help him or her read words correctly. Have your child reread to be sure he or she understands the meaning. Words in a Hat- As your child reads aloud, write down any missed words on scrap paper. After he or she is done reading, place the words in a bowl or hat. Draw words out and help him or her read the words correctly. To extend the exercise, have your child find the words in the text and read them within the original sentence.
2	Variant Vowels: ea (seam, team)	teach	
3	Diphthongs: oi, oy	oil, joy	
4	Using Syllable Division Patterns: VCV, VCCV, VCCCV	blan/ket, cac/tus	
5	Diphthongs: ou, ow	round, vowel	
6	Final Stable syllable: -le	candle, jungle	
7	Silent letters: k, g, -b	knit, gnome, thumb	
8	Spelling compound words	afternoon, homework	
9	Spelling contractions	Could, not – couldn't, they, will-they'll	
10	Spelling abbreviations	Monday- Mon., Avenue- Ave.	
11	Reteach and Review	Teachers will use this week to revisit any concepts students need additional practice on.	

Glossary	
Concept	Definition
Abbreviations	An abbreviation is a shortened form of a word or phrase used in writing in place of the whole word or phrase (e.g., Mr. for Mister or Dr. for doctor) Other second grade level examples include Mrs., months, days of the week, St., Ave.
CCVC/CVCC (consonant blends and clusters)	Two (blends) or more (clusters) consecutive consonants that retain their individual sounds but are "chunked" together when read Blends and clusters can occur at the beginning of words or the end of words
Closed Syllable	A syllable with a short vowel, spelled with a single vowel letter ending in one or more consonants.
Compound Words	A word formed by two or more words that has a single meaning.
Consonant Digraphs/ Trigraphs	Two or more-letter consonant combinations that stand for one phoneme
Contractions	Two words combined and shortened by omitting certain letters which are replaced with an apostrophe
Diphthongs	Complex speech sounds or glides that begin with one vowel and gradually change to another vowel within the same syllable
Final Stable (Consonant -le) Syllables	A syllable that occurs in the final position of a word and has an expected but reliable sound. The consonant -le syllable is an unaccented final syllable that contains a consonant before /l/, followed by a silent e,

Fluent Reading	The ability to read text at an appropriate rate, with accuracy, expression, appropriate phrasing, and without significant word-recognition difficulties
Inflectional Endings	Letters that are added to a base word and change the word meaning. Inflectional endings are also suffixes.
Long Vowels	Long vowels are voiced and produce a sound that is the same as their letter name. They typically are produced from open, vowel-consonant-e, and vowel team syllables.
Multisyllabic Words	Words that contain more than one type of syllable.
Open Syllables	A syllable that ends with a long vowel sound, spelled with a single vowel letter.
Phonics	Phonics is a way of teaching children how to read and write the English language. It teaches children to read individual letters (e.g. a, s, t) and groups of letters (e.g. oo, sh, igh) by saying the sounds they make. They then learn how to blend the sounds to make the words they are reading or writing.
Prefixes	Prefixes are groups of bound morphemes that are added to the beginning of a word to change its meaning
r-controlled syllables	Vowel sounds produced when the letter r follows a vowel; they make an unexpected, but reliable sound.
silent consonants	Two letters where one letter represents the phoneme and the other is not pronounced
Suffixes	Suffixes are groups of bound morphemes that are added to the endings of a word to change its meaning.
Syllable Division	Understanding word structure for reading, vocabulary, and spelling requires knowing syllable patterns. Students should understand a new word by sounding it out, breaking longer words into segments if necessary, supplying accents, and relating familiar word parts to meaning when possible. Students should recognize that words with a VCCCV (vowel-consonant-consonant-consonant-vowel) syllable structure can stress either the first syllable, as in the word <i>pumpkin</i> or shift the accent to the second syllable as in the word <i>complete</i> .
Variant Vowels	Variant vowels are various corresponding spelling patterns for a vowel sound or a variety of spelling patterns for one vowel sound (e.g., long a spelled a, a_e, ai_, _ay) Other examples include (aw, au, al, all), (oi/oy), (oo, ou, ui, u, ew, ue), (oa, oe).
VCe (Vowel Consonant -e syllables)	A syllable type that typically makes a long vowel sound. It is spelled with one vowel and one consonant with a silent e after the consonant
Vowel Team Syllables	A syllable type combination of two vowel letters that stand for a single vowel sound. Diphthongs ou/ow and oi/oy are included in this syllable category.

Additional Information and Resources

- [Science of Teaching Reading Term Review](#)
- [Songs](#)
- [Handwriting Manuscript Stroke Descriptions](#)
- [Types of Text in a Literacy Classroom](#)
- [Correct Phoneme Pronunciation](#)