FBISD READS: Literacy at Home

Phonics Concept			
1st Nine Weeks			
Week	**Concept**	**Examples**	**At Home Connections**
1	Reteach and Review	Teachers will use this week to revisit any concepts students need additional practice on.	**Phonics:** • 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. **Fluent Reading:** • 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	Review Short Vowel Pattern: CVC	rag, lot, win	
3	Decode/Encode: Multisyllabic Words (Closed Syllables)	Index, credit, napkin	
4	Review long vowel patterns: • a_e, ai, ay • i_e, ie • o_e, oa, ow, oe • e_e, ee, ea, ey • u_e, ui, ue	gave, pain, play, pie, pine, throat, hollow, wreath, true	
5	Decode words using syllable division patterns: VCV, VCCV	Rab/bit, ti/ger, cam/el, li/on, Tur/tle	
6	Decode/Encode: Multisyllabic Words: Open Syllables		
7	Decode words using syllable division patterns: VCV, VCCV		
8	Decode/Encode: Multisyllabic Words: R-Controlled Syllables	tar/get	
9	Decode words using syllable division patterns: VCV, VCCV	Rab/bit, ti/ger, cam/el, li/on, Tur/tle	
10	Reteach and Review	Teachers will use this week to revisit any concepts students need additional practice on.	
2nd Nine Weeks			
Week	**Concept**	**Examples**	**At Home Connections**
1	Decode/Encode: Multisyllabic Words: Final Stable Syllables	Tur/tle	**Phonics:** • 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. **Fluent Reading:**
2	Decode words using syllable division patterns: VCV, VCCV	Rab/bit, ti/ger, cam/el, li/on, Tur/tle	
3	Decode/Encode words with prefixes: non-, in-, pre-, dis-, im-	disappear, imperfect, nonstop	
4	Decode/Encode words with suffixes: -ness, -y, -ful, -en	darkness tighten, joyful, rainy	

Week	Concept	Examples	At Home Connections
5	Homophones	sea- see, hour-our, for-four	• 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.
6	Homophones		• 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
7	Decode/Encode compound words	armchair, upbeat, passport	unfamiliar or difficult words, wait to see if your child tries to figure out how they are pronounced. Allow
8	Decode multisyllabic words with multiple sound-spelling patterns and vowel teams: eigh, ey	survey, eighty	your child to try and sound out unfamiliar words. Tell your child how proud you are when he or she can read new words
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	Decode/Encode words using syllable division patterns: VCV, VCCV	Rab/bit, ti/ger, cam/el, li/on, Tur/tle	**Phonics:** • 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.
2	Decode multisyllabic words with multiple sound-spelling patterns and vowel teams: • oo (moon, book) • oy (boy) • oi (boil)	reboot, point, employ	
3	Decode/Encode words using syllable division patterns: VCV, VCCV	Rab/bit, ti/ger, cam/el, li/on, Tur/tle	**Fluent Reading:** • 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.
4	Decode multisyllabic words with multiple sound-spelling patterns and vowel teams • ou (cloud) • au (cause) • ou (ought)	sound, mound, haunt	• 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
5	Decode/Encode words using syllable division patterns: VCV, VCCV	Rab/bit, ti/ger, cam/el, li/on, Tur/tle	correctly. To extend the exercise, have your child find the words in the text and read them within the original sentence.
6	Decoding words with suffixes Dropping Final "e" with Endings Spelling words with suffixes *Identify the meaning of and use words with affixes*	Take- taking, hike- hiked, happy- happiest	• Read a Movie- Rent or borrow a children's DVD. Mute the volume and turn on the English subtitles. Read the subtitles dramatically. Ask your child to read the subtitles aloud with you. Pause the screen as needed to read the lines fully.
7	Decode/Encode words using syllable division patterns: VCV, VCCV, VCCCV	Rab/bit, ti/ger, cam/el, li/on, Tur/tle	
8	Decode/Encode words using syllable division patterns: VCV, VCCV, VCCCV		
9	Reteach and Review	Teachers will use this week to revisit any concepts students need additional practice on.	

4th Nine Weeks			
Week	**Concept**	**Examples**	**At Home Connections**
1	Decode/Encode words using syllable division patterns: VCV, VCCV, VCCCV	Rab/bit, ti/ger, cam/el, li/on, Tur/tle	**Phonics:**

	Concept	Examples
2	Synonyms	under/ below, quiet/ silent
3	Antonyms	cheerful/ sad, loud/ quiet
4	Decode/Encode contractions	Was not- wasn't, we are- we're
5	Decode/Encode words using syllable division patterns: VCV, VCCV, VCCCV	Rab/bit, ti/ger, cam/el, li/on, Tur/tle
6	Decode words with suffixes: doubling final consonants with endings	run- running, thrill- thrilled
7	Decode words using syllable division patterns: VCCCV	Rab/bit, ti/ger, cam/el, li/on, Tur/tle
8	Decode/Encode abbreviations	Mister- Mr. , Monday- Mon., January- Jan.
9	Idioms	"Break a leg", "Cutting corners"
10	Decode/Encode words using syllable division patterns: VCV, VCCV, VCCCV	Rab/bit, ti/ger, cam/el, li/on, Tur/tle
11	Reteach and Review	Teachers will use this week to revisit any concepts students need additional practice on.

- 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.

Fluent Reading:
- Read a Map- Obtain a local, state, U.S., or world map. Play a version of I Spy, asking your child to find the labels for various locations that contain common words. For example, say, "Find the label for an avenue" (or a state park, or an ocean, and so on). Have your child read the label aloud, and help him or her pronounce the words as needed.
- Tap Into Technology- Appeal to your child's ease with technology by asking for his or her help completing a variety of online tasks, from changing your email user name to installing a software upgrade. Have your child read the online instructions. As your child reads aloud, point out missed words and ask him or her to read the sentence or phrase again correctly. Make sure your child understands the meaning of the text.
- Kid Gives Directions- Have your child read the directions for using laundry detergent, cooking macaroni, or using your email program's Help guide. Do what your child reads, but point out when words are read incorrectly. Ask your child which word he or she did not read correctly. Then have your child read the word correctly.

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.
Antonyms	A word opposite in meaning to another word (e.g., hot/cold, big/little).
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
Decode	The process of translating written speech into verbal speech sounds by applying knowledge of letter-sound correspondences. It is the ability to recognize letters, apply their associated sounds, and blend sounds to form words. Decoding applies to reading words, not comprehending word meaning.
Encode	The process of converting spoken language into written symbols. It involves understanding the sounds of spoken words and selecting the appropriate letters or letter combinations to represent those sounds.
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
Homophones	An important aspect of understanding the English language is recognizing that some words share spellings but mean different things (homographs) and some share pronunciation but have different spellings and meanings (homophones). Students should be able to use the context and understanding of spelling rules to determine which version of a word is being used and whether it is being used correctly. For example, with homophones, students would have to know that *week* and *weak*, although pronounced the same, are not interchangeable in meaning. Students would need to be aware of common grade-level homophones and homographs so they can apply the correct spelling in their own communications.
Idioms	Students should recognize when words and phrases rely on figurative rather than literal language to communicate an idea. Idioms are expressions that use figurative language to create imagery that is intended to make the idea being expressed more familiar to the recipient. For example, stating that a student who is trying to participate in too many after-school activities has "bitten off more than he could chew" suggests that someone attempted something the student found difficult or impossible to handle successfully. Because many people are familiar with the anxiety of having taken too large a bite of food to chew it properly, the idiom makes the situation relatable and the communication more effective. Students should be aware of common idiomatic expressions and have opportunities to identify and explain the comparisons being drawn so they are able to not only interpret idioms they hear or read but also incorporate them effectively into their own communications.
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.
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 _pumpkin_ or shift the accent to the second syllable as in the word _complete_.
Synonyms	A synonym is one of two or more words in a language that have very similar meanings (e.g., comical, funny, humorous). Students should be aware that synonymous words are not necessarily interchangeable. Replacing a word with a synonym that sounds more advanced but is not appropriate in context can actually confuse the meaning. For example, replacing little with scarce in the sentence "The boy was little" would not make sense.
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