

FROM THE CREATORS OF **THE F&P TEXT LEVEL GRADIENT™**



Fountas & Pinnell
Classroom™

AN INTRODUCTION TO THE
PHONICS, SPELLING, AND WORD STUDY SYSTEM

PWS

Heinemann

DEDICATED TO TEACHERS



Fountas & Pinnell
LITERACY™

A first-of-its-kind system for high-quality, classroom-based literacy instruction

Fountas & Pinnell Classroom™ (FPC) is a coherent literacy system for prekindergarten through grade 6 that is based on responsive teaching using an inquiry-rich, multi-text approach across multiple instructional contexts.

Fountas & Pinnell Classroom™ stands apart from reading programs in its commitment to the following principles:

PRINCIPLES OF FOUNTAS & PINNELL CLASSROOM™

- 1 INSTRUCTIONAL COHERENCE**

While the benefits of the whole are inherent in each of the parts, *Fountas & Pinnell Classroom™* is designed as a coherent system. Each instructional context in the system is reciprocally connected to the others, improving student outcomes and creating equitable literacy opportunities for all students. *The Fountas & Pinnell Literacy Continuum* serves as the instructional anchor for every lesson, goal, and book in *FPC*.
- 2 RESPONSIVE TEACHING**

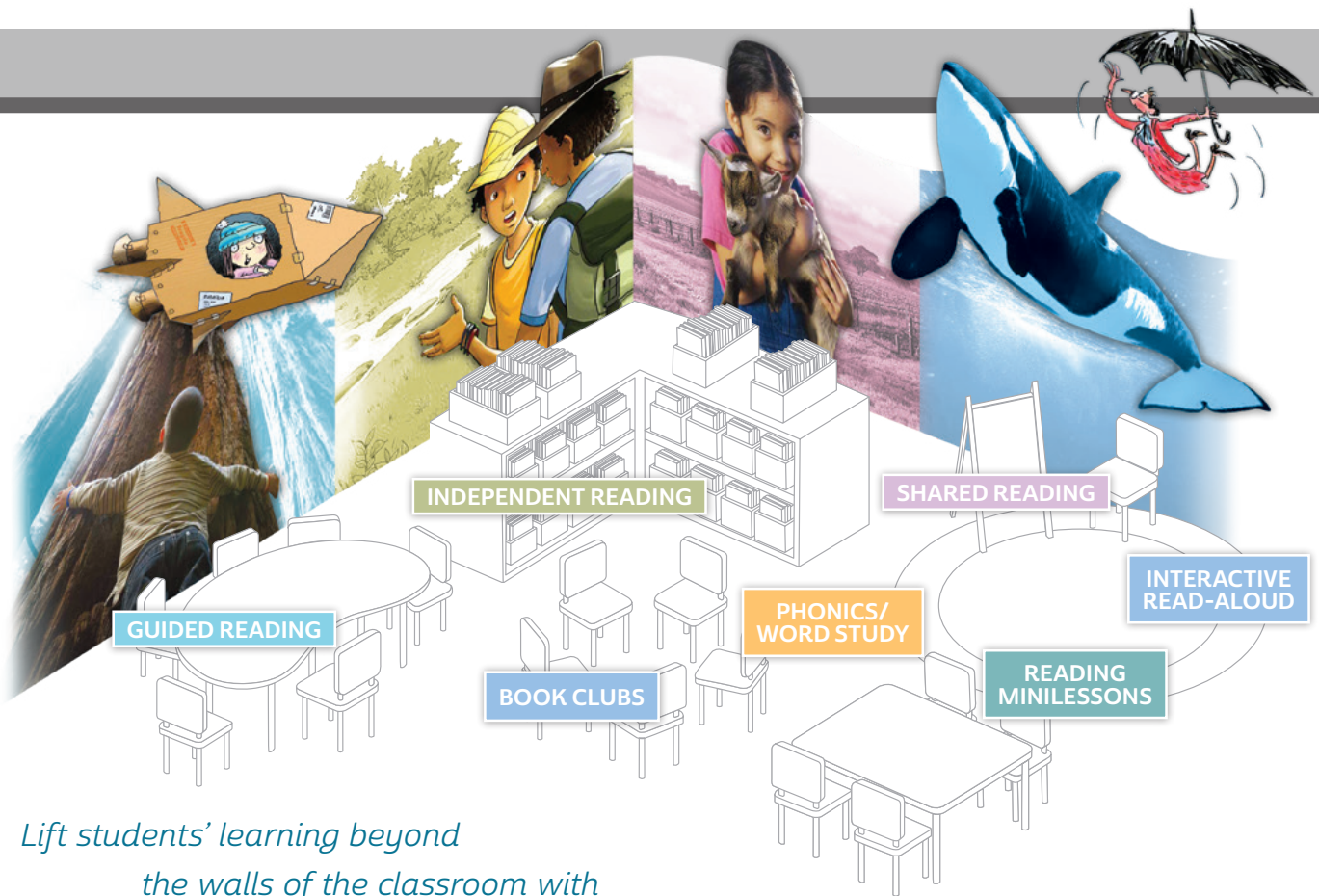
The moment-to-moment instructional decisions that teachers make, based on their observations and analysis of students' learning behaviors, are honored and supported in *Fountas & Pinnell Classroom™*. In this system, you teach individual readers, not a program. Consider each lesson a blueprint for instruction to best support the learners in the classroom.
- 3 MULTI-TEXT APPROACH**

Books, lots of authentic books, are at the heart of *Fountas & Pinnell Classroom™*: exciting books to stir imagination; challenging books to lift every reader; and diverse books to expand readers' knowledge of the world. Every book in *FPC* is carefully written or selected to support an instructional context.
- 4 STUDENT INQUIRY**

Children are curious. *Fountas & Pinnell Classroom™* allows children's curiosity to propel authentic learning and discovery. As children think across texts, they pursue lines of inquiry that interest and engage them as learners, and build knowledge of different topics and themes across a range of disciplines.
- 5 LANGUAGE-BASED**

Reading is thinking grounded in text. Students' talk reflects their thinking. *Fountas & Pinnell Classroom™* is rich with robust opportunities for varied talk structures within each instructional context.
- 6 TEACHER EXPERTISE**

Your knowledge of your students informs responsive teaching. The extensive professional learning tools woven into the system help educators develop their craft, strengthen instructional decision-making, and deliver high-impact literacy instruction.



*Lift students' learning beyond
the walls of the classroom with
texts and a blueprint for teaching.*

Fountas & Pinnell Classroom™

YOUR CLASSROOM is a place where students learn how to read, write, and expand all of their language skills, but it is much more. It is a place where they learn how to be confident, self-determined, curious, kind, and literate members of a community.

Fountas & Pinnell Classroom™ provides the opportunity for students to:

- see themselves reflected in the books they read and write about
- grow as thoughtful users of literacy
- engage in real reading, writing, and thinking

and for teachers to:

- work at the cutting edge of students' learning
- support independence and student agency
- understand the critical role of responsive teaching in leading literacy learning forward.

Instruction in Your Fountas & Pinnell Classroom™

*Comprehensive
resources for a
systematic approach
to literacy learning*

Ignite learning with thousands of student texts, lessons, and resources within these major instructional contexts:

WHOLE-GROUP TEACHING

1. Interactive Read-Aloud
2. Shared Reading
3. Reading Minilessons
4. Phonics, Spelling, and Word Study

SMALL-GROUP TEACHING

5. Guided Reading
6. Book Clubs/Literature Discussion

INDEPENDENT LEARNING

7. Independent Reading

EACH GRADE LEVEL (K-6) WILL ALSO INCLUDE:

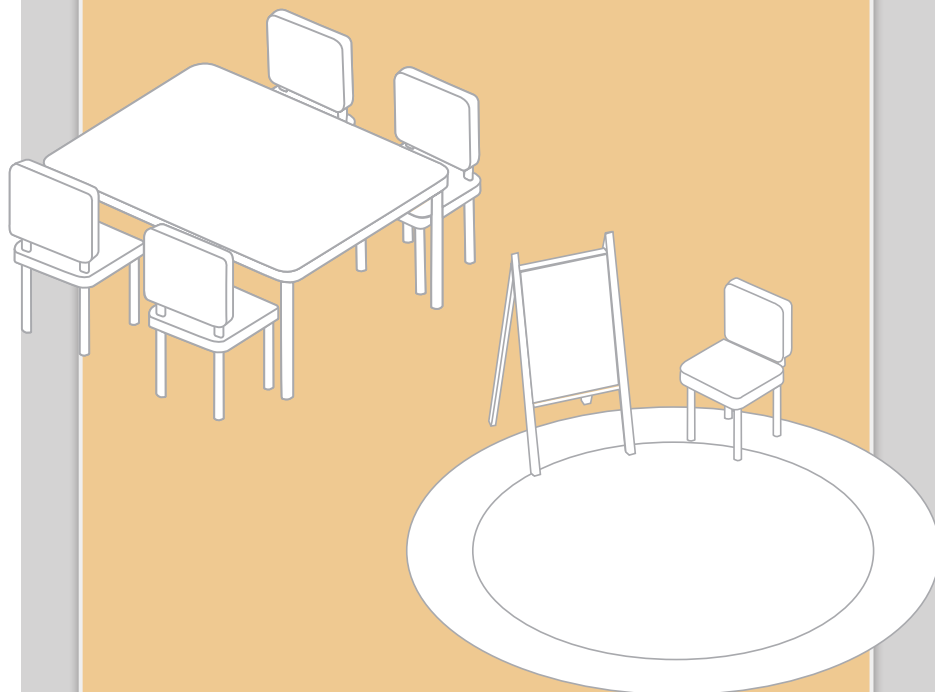
- Essential Questions and Inquiry-Based Learning Opportunities
- Professional Learning Tools
- Writing About Reading
- Interactive Writing
- Shared Writing
- Assessment
- Digital Resources



PHONICS, SPELLING, AND WORD STUDY

Explicit lessons for whole-group instruction and individual, partner, or small-group application that help students explore, attend to, learn about, and efficiently use sounds, letters, and words.

- 100 lessons per grade K-5



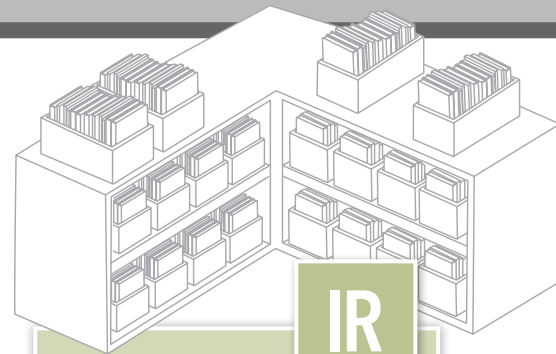
EFFECTIVE READING INSTRUCTION

involves a combination of powerful instructional settings. This sampler focuses on **PHONICS, SPELLING, AND WORD STUDY**, which takes approximately 10 to 15 important minutes of a student's day. Through phonics and word study children establish a strong foundation on which they can build ongoing literacy learning.

Phonics, spelling, and word study instruction is only one instructional context that contributes to a student's literacy growth.

Explore the other FPC instructional contexts at

www.fountasandpinnell.com/fpc

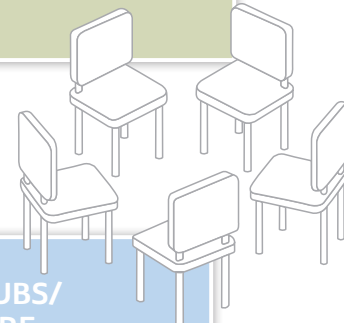


IR

INDEPENDENT READING

A carefully curated collection of authentic children's literature that provides the opportunity for students to develop tastes as readers and to read a large number of self-selected books independently. With accompanying conferring cards, you can make specific teaching points in brief conferences that lead the individual reader forward.

- 150 titles per grade K-2
- 200 titles per grade 3-6
- Conferring card per title



BC

BOOK CLUBS/ LITERATURE DISCUSSION

An authentic opportunity to bring students together for in-depth discussion of a captivating trade book they have read in order to extend thinking and learn about themselves as readers.

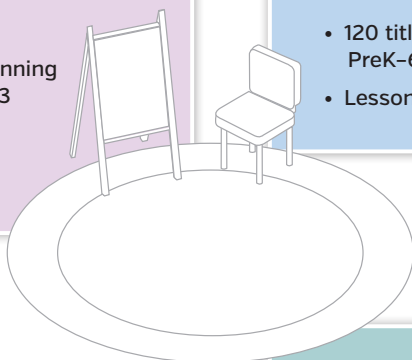
- 32 titles per grade K-3
- 48 titles per grade 4-6
- Discussion card per title

IRA

INTERACTIVE READ-ALOUD

A collection of the very best age-appropriate, grade-appropriate trade books to promote the joy of reading, expand vocabulary, and nurture the ability to think, talk, and write about texts that fully engage students' interest.

- 120 titles per grade PreK-6
- Lesson folder per title



SR

SHARED READING

An exquisite collection of original texts [enlarged, accompanying small versions, and audio books] that nurture students' abilities to construct meaning in a supported context so they can enjoy reading and learn critical concepts of how texts work.

- 200 titles spanning grades PreK-3
- Lesson folder per title

RML

READING MINILESSONS

The Reading Minilessons Book provides brief, focused and practical whole-class lessons on the topics of Management, Literary Analysis, Strategies and Skills, and Writing About Reading.

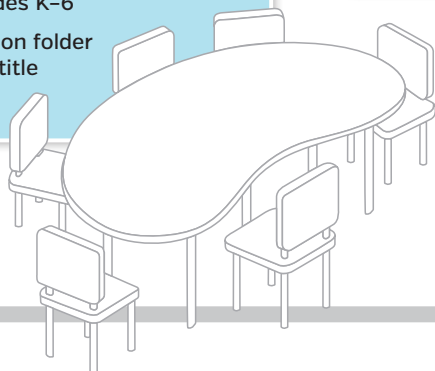
- One book of minilessons per grade K-6

GR

GUIDED READING

The most powerful and engaging authentic, original texts to build each student's ability to process increasingly challenging books with fluency and comprehension. Build a rich guided reading collection over time with:

- 1,300 titles spanning grades K-6
- Lesson folder per title



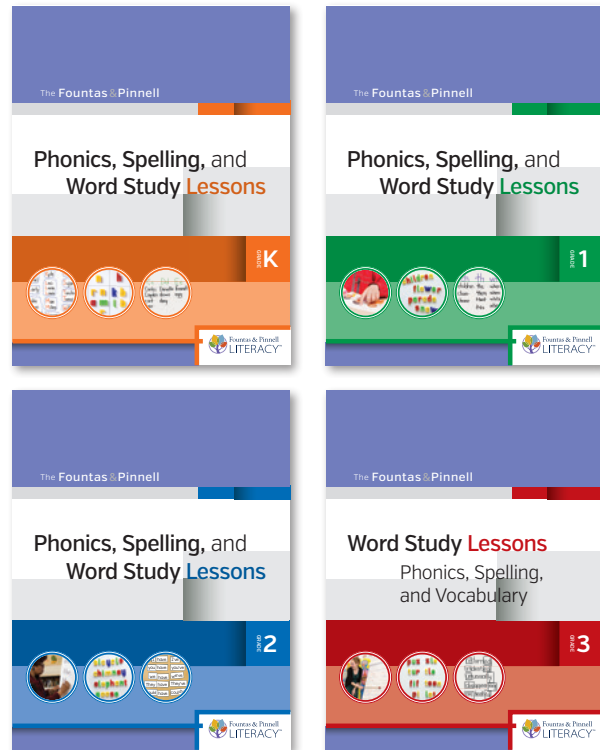
Phonics, Spelling, and Word Study Lessons

Engage students' curiosity with systematic instruction in how oral and written language "works." The *Fountas & Pinnell Phonics, Spelling, and Word Study System* includes a collection of one hundred concise lessons that address the nine areas of learning for letters, sounds, and words:

1. *Early Literacy Concepts*
2. *Phonological Awareness*
3. *Letter Knowledge*
4. *Letter-Sound Relationships*
5. *Spelling Patterns*
6. *High-Frequency Words*
7. *Word Meaning/Vocabulary*
8. *Word Structure*
9. *Word-Solving Actions*

The true purpose and promise of phonics instruction is to expand, refine, and activate students' reading and writing power.

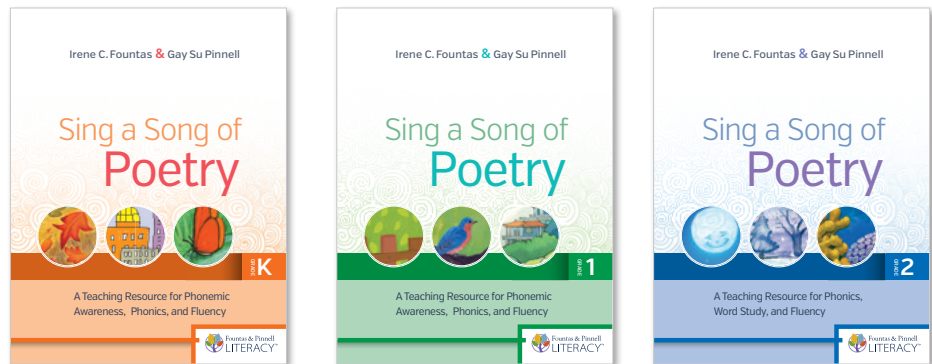
See pages 9–12 for a sample lesson.



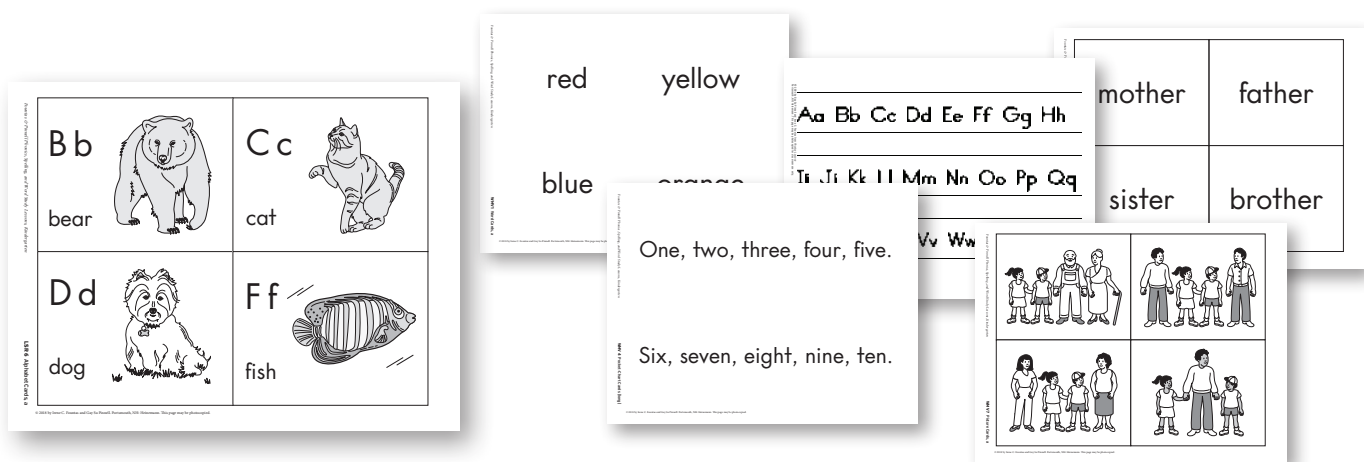
Sing a Song of Poetry

The poems, songs, and rhymes in *Sing a Song of Poetry* are a rich source of language, ideas, and imagery that will help children use and enjoy oral and written language. Experiences with poetry will enable you to help children become aware of the phonological system of language and provide a foundation for matching sounds with letters, letter clusters, and word parts.

The poems in *Sing a Song of Poetry* provide resources for the heart and spirit. Immersing children in simple poetry at an early age instills a lifelong habit of enjoying language and seeking out poetry in order to expand our values. Poetry joins us to the past and to our fellow beings in the present.



Phonics, Spelling, and Word Study System *Ready Resources*



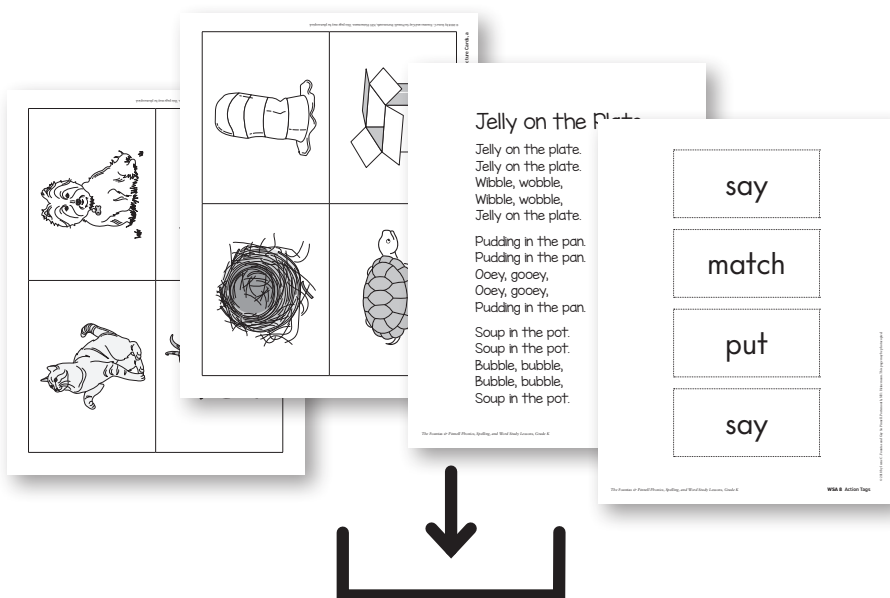
Turn time spent prepping into time spent teaching with *Phonics, Spelling, and Word Study System Ready Resources*. This valuable time saver provides teachers with preprinted, preassembled materials to use in lessons. These convenient materials are printed on long-lasting, heavy paper, perforated for easy punch-out use, and labeled by lesson number.

READY RESOURCES INCLUDES

- Pre-printed pocket-chart cards (picture, word, and letter), all lesson specific
- Alphabet Linking Chart
- Laminated blank word cards, blank pocket-chart cards, and blank sentence strips for use by both teacher and student.
- Uppercase and lowercase letter cards (small) 25 sets for students
- Uppercase and lowercase pocket-chart letter cards (large) 1 set for teacher
- Categorized pocket-chart sized picture cards, such as Beginning Consonant Letters, Ending Consonant Letters, rhyming words, etc.

Online Resources

In addition to the *Phonics, Spelling, and Word Study System Ready Resources*, teachers will have access to Online Resources, which includes lesson-specific materials for application activities, extending learning, and formal assessment. There is a convenient “You Will Need” section in each lesson that shows the specific materials needed for Teach, Apply, and Assess.



LESSON STRUCTURE

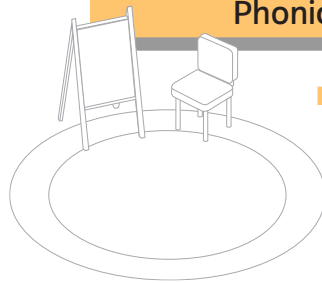
Each Phonics, Spelling, and Word Study lesson follows a simple structure:

- **TEACH:** Provide a concise lesson based on a clear principle.
- **APPLY:** Engage students in an active, "hands-on" application activity.
- **SHARE:** Meet with students for reinforcement of the principle and assessment at the end of the activity.

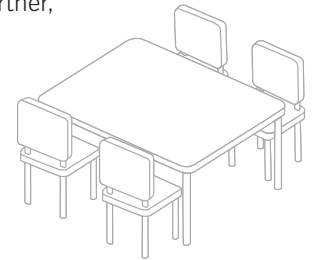
Engage student's curiosity with systematic instruction in how oral and written language "works."

Explicit lessons for whole-group instruction and individual, partner, or small-group application that help students attend to, learn about, and efficiently use sounds, letters, and words.

Phonics, Spelling, and Word Study At A Glance











- Whole-group instruction and individual, partner, or small-group application
- 5–10 minutes of explicit instruction; 10–15 minutes of application
- Lessons based on nine areas of learning, ranging from Early Literacy Concepts to Word-Solving Actions



- **Interactive Read-Aloud** and **Shared Reading** books, and the **Words That Sing: Poetry Charts for Shared Reading** serve as mentor texts and as examples for generalizing and applying a concept in reading and writing.

Systematic Instruction for Phonics, Spelling, and Word Study

Phonics, spelling, and word study are taught explicitly in specific lessons and applied throughout the various instructional contexts of *Fountas & Pinnell Classroom™*:

Out-of-Text Teaching	Lesson Structure	In-Text Teaching
TEACH		
 <ul style="list-style-type: none"> • Lesson (Generative Principle) • Inquiry-Based 	<ul style="list-style-type: none"> • Whole Group 	 <ul style="list-style-type: none"> • Interactive Read-Aloud  <ul style="list-style-type: none"> • Shared Reading • Modeled/Shared/Interactive Writing
APPLY		
 <ul style="list-style-type: none"> • Hands-on Practice • Constructive Experiences 	<ul style="list-style-type: none"> • Small Group or Literacy Centers (K-1) • Partners • Individuals 	 <ul style="list-style-type: none"> • Guided Reading  <ul style="list-style-type: none"> • Book Clubs
SHARE		
 <ul style="list-style-type: none"> • Assessment • Summary • Link to Reading & Writing 	<ul style="list-style-type: none"> • Whole Group 	 <ul style="list-style-type: none"> • Independent Reading • Independent Writing

Put
Phonics,
Spelling,
and
Word
Study
into
Action

Phonics instruction is most effective when used within a wide range of engaging literacy experiences accompanied by rigorous teaching.

Fountas & Pinnell Phonics, Spelling, and Word Study System

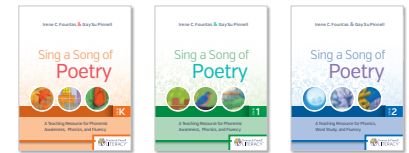
Phonics, Spelling, and Word Study Lessons

Lessons driven by the principles from the new *Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide* and *The Fountas Pinnell Literacy Continuum, Expanded Edition*.



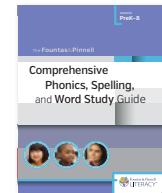
Sing a Song of Poetry

Poems that immerse students in rich, rhythmical language to expand their oral language capabilities, develop phonological awareness, and teach about the intricacies of print.



Comprehensive Phonics, Spelling, and Word Study Guide

A systematic exploration of letters, sounds, words, and learning how oral and written language “work.” This essential guide, presented in an easy-to-use chart form, is a critical companion to *The Literacy Continuum*.



Ready Resources

Preprinted and preassembled lesson materials enable teachers to spend less time prepping and more time teaching.



Lesson Folders

Each lesson is printed on a separate folder for easy access, which can then be organized by content area, month, or both.

Access to Fountas & Pinnell Online Resources

Online Resources for complete and convenient access to teaching materials organized by lesson.



Guide	Lessons	Ready Resources	Access
<ul style="list-style-type: none"> • <i>Comprehensive Phonics, Spelling, and Word Study Guide</i> 	<ul style="list-style-type: none"> • 100 Phonics, Spelling, and Word Study lessons per grade • <i>Sing a Song of Poetry</i> 	Preprinted, preassembled teacher resources	Unlimited access to online resources

■ **COMPANION RESOURCE**

Words That Sing: Poetry Charts for Shared Reading

Make connections to the *Phonics, Spelling, and Word Study System* with these enlarged charts to display on an easel or wall. 50 poems and rhymes at grade PreK; 100 per grades K-2.

Understand That Words Are Formed with Letters

Plan

► Consider Your Children

This lesson helps children learn about letters by focusing their attention on the particular letters that are likely to be the most familiar to them. You can begin working with the name puzzle once you have introduced the class name chart (see ELC 1) and children have had some experience locating their names and noticing the letters in their names.

► Working with English Language Learners

This lesson will help English language learners make personal connections to written language. It will also help them understand the terms *letter*, *word*, and *name*. Be sure each child can say his name clearly. Demonstrate the task several times with small groups so that children understand how to look closely at the model and build the name in exactly the same way. Use the term *letter* while pointing to the individual graphic signs. Say the letters of each child's name and have the child repeat the letter names. Work with the puzzles each day until the children can put their names together easily and say the letters.

Support **English learners** with these suggestions for modifying or adjusting instruction.

UNDERSTAND THE PRINCIPLE

A word is made with one or more letters. A name is a word and is made with letters. Saying and looking at the letters in their names helps children notice the orientation and distinguishing features of each letter, and it helps them understand that the order of letters in a word is always the same. These concepts are important in recognizing words on sight (by letter patterns) and in beginning to recognize spelling patterns.

Teach with clarity and a well-defined purpose with the **“Understand the Principle”** that underpins each lesson.

Guide lesson selection and instruction to student's needs by considering, “What do your students already know, and what do they need to learn next?”

LETTER KNOWLEDGE 1

EARLY MIDDLE LATE

YOU WILL NEED

Online Resources

- LK 1 Directions for Name Puzzle and Folder
- LK 1 Action Tags

Other Materials

- file crate or basket for name puzzle folder storage
- chopsticks or other small pointers
- name puzzles for each child
- name puzzle folders for each child

Gather the **materials** needed to Teach, Apply and Assess the lesson. Lesson specific materials are provided as printable PDFs in Online Resources.

Generative Lesson

A generative lesson has a simple structure that you can use to present similar content or concepts. You can use this lesson structure to focus children's attention on less familiar letters, as well.

EXPLAIN THE PRINCIPLE

You put letters together to make a word.

Your name is a word.

You can put letters together to make your name.

You can say the letters in your name.

Coherence CONNECTION

Use a common language to **Explain the Principle** in a way that children can internalize and “own.”



Comprehensive Phonics, Spelling, and Word Study Guide

Refer to: page 23, row 9

Select appropriate lessons with easy-to-use **organizational headers** that define the area of learning, lesson number within the area, and approximate time of year to teach the lesson.

1 LETTER KNOWLEDGE

EARLY MIDDLE LATE

ACTIVITY: NAME PUZZLE

INSTRUCTIONAL PROCEDURE

FIND AND MATCH

See page XX for detailed descriptions of Instructional Procedures.

Engage children in a specific **activity** that can be used during whole-group instruction.

Teach the lesson using the step-by-step suggestions for effective instruction. Modify the steps to match the learning needs of children.

Explain the Principle during teaching with child-friendly language.

EXPLAIN THE PRINCIPLE

You put letters together to make a word.

Your name is a word.

You can put letters together to make your name.

You can say the letters in your name.

Coherence CONNECTION

Refer to *The Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide* to see how the principles align to other related concepts.

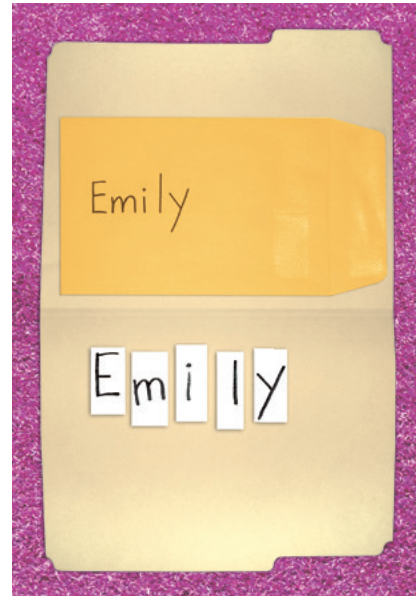


Comprehensive Phonics, Spelling, and Word Study Guide

Refer to: page 23, row 9

Teach

1. Use the directions for the name puzzle and folder to prepare materials for this activity.
2. Tell the children that today they are going to put together their name puzzles. Arrange children in a circle so they can place their folders open flat on the floor in front of them, where you will be able to observe their work.
3. *I'm going to show you how to put together your name puzzle. Take out the letters that are in the envelope inside your folder. Open your folder and lay it flat in front of you. Be sure you can see your name. Use the letter pieces to make your name. Put down the first letter first; then put down the next letter. Make sure the letters are right side up. Make sure all of the letters match.*
4. Demonstrate using one child's folder and puzzle pieces. Emphasize that each letter must look the same as the corresponding letter written on the folder. Also point out that each letter must face the same way as the corresponding letter on the folder.
5. Using a pointer, point to each letter, demonstrating how to check letter by letter. Say the letters and point to each one as you go: E-E, m-m, i-i, l-l, y-y.
6. Show how to mix up the letters so children can form the name again.
7. Be sure all the children have formed their names at least once.
8. Demonstrate how to put the name puzzle away: put all the pieces back in the envelope and put the folder in a crate or basket with the name on the folder facing up.



Apply

Children put together their names, mix up the letters, and make the names again three times.

Share

Have the children sit in a circle with their name puzzles in front of them. Ask them to take turns saying the letters of their names while they point to each letter with a chopstick or other small pointer. Say the letters with any child who cannot yet do so independently. Be sure each child gets a turn. Then have children talk about what they notice about their names. Model the process first:

"I have a *b* in my name."

"I have four letters in my name."

"My name starts with a capital *B*."

If children perform this task easily, ask them to work with a partner. Partners can tell what they have noticed about the letters in each other's names.

Assess

- Notice whether the children are able to put together their names, letter by letter, from left to right.
- Notice whether the letters are right side up (correct orientation).
- Check whether the children are able to say the letters of their names accurately.



Reinforce the principle and encourage children to **Share** their learning.

Develop children's knowledge of words and how they work with the Teach and Apply Activity built around one of ten **instructional procedures**.

Propel independent learning during application with **action tags** to post in a word study center or in a reference-friendly location in the classroom.

LETTER KNOWLEDGE 1

EARLY MIDDLE LATE

ACTIVITY: NAME PUZZLE

INSTRUCTIONAL PROCEDURE

FIND AND MATCH

See page XX for detailed descriptions of Instructional Procedures.

ACTION TAGS

mix

find

put

check

Assess and observe children's learning informally during the lesson and/or formally using assessments in the Online Resources to inform instruction.

1 LETTER KNOWLEDGE

EARLY MIDDLE LATE

Connect Learning Across Contexts with opportunities for children to generalize the principle to the texts they are reading and writing about using the *Fountas & Pinnell Classroom™* books as mentor texts.

Extend Learning by repeating the lesson format using the suggestions listed for variations, different examples, or more challenging activities.

Make connections between home and school with suggestions to support children's literacy learning.

Connect Learning Across Contexts

Interactive Read-Aloud Read aloud books that have characters' names in the titles.

IRA *Mary Wore Her Red Dress and Henry Wore His Green Sneakers* by Merle Peek

IRA *Ruby the Copycat* by Peggy Rathman

Shared Reading See "Lucy Locket" in *The Fountas & Pinnell Poetry Chart Collection* (in press). If you don't have these poetry charts, enlarge the print of this poem or other poems such as "Tommy Snooks" in *Sing a Song of Poetry*, and invite children to identify some of the names with a masking card or highlighter tape.

Interactive Writing Write sentences with children's names in them: "Emily likes red." "Justin wore a blue shirt."

Independent Writing Encourage the children to use their names as resources when writing words. Encourage them to write their names on their papers.

Extend Learning

- When children are able to put the letters of their names together while checking against the model, have them put the letters together, left to right, without using the model, and then check against the model.
- Have children use uppercase and lowercase letter cards to form their names. Ask them to glue the names on a piece of paper and draw a self-portrait.
- When children can make their names easily, ask them to make a partner's name and check it.
- When children can put together and say the letters in their first names easily, add their surnames to the puzzle.
- When all the children can say all the letters in their names, invite them to say the consonants or the vowels or to clap the syllables. Have children make their names using various types of letters (letter tiles, magnetic letters, foam letters, plastic letters, or sandpaper letters).

▶ **Connect with Home**

When children know to put together the name puzzle, let them take it home to show family members. Ask family members to help children form their names using magnetic letters or copies of the uppercase and lowercase letter cards.

Recognize and Use Consonant Letters that Represent Two or More Different Sounds

LETTER-SOUND RELATIONSHIPS **13**

EARLY MIDDLE LATE

Plan

► Consider Your Children

This lesson extends children's knowledge of the sounds represented by consonants. Use this lesson after your children have developed a strong understanding of regular consonant letter-sound relationships and also understand that sometimes two or more sounds are connected to a particular letter. Use this lesson after these variations in letter-sound relationships have come up informally in shared reading and interactive writing.

► Working with English Language Learners

Some children may just be beginning to make simple connections between letters and sounds, but they quickly need to realize that these relationships are complex. Their own languages may not have as much variation in letter-sound relationships as English does. This lesson will help these children look at the words in a more systematic and formal way so that they can develop categories for the way sounds and letters work in words.

YOU WILL NEED

Online Resources

- LSR 13 Action Tags
- LSR 13 Directions for Concentration
- LSR 13 Game Cards

Other Materials

- blank chart paper

UNDERSTAND THE PRINCIPLE

To become flexible readers and writers, children need to learn that letters and sounds do not necessarily have a one-to-one relationship. Some sounds are represented by several different letters, and some letters can stand for more than one sound. Knowing this principle will help children develop a broader understanding of letter-sound relationships and how they can be used to solve words. For example, they will be less likely to substitute *s* for *c* or *j* for *g* when writing.

EXPLAIN THE PRINCIPLE

Some consonants or consonant clusters stand for two or more sounds at the beginning of a word.



Comprehensive
Phonics, Spelling,
and Word Study
Guide

Refer to:
page 28, row 12

13 LETTER-SOUND RELATIONSHIPS

EARLY MIDDLE LATE

ACTIVITY: COMPARE LETTER-SOUNDS

INSTRUCTIONAL PROCEDURE

SAY AND SORT

See page 31 for detailed descriptions of Instructional Procedures.

EXPLAIN THE PRINCIPLE

Some consonants or consonant clusters stand for two or more different sounds at the beginning of a word.

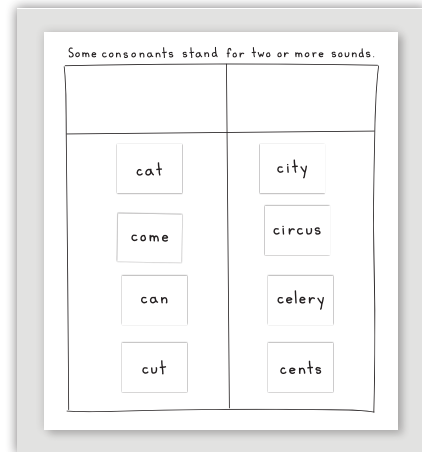


Comprehensive Phonics, Spelling, and Word Study Guide

Refer to: page 28, row 12

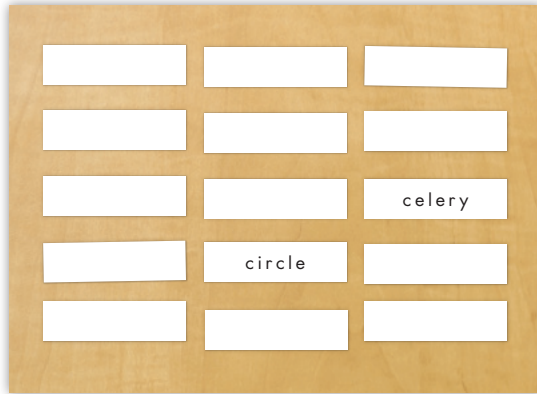
Teach

1. Tell children you're going to help them notice something about letters and the sounds they stand for.
2. Place the following words on a pocket chart: *cat, come, city, cut, circus, celery, can, cents*. [At the end of the lesson, you will add the principle.]
3. Listen carefully to the beginning sound as I read the list of words. Read both lists of words. Invite children to tell how to sort the words in two columns.



What do you notice about all of the words? [They all begin with c.] • *What do you notice about this column?* [These words begin with /k/.] • *What do you notice about this column?* [These words begin with /s/.]

4. Help students generalize that in one column, the c at the start of each word has the sound /k/. In the other column, the c at the start of each word has the sound /s/. Summarize that the letter c can stand for two different sounds.
5. Repeat the process with the following words that start with g: *go, gym, get, girl, giraffe, gate, giant*. One group of words will have the beginning sound /g/, and the other group of words will have the beginning sound /j/.
6. Then, if time allows, repeat the process with the three sounds of ch using the words *chair, character, chef, chorus, chin, cheese, and Charlotte* and a three-column chart. The three columns will have words with the beginning sound /ch/, /k/, and /sh/.
7. Elicit responses from the group to arrive at the principle that some consonants stand for two or more sounds, providing guidance and suggesting specific language as needed. Write the principle at the top of the chart to summarize the learning. Children may generalize that c and g stand for two different sounds, while ch stands for three different sounds.
8. Invite children to suggest more words you can add to the list. They may suggest words that they cannot spell. They may also contribute words that begin with the letters s, j, k, or sh. If this happens, recognize that these words have the same sound as one of the sounds represented by c, g, or ch, and place them on the chart outside of the columns or write them on a separate chart. [Such examples mean that children are hearing the sounds and have categorized them; they are searching for subcategories.]
9. Tell children that they will be playing Concentration with words that begin with c, g, and ch.



Apply

Have children play Concentration with a partner. Distribute a set of game cards to each pair of players. Have children mix up the cards and turn them face down in rows. Explain that each word on the cards begins with *c*, *g*, or *ch*. (You may wish to review all of the words or even place a small picture cue on certain cards, if necessary.) Players take turns turning over two cards and reading each word. To make a matching pair, the two words must have the same beginning sound. When all the cards have been matched, the game is over. The player with the most pairs wins.

Share

- Ask children to share some matching pairs of words from the game.
- Talk about any patterns they may notice. For example, they may notice that when *c* is followed by *i*, the *c* sounds like *s*, or that *circus* has both sounds of *c* in it. The observations children make may not hold in every case. The important thing is for them to search for patterns.

Assess

- Notice whether children are spelling words with *c*, *g*, and *ch* conventionally in their writing.
- Ask children to write three or four words that start with *c*, *g*, and *ch*.
- You may wish to use Letter-Sound Relationships Assessment B or D.

Letter-Sound Relationships: Recognize and Use Consonant Letters that Represent Two or More Different Sounds

LETTER-SOUND RELATIONSHIPS 13

EARLY MIDDLE LATE

ACTIVITY: CONCENTRATION

INSTRUCTIONAL PROCEDURE

FIND AND MATCH

See page 31 for detailed descriptions of Instructional Procedures.

ACTION TAGS

turn

read

match

17

13 LETTER-SOUND RELATIONSHIPS

EARLY MIDDLE LATE

Connect Learning Across Contexts

Interactive Read-Aloud Draw attention to one or two words in which the same consonant represents two or more sounds.

IRA *Be My Neighbor* by Maya Ajmera & John D. Ivanko

IRA *The Giant Jam Sandwich* by John Vernon Lord

Shared Reading See “Alice, Where Are You Going?” in *The Fountas & Pinnell Poetry Chart Collection* (in press). If you don’t have these poetry charts, enlarge the print of this poem or other poems such as “One, Two, How Do You Do?” in *Sing a Song of Poetry*, and have children use a masking card or highlighter tape to locate words that begin with or contain any sound represented by *c*, *g*, or *ch*. You may also wish to use the following Shared Reading title from *Fountas & Pinnell Classroom*.

SR *The Gingerbread Girl: A European Folktale* adapted by Jack Henry Paris

Interactive Writing When children are going to write a new word that starts with *c*, *g*, or *ch*, use prompts that help them consider the sounds. For example, when children are going to write the word *come*, you might say, “It begins like *Carol*.” Or when children are going to write the word *city*, say, “It starts like *circle*.”

Independent Writing When children are trying to write new words, encourage them to say the word slowly and help them remember that some letters, such as *c*, *g*, and *ch*, can stand for two or more sounds.

Extend Learning

- Repeat the lesson with a greater variety of *c*, *g*, and *ch* words.

▶ Connect with Home

Invite family members and their children to draw a picture that contains as many objects as they can think of whose label has the different sounds of *c*, *g*, or *ch*. An example might be a scene with a *car*, *cow*, and *city*. The children can bring their pictures to class and ask other children to identify the *c*, *g*, or *ch* words.

Understand That Some Multisyllable Words Have a Double Consonant

SPELLING PATTERNS **17**

EARLY MIDDLE LATE

Plan

► Consider Your Children

This lesson introduces the concept that double consonant letters can be found in the middle and at the end of some multisyllable words. For this lesson to be beneficial, children should have control of short vowel sounds and consonant sounds. They should also have experience noticing and using spelling patterns in words. The lesson will help children as they attempt to solve various multisyllable words as they read, and it will help children more accurately represent multisyllable words as they write. This lesson will help readers and writers increase their flexibility in analyzing, breaking apart, and spelling longer words.

► Working with English Language Learners

The more English language learners become familiar with the patterns of written language, the easier it will be for them to learn new words. Once they develop the concept of looking for patterns, they will actively try to connect words. You may need to show them how to do this kind of active searching by demonstrating it, taking special care to point out patterns such as double consonant letters in guided reading, shared reading, and the interactive writing you do with small groups. Be sure that children have the opportunity to notice double consonant letters in words that are already familiar to them.

YOU WILL NEED

- PWS Ready Resources**
 - SP 17 Pocket-Chart Cards
- Online Resources**
 - SP 17 Action Tags
 - SP 17 Word Cards
 - SP 17 Two-Way Sorts
- Other Materials**
 - pocket chart

Generative Lesson

A generative lesson has a simple structure that you can use to present similar content or concepts. Use this lesson structure to teach children an assortment of patterns with double consonant letters.

UNDERSTAND THE PRINCIPLE

Double consonant letters appear in the middle and at the end of a number of common multisyllable words. The two consonant letters together represent a single sound. Recognizing this recurring spelling pattern will help children become more flexible in breaking apart and solving words with more than one syllable.

EXPLAIN THE PRINCIPLE

Some multisyllable words have a double consonant.

Sometimes a double consonant stands for a consonant sound in the middle of a multisyllable word.

Sometimes a double consonant stands for a consonant sound at the end of a multisyllable word.



Comprehensive Phonics, Spelling, and Word Study Guide

Refer to: page 37, row 19

17 SPELLING PATTERNS

EARLY MIDDLE LATE

ACTIVITY: TWO-WAY SORT

INSTRUCTIONAL PROCEDURE

SAY AND SORT

See page 36 for detailed descriptions of Instructional Procedures.

EXPLAIN THE PRINCIPLE

Some multisyllable words have a double consonant.

Sometimes a double consonant stands for a consonant sound in the middle of a multisyllable word.

Sometimes a double consonant stands for a consonant sound at the end of a multisyllable word.



Comprehensive Phonics, Spelling, and Word Study Guide

Refer to: page 37, row 19

Teach

1. Tell children that they are going to learn more about spelling patterns today.
2. On a pocket chart, display the following words in a random way: *summer*, *traffic*, *yellow*; *recess*, *sheriff*, *downhill*. Read the words with children.
3. *What do you notice about all of these words?* • Children will likely notice that all of the words have double consonant letters. As needed, prompt children to continue to think about the words. *What are some ways that we can sort the words?* • Children may suggest a number of criteria. Allow time for children to notice that the words can be sorted into two groups by the location of the double consonant letters: in the middle or at the end. Place the words *summer* and *recess* at the top of the chart as column heads. You may wish to underline or highlight the double consonant letters in each word. Have children sort the remaining words.
4. Display additional word cards. Ask children to read each word and place it in the correct column. You may wish to display the word *address* last. Children will immediately notice that the word can be sorted into both columns. Two word cards for *address* are provided.
5. Have children read each column of words. Summarize the principle. *As you've noticed, some multisyllable words have a double consonant. Sometimes a double consonant stands for a consonant sound in the middle of a multisyllable word, and sometimes a double consonant stands for a consonant sound at the end of a multisyllable word.*
6. Tell children that today they are going to say and sort and write words with double consonant letters. Display a set of word cards, and explain that children will sort the words into two groups: words with double consonant letters in the middle and words with double consonant letters at the end. Once the words are sorted, children read the words in each group to a partner and then write examples from each group on a two-way sort.



yellow	uphill	Name <u>Don</u> <table border="1"> <tr> <td>summer</td> <td>recess</td> </tr> <tr> <td>Yellow</td> <td>uphill</td> </tr> <tr> <td>attic</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>	summer	recess	Yellow	uphill	attic																							
summer	recess																													
Yellow	uphill																													
attic																														
attic	sheriff																													
kitten	across																													
pillow	express																													
puddle	liffoff																													
bottle	fulfill																													
follow	impress																													
muffin	discuss																													
butter	confess																													
soccer	baseball																													

Apply

- Remind children to read the words they have sorted to a partner. Encourage them to talk about other words they know that have double consonant letters in the middle or at the end.
- Point out the key words *summer* and *recess* at the top of the list sheet. Remind children to write words from their sort in the correct column.

Share

- Have children read their two columns of words to a different partner.
- Invite children to suggest two or three more words to add to each column of the chart.

Assess

- Notice whether children use what they know about the sounds associated with the double consonant pattern to solve words when they are reading.
- Dictate a few words with the double consonant pattern for children to write.
- You may wish to use Spelling Patterns Assessment B or C.

Spelling Patterns: Understand That Some Multisyllable Words Have a Double Consonant

SPELLING PATTERNS 17

EARLY MIDDLE LATE

ACTIVITY: TWO-WAY SORT

INSTRUCTIONAL PROCEDURE

SAY AND SORT

See page 36 for detailed descriptions of Instructional Procedures.

ACTION TAGS

say the words

sort the words

read the words

write the words

69

17 SPELLING PATTERNS

EARLY MIDDLE LATE

Connect Learning Across Contexts

Interactive Read-Aloud Read one of the following books aloud. After reading, select one or two words from the story that feature some of the spelling patterns reviewed in this lesson, write them quickly on a whiteboard, and ask children to compare them.

IRA *The Art Lesson* by Tomie dePaola

IRA *Earrings* by Judith Viorst

Shared Reading See “Bed in Summer” in *Fountas & Pinnell Shared Poetry Charts* (2019). If you don’t have these poetry charts, enlarge the print of this poem or other poems such as “Buttercups and Daisies” or “Caterpillar” from *Sing a Song of Poetry*. Have children take turns using a masking card or highlighter tape to identify multisyllable words with double consonants and then reading them aloud. You may also wish to use the following Shared Reading title from *Fountas & Pinnell Classroom* to give children more experience reading words with double consonants in the middle and at the end.

SR *Bone Riddles* by Ernesta Flores

Shared or Interactive Writing Invite children to help you write multisyllable words that have double consonant letters. When a piece is complete, revisit it to highlight any words that have double consonant letters in the middle or at the end.

Independent Writing When children want to write a new word with a double consonant letter, have them quickly write a similar word they know off to the side. Point out the pattern, and tell them that the same pattern is found in the word they want to write.

Extend Learning

- Create a Follow the Path game with multisyllable words that have double consonant letters. Blank game boards are available in Online Resources.
- Give children additional two-way sorts, and ask them to “write around the room.” They will record on the sort any multisyllable words with double consonant letters that they find on walls, charts, or titles of books in the classroom.

▶ Connect with Home

Send home a set of word cards for children to sort and read with family members. Encourage them to look for examples of words with double consonant letters around their homes and neighborhoods.

Recognize and Use the Prefix *re-*, Meaning “again”

WORD STRUCTURE 21

EARLY MIDDLE LATE

Plan

► Consider Your Students

Use this lesson after students have noticed words with prefixes in texts they are reading and have begun to use prefixes in their own writing. If students have significant experience with the prefix *re-* and have control of the concept, you may wish to expand this lesson by discussing a few word histories and word relationships in greater depth, such as the relationship between *remember* and *memory* due to the word root *mem*. As students begin to attempt deeper word analysis, it is important to point out that it is not always easy to tell whether a particular group of letters is really a prefix. For example, the letters *re* in *react* are a prefix, but the letters *re* in *realm* are not. The analysis of word structure needs to be used flexibly and in combination with other word-solving actions.

► Working with English Language Learners

The concept that many English words contain more than one meaning-bearing part is essential for English language learners to understand. To illustrate this concept, you may find it helpful to have students work in a small group to put together and break apart word cards containing base words and the prefix *re-*. Be sure that students know the meanings of the base words used in the lesson and on the game board.

UNDERSTAND THE PRINCIPLE

Many English words can be divided into parts: base words, word roots, and affixes. A *base word* is a word in its simplest form (e.g., *home*, *meat*), which can stand alone. A *word root* is a word part, usually from another language such as Greek or Latin, that carries the essential meaning of the word but that cannot stand alone (e.g., *gen*, *ject*, *prim*). *Affixes* are groups of letters added to a base word or a word root to change its function or meaning. Affixes added to the beginning of base words or word roots are called *prefixes*. A prefix adds to or changes the meaning of a base word or word root. A prefix may have more than one meaning. Understanding how prefixes contribute to meaning helps students solve more complex words and expand their vocabulary with greater efficiency.

YOU WILL NEED

PWS Ready Resources

- WS 21 Pocket-Chart Cards
- Blank Pocket-Chart Cards

Online Resources

- WS 21 Action Tags
- WS 21 Follow the Path Game Boards

Other Materials

- pocket chart
- die
- game markers

Generative Lesson

A generative lesson has a simple structure that you can use to present similar content or concepts. Use this lesson structure to teach students to recognize a variety of words with the prefix *re-*.

EXPLAIN THE PRINCIPLE

Add the prefix re- to the beginning of a word root or base word to mean “again.”



Comprehensive
Phonics, Spelling,
and Word Study
Guide

Refer to:
page 67, row 75

21 WORD STRUCTURE

EARLY MIDDLE LATE

ACTIVITY: POCKET-CHART CARDS

INSTRUCTIONAL PROCEDURE

NOTICE PARTS

See page 36 for detailed descriptions of Instructional Procedures.

EXPLAIN THE PRINCIPLE

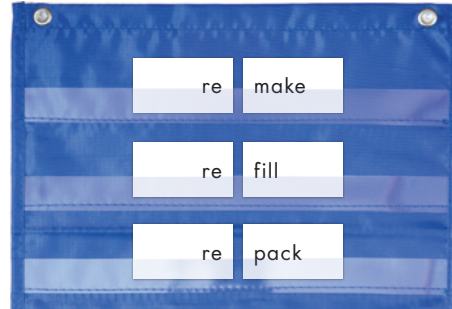
Add the prefix *re-* to the beginning of a word root or base word to mean "again."



Comprehensive Phonics, Spelling, and Word Study Guide

Refer to: page 67, row 75

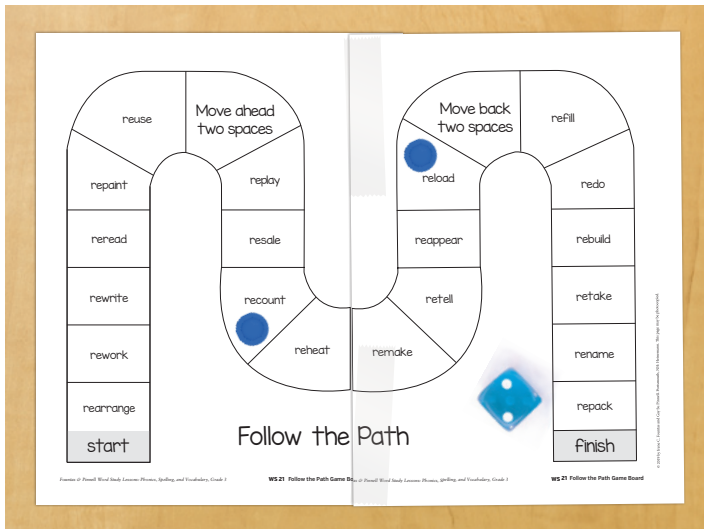
2



Teach

- Using the *re* cards and base word cards, make the following words in the pocket chart: *remake*, *refill*, *repack*. Read the words with students.
- What do you notice about all of the words? • Each word begins with the same letters, *re*. The letters *re* are a prefix. What's a prefix? • A prefix is a word part that can be found at the beginning of many words.
- Point to the word *remake*. What word was this before the prefix was added? • Now think about the meaning of *make* and the meaning of *remake*. What happens to the meaning of a word when you add a prefix? • Yes, a prefix changes the meaning of a word.
- Ask students to explain the meaning of each word in the pocket chart. What do you notice? • In each word, the prefix *re-* means "again": to make again, to fill again, to pack again.
- Remove the *re* cards, leaving just the base words. What do you notice? • When the prefix is removed, the words are still complete and meaningful. Replace the *re* cards.
- Invite students to name other words with the prefix *re-*. You may wish to use blank pocket-chart cards to add new words that illustrate the principle, such as *replay*, *resale*, and *reuse*.
- Students are also likely to name words that do not fit the principle, including words in which the letters *re* are not a prefix: e.g., *reason*; words in which the prefix *re-* means "back," e.g., *replay* and *recall*; and words in which the prefix *re-* is attached to a word root with an unfamiliar meaning: e.g., *remember* ("to call back to mind," *-member* being related to *memory*) or *repair* ("to make good again by fixing," *-pair* originating from a Latin word that means to "make ready"). Use the opportunity to build excitement for word study. Explain that words are often related in fascinating and unexpected ways. Encourage students to use a dictionary to investigate word histories and relationships.
- Tell students that today they are going to play Follow the Path. Taking turns, students toss a die, move that number of spaces, read aloud the word in the new space, and use the word in a sentence. They go back to the space they were on if they can't read the word correctly and use it in a sentence. The first player to reach "finish" wins the game.

Fountas & Pinnell Word Study Lessons: Phonics, Spelling, and Vocabulary, Grade 3



WORD STRUCTURE 21

EARLY MIDDLE LATE

ACTIVITY: FOLLOW THE PATH

INSTRUCTIONAL PROCEDURE

NOTICE PARTS

See page 36 for detailed descriptions of Instructional Procedures.

ACTION TAGS

toss die

move

read the word

use in a sentence

Apply

- Have students play Follow the Path in pairs or groups of three using a game board, a game die, and game pieces to mark their places on the board.
- If needed, point out and explain the spaces labeled "Move Ahead Two Spaces" and "Move Back Two Spaces."

Share

Have students share words that they read on the game board and use them in sentences. You may wish to add a few new words to the class chart.

Assess

- As you observe students reading, notice how efficient they are in recognizing and solving words that have the prefix *re-*.
- You may wish to use Word Structure Assessment A.

21 WORD STRUCTURE

EARLY MIDDLE LATE

Connect Learning Across Contexts

Guided Reading Guide students to identify the base word and the prefix when they are attempting to solve unknown words with the prefix *re-*.

Shared Writing As you construct pieces of writing, point out words with the prefix *re-*. Encourage students to talk about how the prefix changes the meanings of the words. You may wish to add new words to the class chart.

Independent Writing During conferences, draw writers' attention to their use of words with the prefix *re-*. Discuss the meanings of the words with students, and encourage them to talk about why they chose the words.

Extend Learning

- Encourage students to be a "word detective" and research the history of a word with the prefix *re-*, such as *remember*, *repair*, or *report*. You may wish to have students compare multiple sources, including at least one print dictionary and one online dictionary or related website. Students may also wish to create a list or web of related words. They can record their findings in their word study notebooks.
- Distribute blank Follow the Path game boards [found in Online Resources], and have students work together to create boards with new sets of words with the prefix *re-*. Make the additional boards available for students to choose when playing the game.

▶ Connect with Home

Send Follow the Path game boards home so that students can play the game with family members.

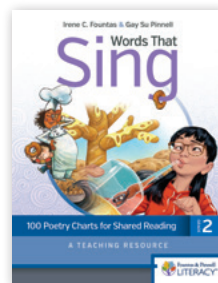
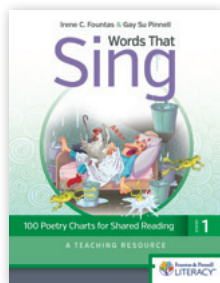
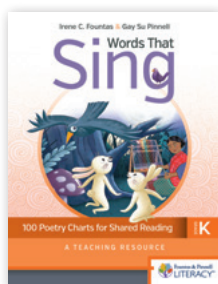
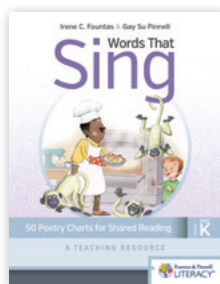
Words That Sing: Poetry Charts for Shared Reading

ENCHANTING CHARTS

This illustrated collection of poems, songs, and rhymes will fill children with language, ideas, and imagery, and help them use and enjoy the oral and written word. Enlarged charts make it possible for children to “read” a much more complex text than they could independently, enabling each child—regardless of reading level—to benefit from the many values and goals that poetry brings to the classroom.

“Children love poetry with rhythm and rhyme. The language of poetry sings inside their heads.”

—IRENE C. FOUNTAS
AND GAY SU PINNELL



ACCOMPANYING GUIDE

The accompanying guide contains instructional suggestions and resources that will guide you in the many ways these poetry charts can be used. It includes:

- Values and goals of poetry
- Recommended tools for using poetry charts
- Instructional contexts for using poetry charts (e.g., shared reading, interactive read-aloud, and independent reading)
- Links to lessons in the *Fountas & Pinnell Phonics, Spelling, and Word Study System*
- 50 ways to use poetry charts poems
- Planning for teaching opportunities when revisiting poetry
- Bonus content such as additional poem verses, poem variations, poem actions, and instructional suggestions.

WORDS THAT SING: POETRY CHARTS FOR SHARED READING

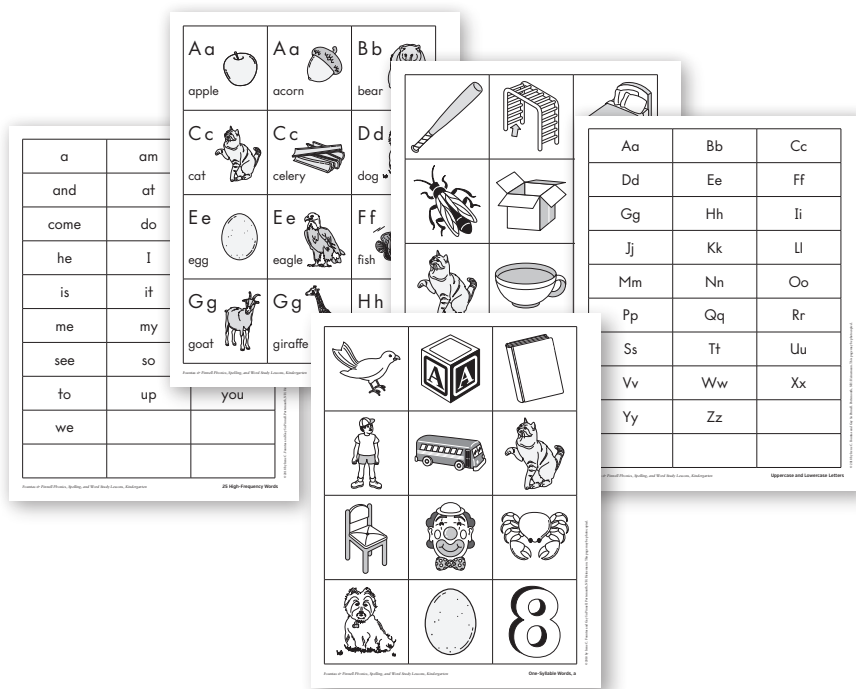
Words That Sing: Poetry Charts for Shared Reading consists of 50 poems and rhymes at grade PreK and 100 per grades K–2 on charts that can be displayed on an easel or the wall. The teacher’s guide contains links to the corresponding grade-level *Phonics, Spelling, and Word Study System*. These links connect many of the phonics lessons within the system to a specific poem, which extends and refines the instructional aim of the lesson. Above all, the *Words That Sing* poetry chart collection is meant to inspire a love of language. Instructional suggestions are provided in the accompanying teacher’s guide.

STUDENT SETS SAVE VALUABLE PREP TIME

Ease the burden of limited prep time with the ready-to-use student materials in the *Fountas & Pinnell Phonics, Spelling, and Word Study System Student Sets*. The *Student Sets* come with sturdy, pre-printed, perforated letter, word, number, and picture cards that are clearly labeled so you know which card belongs to which lesson in the system. Teachers can spend less time printing and more time planning how to engage students in active, “hands-on” application activities during phonics, spelling, and word study lessons by using these ready-to-use materials.



Expand Your System with these Companion Resources



CREATE COHERENCE ACROSS CONTEXTS

Through the books in the *Fountas & Pinnell Classroom™ Shared Reading and Interactive Read-Aloud Collections*, students can receive strong support for their growing awareness of the qualities of written language, including syntax, vocabulary, letters, and sounds in words.

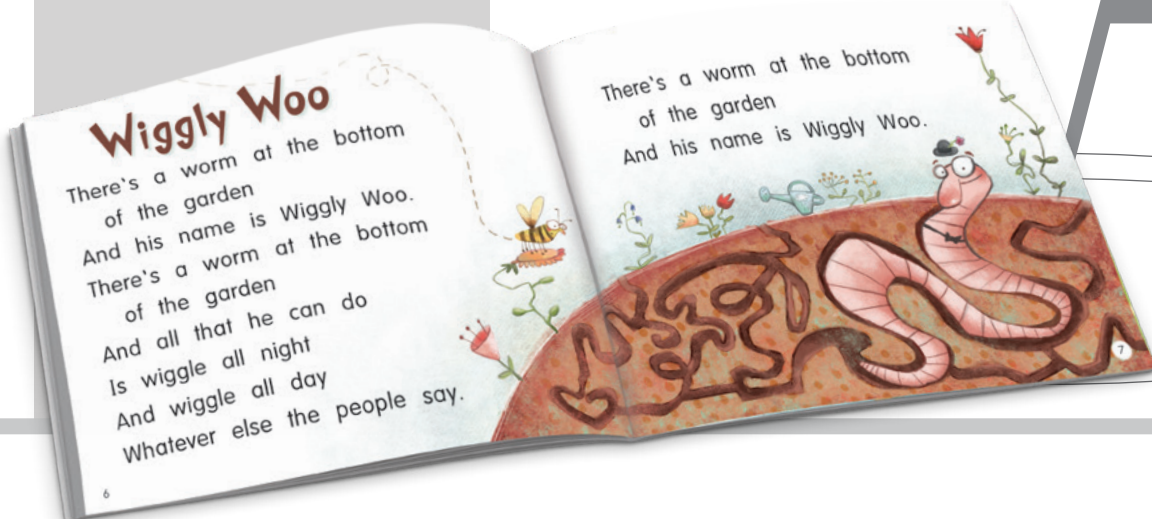
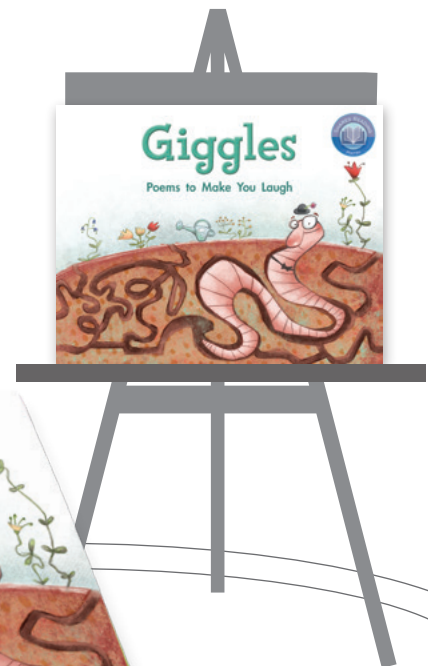
- Many read-aloud books in the *FPC Interactive Read-Aloud Collection* have language that will delight children because of the way the writer plays with rhymes and sounds, which help students develop an inner sense of sounds in words—or phonological and phoneme awareness.
- The carefully constructed, original texts in the *FPC Shared Reading Collection* offer students the opportunity to read aloud a large text that is just beyond their independent level, which will help them to develop important early-reading behaviors, begin to recognize high-frequency words, and learn to use sounds and letters as critical and important information.



Every lesson in the Phonics, Spelling, and Word Study System offers specific connections to books in the *FPC Interactive Read-Aloud Collection*, while many lessons connect to the books in the *FPC Shared Reading Collection*.

Mentor texts and poetry connect the learning—across contexts









The *FPC Shared Reading Collection* books, *Interactive Read-Aloud Collection* books, as well as texts from *Sing a Song of Poetry* and *Words That Sing*, serve as mentor texts and as examples for a generalizing a concept from the *Phonics, Spelling, and Word Study* lesson.



Plan Your Purchase OF THE FOUNTAS & PINNELL CLASSROOM™ SYSTEM

While the benefits of the whole are inherent in each of the parts, *Fountas & Pinnell Classroom™* is designed as a coherent system. Each context plays an essential role that contributes in different ways to every student's development as a reader, writer, and language user.

Digital Components
ONLINE RESOURCES <ul style="list-style-type: none"> Printable Lessons, Cards, Recording Forms, and other resources
AUDIO BOOKS <ul style="list-style-type: none"> Shared Reading titles
ASSESSMENT TOOLS <ul style="list-style-type: none"> Online Data Management System Reading Record App for iPad®
PROFESSIONAL LEARNING TOOLS <ul style="list-style-type: none"> Professional Development Video Library Fountas & Pinnell Literacy™ Community
DIGITAL EDITIONS <ul style="list-style-type: none"> The Literacy Continuum Prompting Guides Literacy Beginnings

Instructional Context	Pre-Kindergarten	Kindergarten
GUIDED READING 		<ul style="list-style-type: none"> 1 100 original titles: levels A-G (6 copies each) 1 100 Lesson Folders 2 100 original titles: levels A-H (6 copies each) 2 100 Lesson Folders 1 2 Context Collection Guide
INTERACTIVE READ-ALoud 	<ul style="list-style-type: none"> 2 120 trade titles 2 120 Lesson Folders 2 25 Inquiry Overview Cards 2 Context Collection Guide 	<ul style="list-style-type: none"> 1 120 trade titles 1 120 Lesson Folders 1 25 Inquiry Overview Cards 1 Context Collection Guide
READING MINILESSONS 		<ul style="list-style-type: none"> 2 The Reading Minilessons Book, Kindergarten
SHARED READING 	<ul style="list-style-type: none"> 1 30 original titles [Big books with 6-copy small book sets] 1 30 Lesson Folders 1 Context Collection Guide 2 Words That Sing Poetry Charts, PreK 	<ul style="list-style-type: none"> 1 65 original titles [Big books with 6-copy small book sets] 1 65 Lesson Folders 1 Context Collection Guide 2 Words That Sing Poetry Charts, Kindergarten
PHONICS, SPELLING, WORD STUDY 		<ul style="list-style-type: none"> 1 Fountas & Pinnell Phonics, Spelling, and Word Study System, Kindergarten
INDEPENDENT READING 		<ul style="list-style-type: none"> 1 150 trade titles 1 150 Conferring Cards 1 Context Collection Guide
BOOK CLUBS 		<ul style="list-style-type: none"> 2 32 trade titles (6 copies each) 2 32 Discussion Cards 2 Context Collection Guide
PROFESSIONAL LEARNING TOOLS 	<ul style="list-style-type: none"> ● The Literacy Continuum ● Literacy Beginnings 2 FPC System Guide, PreK 	<ul style="list-style-type: none"> ● The Literacy Continuum ● Guided Reading, 2nd Ed. ● Prompting Guides 1 & 2 ● Reader's Notebooks ● Benchmark Assessment System, 3rd Ed. 1 FPC System Guide, Kindergarten

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	Grade 1	Grade 2	Grade 3
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