

Phonics, Spelling, and Word Study

The Fountas & Pinnell Classroom™ Phonics, Spelling, and Word Study System was created to motivate every child to joyfully investigate print and explore language while fueling inquiry and intellectual curiosity. The collection includes one hundred brief explicit, systematic lessons designed to expand and refine children’s ability to attend to, learn about, and efficiently use information about sounds, letters, and words so that they can read and write with flexibility and independence.

For grades K- 6, *Fountas & Pinnell Classroom™ Phonics, Spelling, and Word Study System* includes:

- *Comprehensive Phonics, Spelling, and Word Study Guide*: A systematic exploration of how letters, sounds, words, and oral language “work.” This essential guide, presented in an easy-to-use chart form, is a critical companion to *The Literacy Continuum*.
- *Phonics, Spelling, and Word Study Lessons*: a highly supportive guide to teaching 100 lessons that are driven by the principles from *The Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide* and *The Fountas & Pinnell Literacy Continuum, Expanded Edition*.
- *Sing a Song of Poetry(K-1)*: a companion text with grade-level appropriate poems to immerse students in rich, rhythmical language to expand their oral language capabilities, develop phonological awareness, and teach about the intricacies of print.
- Ready Resources: Preprinted and preassembled lesson materials enable teachers to spend less time prepping and more time teaching.
- Lesson Folders: Although all lessons are included in *Phonics, Spelling, and Word Study Lessons*, each lesson is also printed on a separate lesson folder for easy access, which can then be organized by content area, month, or both.
- Access to Online Resources

All Phonics, Spelling, and Word Study lessons follows a simple structure so that teachers can:

- Plan by following the sequence and/or by considering, “What do students already know, and what do they need to learn next?” The “Consider Their Children” section provides rationale for why a teacher might select a particular lesson based on what she has observed students doing as readers, writers, and word solvers.
- Provide a concise lesson based on a clear principle.
- Engage children in an active, inquiry-focused, “hands-on,” multi-sensory application activity.
- Meet with children for reinforcement of the principle and assessment at the end of the activity
- Assess informally during the lesson and/or formally using assessments in the Online Resources to inform instruction.

As the lessons are implemented, teachers learn more about children’s development of word-solving strategies and gain invaluable insight into the English linguistic system. A sequence is provided and teachers may choose to use the lessons to differentiate instruction taking into account the needs of the children that they are teaching.

Alignment to TEKS

Fountas and Pinnell Classroom aligns in seamless ways with TEKS. The focus on the seven major strands; Foundational Language Skills, Comprehension Skills, Response Skills, Multiple Genres, Author’s Purpose and Craft, Composition, and Inquiry and Research are all integrated within every lesson context in the *Fountas & Pinnell Classroom* system. This also includes the 3 major strands with sub-strands; 1. Foundational Language and Skills – Oral Language, Beginning reading and writing (K-5), Vocabulary, Fluency (grades 1-8), and self-sustained reading; Major strand 4 – Multiple Genres including Literary Elements and Genres.

More importantly, TEKS are very specific about viewing ELAR skills as interconnected and not to be taught in isolation. With *Fountas & Pinnell Classroom* there is an articulation and intertwining of listening, speaking, reading and writing in each and every lesson. There is a clear focus that includes thinking clearly, coherence and flexibility with regard to

reading, writing, viewing, listening to, and discussing embedded throughout the entirety of the *Fountas & Pinnell Classroom* system.

Fountas & Pinnell Classroom relies on the *Fountas and Pinnell Literacy Continuum* as a central tool differentiating text complexity and the alignment of knowledge and skills both vertically and horizontally grade level by grade level. A complete alignment between the *Literacy Continuum* and the TEKS is available at [Texas Knowledge and Skills \(TEKS\) for English Language Arts and Reading Standards Alignment to The Fountas & Pinnell Literacy Continuum](#)

Fountas & Pinnell Classroom™ is a cohesive, systematic design for high-impact literacy instruction for students in grades PreK–6. *Fountas & Pinnell Classroom™* is deeply rooted in decades of research-based professional books – a solid foundation of theory written in a practical voice for teachers and school leaders. It incorporates thinking from leading literacy scholars, including the authors’ own research about how literacy develops in children over time.

Fountas and Pinnell Classroom stands apart from other literacy systems in its commitment to 6 principles.

1. **Instructional Coherence:** Each of the 8 instructional contexts within *Fountas & Pinnell Classroom™* is connected to one another and also linked to the Literacy Continuum. The Literacy Continuum provides coherence and a clear and shared vision for proficiency. *The Fountas & Pinnell Literacy Continuum* is our instructional lighthouse and guide for every aspect of learning within the *Fountas & Pinnell Classroom™*
2. **Responsive Teaching:** Each day teachers make dozens upon dozens of decisions based on their observations and analysis of students’ literacy behaviors. *Fountas & Pinnell Classroom™* and its resources give teachers supported and scaffolded agency, helping them to become experts on their own students in real time.
3. **Multi-Text Approach:** The MULTI TEXT APPROACH lives through the 1000s of books that are at the heart of *Fountas & Pinnell Classroom™*, each one carefully crafted and purposefully selected. You’ll see books that excite, challenge, and expand students’ knowledge of themselves and the world around them.
4. **Student Inquiry:** We know children are naturally curious. *Fountas & Pinnell Classroom™* allows for authentic learning and discovery through children’s thinking and talking to ignite their sense of inquiry and deepen knowledge, really making their learning more powerful.
5. **Language Based:** *Fountas & Pinnell Classroom™* is rich with opportunities for students to talk within each instructional context, sharing and growing their thinking *Fountas & Pinnell Classroom™* offers teachers guidance on how to build upon and leverage student talking for learning. And then also most importantly knowing how to use that talk as evidence for learning
6. **Teacher Expertise:** The *Fountas & Pinnell Classroom™* resources are carefully designed to strengthen decision making and support the delivery of high quality literacy instruction. The more teachers use these resources, the better able they are to meet the needs of all students regardless of their experience

While the benefits of the whole are inherent in each of the parts, *Fountas & Pinnell Classroom™* was developed as a coherent system. Each of the 8 instructional contexts in the system is reciprocally connected to the others. Each lesson folder provides goals, rationales, a predictable lesson structure, powerful teaching language, assessment information, and links across books and across contexts. Coherence benefits all stakeholders by providing a learning experience that fits together meaningfully and seamlessly.

Each *Fountas & Pinnell Classroom™* lesson provides a blueprint for literacy teaching that leads literacy teaching forward. Teachers who use *Fountas & Pinnell Classroom™* become more effective at:

- Using formative, systematic observation and assessment of individual readers to understand their strengths and areas for growth;
- Selecting and analyzing texts across instructional contexts;
- And choosing facilitative, concise teaching language for effective teaching.

A sequence is provided within each instructional context. The ultimate goal is to use *Fountas & Pinnell Classroom™* as a resource to respond to an authentic need. Lessons both rely upon and contribute to the development of teacher expertise. The extensive professional learning tools (embedded professional development) woven into the system help educators to deliver powerful individualized literacy instruction, develop their craft, and strengthen instructional decision-making. For example, specific guidance is given for meeting the needs of English Learners in each lesson ranging from suggested sentence frames to identifying particular phrases or vocabulary that may need clarification to noting linguistic differences that might cause confusion in phonics.

Fountas & Pinnell Classroom™ uses a multi-text approach in whole-group, small-group, and independent learning to meet the needs of each reader. The instructional components work together comprehensively to foster independence through a gradual release of responsibility. Teachers demonstrate, prompt, and reinforce effective reading behaviors and provide students with opportunities for authentic application of learning with varying levels of support across

contexts - from interactive read aloud to word study/phonics, from shared reading to targeted guided reading groups, from books clubs to individual conferences, and from focus lessons to independent literacy work.

Alignment to TEKS

Fountas and Pinnell Classroom aligns in seamless ways with the newly adopted TEKS. The focus on the seven major strands; Foundational Language Skills, Comprehension Skills, Response Skills, Multiple Genres, Author's Purpose and Craft, Composition, and Inquiry and Research are all integrated within every lesson context in the *Fountas & Pinnell Classroom* system. This also includes the 3 major strands with sub-strands; 1. Foundational Language and Skills – Oral Language, Beginning reading and writing (K-5), Vocabulary, Fluency (grades 1-8), and self-sustained reading; Major strand 4 – Multiple Genres including Literary Elements and Genres.

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