

# *The Fountas & Pinnell Phonics, Spelling, and Word Study Systems:* Explicit, Systematic, and Grounded in the Twelve Principles from Research

*Fountas & Pinnell Classroom™ (FPC)* is a comprehensive, complete literacy system that encompasses 30+ years of research, experience, and time spent monitoring and teaching in the classroom by Gay Su Pinnell and Irene Fountas. This extensive classroom literacy system consists of interactive read-aloud; shared reading; phonics, spelling, and word study; reading minilessons; guided reading; book clubs; independent reading; and an abundance of connected and meaningful writing, sharing, thinking, and exploring opportunities. *FPC* is made up of hundreds of research-based lessons for each of these seven vital contexts—these lessons are the system’s backbone. To accompany these lessons are hundreds and hundreds of books—many popular and beloved trade books, as well as original, authentic books written specifically for the lessons within *FPC*—Books are the beating heart of *FPC*. In order for most children to be able to read books, and therefore to be able to enjoy books, they need to learn phonics.

In order to teach phonics effectively, teachers must teach carefully-planned, sequenced, and research-based lessons. As children are taught phonics, the concepts they learn must be directly connected to other learning within the classroom: as they read books, listen to books, and write about reading. This is what the *Phonics, Spelling, and Word Study System (PWS)* offers teachers.

As part of the comprehensive *Fountas & Pinnell Classroom™ System*, the *Phonics, Spelling, and Word Study System (K-6)* includes explicit, systematic lessons focused on the nine areas of learning (see Figure 1) for developing an effective word-solving system. Thus, it includes phonological and phoneme awareness, early reading behaviors, letter-sound relationships, spelling patterns, word analysis, word structure, and vocabulary. Lessons in the intermediate grades include a strong focus on word structure (root and base words, affixes, word origins, and more). The *Phonics, Spelling, and Word Study Systems* are grounded in twelve principles from research. These twelve principles have been thoroughly described in an earlier document which you can read by scanning the QR code or by clicking the link on the following page. In this document we will identify how the *Phonics, Spelling, and Word Study Systems* directly align with the twelve principles supported by research evidence.

## THE NINE AREAS OF LEARNING

- **Early Literacy Concepts**  
(knowledge of how print works)
- **Phonological Awareness**  
(ability to hear sounds in words)
- **Letter Knowledge** (recognition of graphic symbols and their names)
- **Letter-Sound Relationships**  
(ability to connect sounds to letters and letters to words)
- **Spelling Patterns**  
(recognition of phonograms, letter clusters, vowel patterns)
- **High-Frequency Words**  
(ability to read words quickly and accurately that appear often in the language and/or are high utility)
- **Word Meaning/Vocabulary**  
(understanding the meanings of words and of meaning-bearing parts {morphology, etymology})
- **Word Structure**  
(ability to break down words into parts—base words, word roots, affixes—to solve them)
- **Word-Solving Actions**  
(the ability to use a flexible range of strategies for solving words)

Figure 1

## THE TWELVE PRINCIPLES FROM RESEARCH

- 1** Explicit phonics instruction is effective when taught in a sequence that ranges from simple to more complex in a cumulative process.
- 2** Effective instruction assures that children develop strong phonological awareness, including awareness of individual phonemes or sounds, in the first two years of schooling.
- 3** Children need to learn how to look at print and to name the individual symbols.
- 4** Instruction that includes helping children learn that letters and sounds are connected in a systematic way (the alphabetic principle) is essential.
- 5** Effective phonics instruction includes synthetic approaches (moving through words sound by sound and/or letter by letter) and analytic approaches (noticing parts and patterns in words and taking words apart).
- 6** Noticing and seeking word patterns and their relationships to sounds helps readers and writers expand their word-solving ability.
- 7** Children need to learn the structure of words and to use this knowledge flexibly to take words apart.
- 8** Readers and writers need a repertoire of known words so that problem solving takes place against a background of accurate reading.
- 9** Readers and writers need a flexible range of in-the-head strategic actions to apply as they read or write. These actions include the ability to solve words but also to comprehend and read with fluency.
- 10** Effective word study instruction includes robust teaching of vocabulary and spelling across the grades.
- 11** Written language is complex; it is essential for teachers to understand the simple and complex relationships between graphic symbols and phonemic elements, as well as base words, word roots, and etymology.
- 12** An effective literacy design includes explicit phonics instruction and takes place within a comprehensive approach so that learners have ample opportunities to apply their understandings as they engage in meaningful reading and writing.



Scan code or [click here](#) to view the research document titled “Twelve Compelling Principles from the Research on Effective Phonics Instruction”

## Aligning the 12 Research Principles to *Fountas & Pinnell Classroom™ Phonics, Spelling, and Word Study Systems*

### **1** Explicit phonics instruction is effective when taught in a sequence that ranges from simple to more complex in a cumulative process.

**Link to PWS:** *PWS* Lessons are in a sequence based on detailed linguistic analyses described in *The Comprehensive Phonics, Spelling, and Word Study Guide*. This guide, derived from *The Literacy Continuum*, is a continuum of the specific behaviors related to the nine areas of learning for letters, sounds, and words that children develop over time. The sequence begins with principles that are easier to master, and over time gains more difficulty. The more difficult principles often build on the simpler principles.

The sequence of each *Phonics, Spelling, and Word Study System* is constructed so that children meet the same words and/or principles in books sequenced throughout the instructional contexts of the comprehensive *Fountas & Pinnell Classroom™* system. This sequence can be found in each lesson book (K-6) in the Master Lesson Plan.

#### **Components:**

- *The Comprehensive Phonics, Spelling, and Word Study Guide*
- *The Master Lesson Plan: A Suggested Sequence for Phonics, Spelling, and Word Study Lessons*

### **2** Effective instruction assures that children develop strong phonological awareness, including awareness of individual phonemes or sounds, in the first two years of schooling.

**Link to PWS:** The Phonological Awareness lessons in *PWS* help readers learn how to hear the individual sounds in words. Phonemic awareness involves recognizing the individual sounds in words and, eventually, being able to identify, isolate, and manipulate them. As readers develop phonemic awareness through *PWS Lessons*, they can connect specific sounds with the letters that represent them. Lessons that address phonological awareness are found in grades K and 1.

## Components:

### *Phonics, Spelling, and Word Study Lessons: Phonological/Phonemic Awareness (PA)*

- **Grade K lesson sequence focuses teaching and learning on:**  
Rhyming words, syllables, beginning sounds, ending sounds, blending and dividing onsets and rimes, hearing and saying multiple sounds in a word, blending multiple sounds in a word, deleting the beginning sound in a word, and more.
- **Grade 1 lesson sequence focuses teaching and learning on:**  
Rhyming words, ending sounds, middle sounds, dividing onsets and rimes, and more.

## **3** Children need to learn how to look at print and to name the individual symbols.

**Link to PWS:** The Letter Knowledge lessons in *PWS* focus on a variety of principles about the graphic characters in the English alphabet—how the letters look, how to distinguish one from another, how to detect them within continuous text, and how to use them in words. Readers learn that the twenty-six letters, a capital and lowercase form of each, are used to indicate all the sounds of the English language (forty-four phonemes). Learners will also encounter alternative forms of some letters (*a* and *ɑ*, for example) and will eventually learn to recognize letters in cursive writing. Children need to learn the names and purposes of letters, as well as their distinguishing features (the small differences that help you separate a *d* from an *a*, for example). When they can identify letters, they can associate them with sounds, and the alphabetic principle is mastered. Lessons that address Letter Knowledge are found in grades K and 1.

The Early Literacy Concepts lessons in *PWS* focus on concepts including distinguishing between print and pictures, understanding the concepts of letters and words and sentences, and learning that print has directionality.

While most of these early literacy concepts are not considered phonics, they are basic to the child’s understanding of print and research shows that they should be acquired early. Lessons that address Early Literacy Concepts are found in grades K and 1.

## Components:

### *Phonics, Spelling, and Word Study Lessons: Letter Knowledge (LK)*

- **Grade K lesson sequence focuses teaching and learning on:**  
Word formation, letter features, the names of letters, forming letters, the order of the alphabet, and more.

- **Grade 1 lesson sequence focuses teaching and learning on:**  
The names of letters, letter features, the sequence of letters in words, forming letters, uppercase letters, lowercase letters, consonant letters, vowel letters, and more.

***Phonics, Spelling, and Word Study Lessons: Early Literacy Concepts (ELC)***

- **Grade K lesson sequence focuses teaching and learning on:**  
Recognizing and writing one’s name, understanding the concept of a word, connecting a name to other words, understanding first and last in written language, and more.
- **Grade 1 lesson sequence focuses teaching and learning on:**  
Understanding the concept of a word, understanding the concept of a sentence, and more.

**4 Instruction that includes helping children learn that letters and sounds are connected in a systematic way (the alphabetic principle) is essential.**

**Link to PWS:** The Letter-Sound Relationship lessons focus learning on the connections between letters and sounds. Students learn the regular connections between letters and sounds (*b* for the first sound in *bat*) first. But they must also learn that often letters appear together—for example, it is efficient to think of the two sounds at the beginning of *black* together. Sometimes a single sound like /ch/ is represented by two letters; sometimes a group of letters represents one sound, as in *igh* for /a/. Students learn to look for and recognize these letter combinations as units, which makes their word solving more efficient. Lessons that address Letter-Sound Relationships are found in grades K, 1, 2, 3, 4, and 5.

**Components:**

***Phonics, Spelling, and Word Study Lessons: Letter-Sound Relationships (LSR)***

- **Grade K lesson sequence focuses teaching and learning on:**  
Beginning consonant sounds, ending consonant sounds, and the letters that represent those sounds.
- **Grade 1 lesson sequence focuses teaching and learning on:**  
Consonant sounds, beginning consonant sounds, ending consonant sounds, short vowel sounds, long vowel sounds, ending consonant digraphs, and more.
- **Grade 2 lesson sequence focuses teaching and learning on:**  
Medial consonant sounds, consonant clusters (onsets), consonant sounds in the middle of words, consonant clusters at the end of a word, letter combinations that represent long vowel sounds, vowel sounds with *r*, and more.

- **Grade 3 lesson sequence focuses teaching and learning on:**  
Letter combinations with two different vowel sounds, consonant letters that represent one sound at the end of a word, consonant sounds that are represented by several different letters or letter clusters, vowel sounds in closed syllables, vowel sounds in open syllables, and more.
- **Grade 4 lesson sequence focuses teaching and learning on:**  
Letter combinations that represent two vowel sounds, less frequent consonant digraphs, correct usage of capital letters, and more.
- **Grade 5 lesson sequence teaches learners about:**  
Consonant letters that represent more than one sound in the middle of a word, consonant sounds that are represented by several different letters or letter clusters, and more.

## **5 Effective phonics instruction includes synthetic approaches (moving through words sound by sound and/or letter by letter) and analytic approaches (noticing parts and patterns in words and taking words apart).**

**Link to PWS:** In the *Phonics, Spelling, and Word Study Lessons*, both analytic and synthetic phonics approaches are used to effectively teach phonics and word study. “In analytic instruction, students compare words to identify patterns and apply this knowledge to new words (e.g., *ran/can*), or they examine word families to make analogies between segments of words (e.g., onset and rime, *r-an/c-an/f-an/m-an/p-an*). In synthetic phonics, students blend individual letter sounds together to form words (e.g., *c-a-t/cat*)” (International Literacy Association 2018).

### **Components:**

#### ***Phonics, Spelling, and Word Study Lessons:***

- **Phonological Awareness (K, 1):**  
Divide a word into phonemes (K, 1), blend two or three phonemes in a word (K, 1), hear and say the same beginning phoneme in words (K, 1), change the ending phoneme to make a new word (K, 1), blend syllables (K, 1), hear and divide onsets and rimes (K, 1), change the ending phoneme to make a new word (K, 1), and more.
- **Letter Knowledge (K, 1):**  
Recognize letters and state their names (K, 1), recognize and name letters in words (K, 1), make connections among words by recognizing the position of a letter (K, 1), and more.

- Letter-Sound Relationships (K, 1, 2, 3, 4):**  
 Recognize, point to, and say the same beginning consonant sound and the letter that represents that sound (K, 1), contrast short and long vowel sounds in words (1, 2), understand and talk about the fact that some consonant sounds can be represented by several different letters or letter clusters (1, 2, 3, 4, 5, 6), and more.
- Spelling Patterns (K, 1, 2, 3, 4, 5, 6):**  
 Recognize and use the CVC pattern (K, 1), recognize and use phonograms with a vowel-consonant-silent e (VCe) pattern (K, 1, 2, 3), recognize and use phonograms with ending consonant clusters (VCC) (1, 2, 3), recognize and use phonogram patterns with a short vowel sound in single syllable words (1, 2, 3), understand and talk about the fact that some words have a double consonant (2, 3, 4, 5), recognize and use other vowel phonograms that appear in multisyllable words (3, 4, 5, 6), and more
- Word Meaning/Vocabulary (K, 1, 2, 3, 4, 5, 6):**  
 Recognize and use concept words (K, 1), recognize and use synonyms (1, 2, 3, 4, 5, 6), recognize and use antonyms (1, 2, 3, 4, 5, 6), recognize and use homophones (2, 3, 4, 5, 6), recognize and use compound words (1, 2, 3, 4), understand and discuss the fact that English words or terms are derived from many different sources, such as other languages (4, 5, 6), recognize and use prefixes, suffixes, and word roots that have Greek and Latin origins to understand word meaning (5, 6), and more.
- Word Structure (K, 1, 2, 3, 4, 5, 6):**  
 Hear, say, clap, and identify syllables in words (K, 1, 2, 3, 4), recognize and use open syllables (2, 3, 4), recognize and use closed syllables (2, 3, 4), recognize and use compound words (1, 2, 3), recognize and use contractions with *not* (K, 1, 2, 3), recognize and use contractions with *had* (3, 4, 5), recognize and use plurals (-s, -es) (K, 1, 2, 3), understand and discuss the concept of a prefix (2, 3, 4, 5, 6), recognize and use word roots from Latin or Greek (4, 5, 6), and more.
- Word-Solving Actions (K, 1, 2, 3, 4, 5, 6):**  
 Identify rhyming words and use them to solve unknown words (K, 1, 2), use onsets and rimes in known words to read and write other words with the same parts (K, 1, 2, 3), identify words that have the same letter pattern and use them to solve an unknown word (1, 2, 3, 4, 5), say a word slowly to hear the initial sound in a word (K, 1), say a word slowly to hear the final sound in a word, (K, 1), say a word slowly to hear the sounds in sequence (K, 1), recognize and use word parts to solve an unknown word and understand its meaning (3, 4, 5, 6), and more.

## **6** Noticing and seeking word patterns and their relationships to sounds helps readers and writers expand their word-solving ability.

**Link to PWS:** Students learn to take words apart by looking for and finding patterns in the way words are constructed. Knowing spelling patterns helps students notice and use larger parts of words, thus making word solving faster and easier. Patterns are also helpful to students in writing words because they can quickly recognize and produce the patterns rather than work laboriously with individual sounds and letters (although they have the capability when it is required). Once students understand that there are patterns, know many examples, and learn how to look for patterns, they will quickly discover more for themselves. Lessons that address Spelling Patterns are found in grades K, 1, 2, 3, 4, 5, and 6.

### **Components:**

#### ***Phonics, Spelling, and Word Study Lessons: Spelling Patterns (SP)***

- **Grade K lesson sequence focuses teaching and learning on:**  
Recognizing letter patterns, CVC patterns, phonogram patterns, VCe patterns, and more.
- **Grade 1 lesson sequence focuses teaching and learning on:**  
Recognizing letter patterns, phonogram patterns such as *-at*, *-an*, common VC phonogram patterns, phonograms that end with a double consonant, and more.
- **Grade 2 lesson sequence focuses teaching and learning on:**  
Phonograms with a VCe pattern, phonograms that end with a double consonant, VCC patterns, VVC patterns, double consonant patterns in the middle or end of two-syllable words, and more.
- **Grade 3 lesson sequence focuses teaching and learning on:**  
VCe patterns, phonogram patterns with a long vowel sound in single syllable words, phonogram patterns with the /ou/ vowel sound in single syllable words, frequently appearing syllable patterns in multisyllable words, and more.
- **Grade 4 lesson sequence focuses teaching and learning on:**  
More difficult phonogram patterns, double consonants, unique vowel phonograms in multisyllable words, and more.
- **Grade 5 lesson sequence focuses teaching and learning on:**  
Short vowel phonograms in multisyllable words, long vowel phonograms in multisyllable words, unique vowel phonograms in multisyllable words,
- **Grade 6 lesson sequence focuses teaching and learning on:**  
Less frequent vowel phonograms that appear in multisyllable words.



## **7** Children need to learn the structure of words and to use this knowledge flexibly to take words apart.

**Link to PWS:** Words are built according to rules. In *PWS*, students look at the structure of words to help them learn how words are related to one another and how they can be changed by adding letters, letter clusters, and larger word parts. Readers who can break down words into syllables and notice categories of word parts can also apply word-solving strategies efficiently.

Principles related to word structure include understanding the meaning and structure of compound words, contractions, plurals, syllables, affixes, word roots, and possessives. Lessons that address Word Structure are found in grades K, 1, 2, 3, 4, 5, and 6.

### **Components:**

#### ***Phonics, Spelling, and Word Study Lessons: Word Structure (WS)***

- **Grade K lesson sequence focuses teaching and learning on:**  
Syllables, the concept of a plural, plurals that add *-s*, and more.
- **Grade 1 lesson sequence focuses teaching and learning on:**  
Identifying syllables in up to two syllable words, the ending *-ing* when forming the present participle of a verb, contractions, and more.
- **Grade 2 lesson sequence focuses teaching and learning on:**  
Syllables, compound words, past tense of verbs with *-ed* endings, common abbreviations, suffixes such as *-es* and *-est*, and more.
- **Grade 3 lesson sequence focuses teaching and learning on:**  
Closed Syllables, *VCe* Syllables, prefixes such as *re-*, and more.
- **Grade 4 lesson sequence focuses teaching and learning on:**  
Contractions, irregular plurals, consonant + *le* syllables, suffixes such as *-ly* to form an adverb, Latin word roots, Greek word roots, and more.
- **Grade 5 lesson sequence focuses teaching and learning on:**  
Possessives that add an apostrophe to plural nouns with *-s*, suffixes such as *-ous*, *-ious*, and *-ment*, assimilated prefixes, Latin word roots, Greek word roots, and more.
- **Grade 6 lesson sequence focuses teaching and learning on:**  
Common abbreviations, the several rules that govern the spelling of words with suffixes, prefixes such as *ex-*, *in-*, and *intra-*, assimilated prefixes, suffixes such as *-ful*, *-less*, *-arium*, *-orium*, and *-ize*, Latin word roots, Greek word roots, and more.

## **8** Readers and writers need a repertoire of known words so that problem solving takes place against a background of accurate reading.

**Link to PWS:** When students recognize most high-frequency words automatically, they have attention for understanding and solving new words. In *PWS* (and in general), students first learn simple high-frequency words and in the process develop efficient systems for learning more words; the process accelerates. Students continuously add to the core of high-frequency words they know and use them to solve new words. Lessons devoted to high-frequency or high utility words can help students develop automaticity and help them look more carefully at the features of words. Lessons that address High-Frequency Words are found in grades K, 1, 2, 3, 4, 5, and 6.

In guided reading, early books assure that words and sentence structures are repeated across books in the sequence.

### **Components:**

#### ***Phonics, Spelling, and Word Study Lessons: High-Frequency Words (HFW)***

- **Grade K lesson sequence focuses teaching and learning on:**  
High-frequency words with up to under three letters, high-frequency words with three or more letters, locating and reading high-frequency words in continuous text, and more.
- **Grade 1 lesson sequence focuses teaching and learning on:**  
High-frequency words with up to three letters, high-frequency words with three or more letters, recognizing and using high-frequency words, and more.
- **Grade 2 lesson sequence focuses teaching and learning on:**  
High-frequency words with three or more letters, reading and writing approximately 200 high-frequency words, and more.
- **Grade 3 lesson sequence focuses teaching and learning on:**  
Longer high-frequency words, reading and writing approximately 500 high-frequency words, and more.
- **Grade 4 lesson sequence focuses teaching and learning on:**  
Reading and writing approximately 500 high-frequency words, commonly misspelled high-frequency words, and more.

- **Grade 5 lesson sequence focuses teaching and learning on:**  
Commonly misspelled high-frequency words, reading and writing approximately 500 high-frequency words, and more.
- **Grade 6 lesson sequence focuses teaching and learning on:**  
Spelling demons, how to rewrite spelling demons correctly, and more.

## **9 Readers and writers need a flexible range of in-the-head strategic actions to apply as they read or write. These actions include the ability to solve words but also to comprehend and read with fluency.**

**Link to PWS:** Word-Solving Actions is related to all of the other eight categories of learning within *PWS*, but this additional category is devoted specifically to word-solving that focuses on the strategic moves readers and writers make when they use their knowledge of the language system while reading and writing continuous text. These strategies are “in-the-head” actions that are invisible, although we can often infer them from overt behaviors. Lessons that address Word-Solving Actions are found in grades K, 1, 2, 3, 4, 5, and 6. The ultimate goal is for students to learn to use multiple strategies in a coordinated way “on the run” while reading with decoding at high accuracy, fluency, and deep comprehension and writing with clarity and accurate use of conventions.

### **Components:**

#### ***Phonics, Spelling, and Word Study Lessons: Word-Solving Actions (WSA)***

- **Grade K lesson sequence focuses teaching and learning on:**  
Names, hearing sounds in sequence, changing the ending sound(s) of words to make a new word, and more.
- **Grade 1 lesson sequence focuses teaching and learning on:**  
Reading known words quickly, changing the ending sound(s) of words to make a new word, changing an onset or rime to read or write other words, and more.
- **Grade 2 lesson sequence focuses teaching and learning on:**  
Identifying words that have the same letter pattern to use to solve unknown words, using connections between words that have the same or similar meanings to solve an unknown word, and more.

- **Grade 3 lesson sequence focuses teaching and learning on:**  
Using onsets and rimes to read words, decoding a word by breaking it into syllables, using alphabetical order to locate information about words in reference tools, attempting to spell an unknown word, and more.
- **Grade 4 lesson sequence focuses teaching and learning on:**  
Decoding a word by breaking it into syllables, using a dictionary to solve and find information about words, using Latin and Greek word roots to determine the meaning of an unknown word, and more.
- **Grade 5 lesson sequence focuses teaching and learning on:**  
Using a word's origin to solve and understand an unknown word, using phonogram patterns and letter patterns to spell a word, using smaller words within compound words to spell compound words, using word origins to understand and remember the spelling of some words, and more.
- **Grade 6 lesson sequence focuses teaching and learning on:**  
Using syllables to spell a word, using word origins to understand and remember the spelling of some words, using study routines to spell a word, and more.

## **10** Effective word study instruction includes robust teaching of vocabulary and spelling across the grades.

**Link to PWS:** Expanding vocabulary means developing categories of words: labels, concept words, synonyms, antonyms, homonyms, and all parts of speech. The meaning of a word often varies with the context; accuracy in spelling frequently requires knowing the meaning if you want to write the word. Pronouncing words accurately is also related to knowing word meanings. Knowing many synonyms and antonyms will help students build more powerful systems for connecting and categorizing words. Most important—reading comprehension is highly dependent on understanding the meaning of words. Lessons that address Word Meaning and Vocabulary are found in grades K, 1, 2, 3, 4, 5, and 6.

### **The Partner Study Spelling System**

Throughout the *PWS* System, students learn techniques and procedures for studying words, practicing spelling, and improving vocabulary with Partner Study. Each child has a partner and they work to support each other's learning for a specified period of time.

Using one of the partner study procedures, each child studies a set of about six to ten words at a time. Children use the partner study spelling system in grades 2, 3, 4, 5, and 6.

## Components:

### *Phonics, Spelling, and Word Study Lessons: Word Meaning/Vocabulary (WMV)*

- **Grade K lesson sequence focuses teaching and learning on:**  
Concept words, related words, and more.
- **Grade 1 lesson sequence focuses teaching and learning on:**  
Concept words, related words, synonyms, and more.
- **Grade 2 lesson sequence focuses teaching and learning on:**  
Antonyms, synonyms, homophones, homographs, words with multiple meanings, and more.
- **Grade 3 lesson sequence focuses teaching and learning on:**  
Concept words, compound words, homophones, homographs, words with literal and figurative meanings, and more.
- **Grade 4 lesson sequence focuses teaching and learning on:**  
Synonyms, suffixes, portmanteau words, metaphors, Latin roots, Greek roots, affixes, and more.
- **Grade 5 lesson sequence focuses teaching and learning on:**  
Antonyms, homographs, analogies, idioms, words with common origins, Greek roots, Latin roots, affixes, and more.
- **Grade 6 lesson sequence focuses teaching and learning on:**  
Homophones, analogies, idioms, Greek roots, Latin roots, affixes, common origins, and more.

### **The Partner Study Spelling System (2-6)**

**11** **Written language is complex; it is essential for teachers to understand the simple and complex relationships between graphic symbols and phonemic elements, as well as base words, word roots, and etymology.**

**Link to PWS:** It is important for educators to have a complete understanding of what it is that they're teaching. Being knowledgeable about the acquisition of decoding strategies, vocabulary expansion, and spelling techniques should help a teacher be more strategic and efficient. In order for educators to gain a thorough understanding of the English language, the Lesson Book and *The Comprehensive Phonics, Spelling, and Word Study Guide* both detail how language and literacy skills develop in children over time. In order to gain a full understanding of phonics, spelling, and word study, many professional development opportunities are available to educators who use the *Phonics, Spelling, and Word Study System*.

*The Comprehensive Phonics, Spelling, and Word Study Guide (CPG)* is an educator's guide to phonics. This tool encompasses the developmental process of learning to read. Outlining each of the nine areas of learning, educators can use this guide to understand the behaviors his students are showcasing, and gauge which lessons to teach for his specific students. The *CPG* provides educators with the insight they need in order to understand the process of literacy development across the grades, which is vital to teaching phonics and word study lessons effectively.

The *PWS Lessons Book* at each grade level is filled with content about phonics and word study, the nine areas of learning, and information on the *PWS* lesson structure. The book also informs educators on how to include phonics in the weekly schedule of a cohesive literacy system, how to best teach phonics, spelling, and word study in the classroom, and more. The lessons are designed to support teachers' growth of knowledge and teaching expertise simply by using them.

In *PWS*, free, embedded professional development is included. This includes getting started videos, video examples of lessons, webinars with authors Irene Fountas and Gay Su Pinnell, an Online Implementation Support Course, content-rich blog posts, and so much more. (Fee-based professional learning is also available.)

### Components:

- *The Comprehensive Phonics, Spelling, and Word Study Guide*
- *The Phonics, Spelling, and Word Study Lessons Books (K-6)*
- **Free, Embedded Professional Development**
- **Fee-based Professional Development is available On-Site, Off-Site, or Online.**

## **12** An effective literacy design includes explicit phonics instruction and takes place within a comprehensive approach so that learners have ample opportunities to apply their understandings as they engage in meaningful reading and writing.

**Link to *PWS*:** 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. *FPC* is a comprehensive classroom system built around *The Fountas & Pinnell Literacy Continuum* to help educators use lessons and texts that meet students where they are and move them forward toward proficiency. *The Literacy Continuum* serves as the curriculum, providing an instructional anchor for every lesson, goal, and book in *FPC*.

Within *FPC*, direct teaching suggestions are embedded in each lesson to connect learning to other contexts. Within *PWS*, teaching suggestions make connections to Shared Reading, Interactive Read-Aloud, Interactive Writing, Shared Writing, Independent Reading, and Independent Writing. Direct connections to *PWS* are also made during *Reading Minilessons* and *Guided Reading*. These connections reinforce learning and provide students ample meaningful opportunities to make connections and engage in the process of literacy learning.

## Components:

### *Fountas & Pinnell Classroom™*

**IRA** *Interactive Read-Aloud*

**SR** *Shared Reading*

└ *Words That Sing: Poetry Charts for Shared Reading*

**PWS** *Phonics, Spelling, and Word Study*

**RML** *Reading Minilessons*

**GR** *Guided Reading*

**BC** *Book Clubs*

**IR** *Independent Reading*

All *PWS* Lessons contain the feature “Connect Learning Across Contexts” which enables teachers to connect learning across an effective and coherent design for responsive literacy teaching through interactive read-aloud, shared reading, interactive writing, and independent writing. Teachers’ observations across learning contexts will help to think of specific connections that can be brought to students’ attention.

The following instructional contexts in *Fountas & Pinnell Classroom™* include a suggested sequence in which learning builds from simple to complex and is cumulative:

**IRA** *Interactive Read-Aloud*

**SR** *Shared Reading*

**PWS** *Phonics, Spelling, and Word Study*

**RML** *Reading Minilessons*

**GR** *Guided Reading*

**BC** *Book Clubs.*

**IR** *Independent Reading* does not have a suggested sequence because children are taught how to choose their own books based upon their personal interests.