The results are in and they are conclusive

The single most important factor in students’ reading success is a skillful, informed teacher. Now internationally respected literacy researchers Gay Su Pinnell and Irene Fountas have published a curricular resource that supports teachers in effective literacy education. *Phonics Lessons/Word Study Lessons* provides essential information about the intricate relationships between letters and sounds as well as the ways they work to help developing readers.

The Word Study Continuum

*Phonics Lessons/Word Study Lessons* reflects the most current research on child and language development. Pinnell and Fountas understand that to some extent children follow their own idiosyncratic paths, but they also recognize that developmental patterns provide a foundation upon which to build the smartest instruction possible. Fountas and Pinnell’s Word Study Continuum plots a course along the developmental pathway children traverse as they become expert word solvers and effective readers. To address young readers’ developmental needs, *Phonics Lessons* for Kindergarten and Grade 1 emphasize early literacy concepts, phonological awareness, and letter knowledge. Because students in grades 2 and 3 tend to be familiar with these concepts, the instruction at these levels focuses on more sophisticated word-study concepts.

Nine Categories of Learning

The Word Study Continuum encompasses nine scientific Categories of Learning:

- Early Literacy Concepts
- Letter/Sound Relationships
- Spelling Patterns
- Phonological and Phonemic Awareness
- Word Meaning
- High-Frequency Words
- Word Structure
- Letter Knowledge
- Word-Solving Actions

These nine Categories of Learning provide a comprehensive picture of linguistic knowledge and are the organizing principle for the minilessons in this series.

Your Language and Literacy Curriculum

Whether they are integrated into literacy blocks, added to centers, or incorporated into guided-reading time, each minilesson will fit easily into your day. In addition, you will find that these lessons draw on materials you are already using. Ideally, these phonics and word study lessons should be embedded in a rich language and literacy framework that offers an organized combination of experiences, each of which contributes uniquely to your students’ literacy development. So as you read this overview and try some sample lessons, consider how this series can be used to enhance your existing language and literacy curriculum.

Visit [fountasandpinnell.com](http://fountasandpinnell.com) for more detailed information and sample lessons.
Instruction in Phonics Lessons / Word Study Lessons is delivered through four grade-specific teaching tools: Book of Minilessons, Teaching Resources Binder, Teaching Resources CD-ROM, and Sing a Song of Poetry. The following pages show how these resources support the teaching of the Grade 2 lesson “Learning Onsets and Rimes: -ames, -ate, -ake,” Spelling Pattern 4 (SP 4).

Book of Minilessons

**GRADES K, 1, 2 & 3**
- 100 four-page minilessons at each level.
- Three-part lesson plans are supported by extension activities and professional insights.
- Month-by-month planning guides and lesson selection maps help customize instruction.

Teaching Resources Binder

**GRADES K, 1, 2 & 3**
- Assessment guides help monitor student comprehension and plan instruction.
- Ready-to-use teaching tools include word cards, picture cards, games, and templates
- Bibliographies are categorized for ease of use.

Teaching Resources CD-ROM

**GRADES K, 1, 2 & 3**
- All of the teaching tools and templates are available in an electronic format
- A responsive sorting feature lets you quickly review and print out select assessment tasks
- Visit www.fountasandpinnell.com to access these resources online

Sing a Song of Poetry

**GRADES K, 1 & 2**
- 250 traditional rhymes, songs, and poems at each level.
- All selections are offered in a reproducible format.
- Related teaching strategies.
- Links to Phonics Lessons.

For Your Convenience...

The word cards (K, 1, 2 & 3) and picture cards (K & 1) from the Teaching Resources Binder can be purchased separately on perforated card stock.
The Word Study Continuum

Systematic Phonics and Spelling, Grades K–3

The Word Study Continuum is the key to the minilessons. Over the course of the school year, you will use it, in concert with the Month-by-Month Planning Guide, the Lesson Selection Map, and continuous assessment, to inform your work. The Continuum comprises nine Categories of Learning your students need to develop over time. It is a comprehensive picture of linguistic knowledge.

Although there are easier and more complex concepts within each category, we are not suggesting that there is a rigid sequence. Instead, we want to help children develop their abilities along a broad front, often using and learning about several different kinds of information simultaneously.

While instruction and assessment are embedded within classroom activities, they do not occur in isolation. Indeed, every aspect of the phonics minilessons is systematic, inclusive, and cumulative. For example, when children learn about letters, sounds, and their relationships, we encourage a teacher’s selection of lessons to fit the specific instructional needs of individual children. The Continuum is efficient and systematic when lessons are carefully selected and children need to learn next.

The shaded area of the Continuum performs two important functions: to introduce principles to children, second, it helps you understand at what stage of development individual children are as they move through the year. It is important to keep in mind that there is not a rigid sequence. Instead, we want to help children develop their abilities along a broad front, often using and learning about several different kinds of information simultaneously.

Categories of Learning (see inside front cover) work in concert to form a foundation for expert word solving.

Profiles of each Category of Learning detail the principles within each category and chart how they build on one another. This page is the introduction to the Spelling Patterns category. The shaded grey bars serve as a guide for introducing principles to children and help you understand what principles you can expect your students to fully control and when.

Spelling Patterns

Phonograms are spelling patterns that represent the sounds of rimes (last parts of words). They are sometimes called word families. You will not need to teach children the technical word phonogram, although you may want to use pattern or word part. A phonogram is the same as a rime, or ending of a word or syllable. We have included a large list of phonograms that will be useful to primary-age children in reading or writing, but you will not need to teach every phonogram separately. Once children understand that there are patterns and learn how to look for patterns, they will quickly discover more for themselves.

Another way to look at phonograms is to examine the way simple words and syllables are put together. Here we include the consonant-vowel-consonant (CVC) pattern in which the vowel often has a short, or tense, sound; the consonant-vowel-consonant-silent (CVCe) pattern in which the vowel usually has a long, or lax, sound; and the consonant-vowel-consonant (CVC) pattern in which the vowel combination may have either one or two sounds.

Knowing spelling patterns helps children notice and use larger parts of words, thus making word solving faster and more efficient. Patterns are also helpful to children in writing words because they will quickly write down the patterns rather than laboriously work with individual letters and sounds. Finally, knowing to look for patterns and remembering them help children make the connections between words that make word solving easier. The thirty-seven most common phonograms are marked with an asterisk.

The yellow highlights references to Spelling Pattern 4 (SP4), the Grade 2 lesson followed in this series overview.
Lesson Selection Maps catalog lessons by Continuum category and suggested time of year for use. By plotting the principles according to increasing sophistication, Lesson Selection Maps provide a curricular context for each lesson and help you select the lessons your students need most.

Month-by-Month Planning Guides outline a year of instructional contexts. In addition to listing instructional routines and lessons, these planning guides also identify expected competencies in the Assessment column.

The Assessment Guides in the Teaching Resources Binder also support planning and instructional decision making. See pages 8–9.
The Word Study Continuum is the key to the minilessons. Over the Planning Guide, the Lesson Selection Map, and continuous assessment to inform your work. The Continuum comprises nine Categories of Learning your students need to develop over time; it is a comprehensive picture of learning.

Every minilesson is organized around

1. The first page opens with professional understandings. These include how to select lessons according to your students’ needs, strategies for English language learners, a materials list, and a concise description of the principle being taught.

2. The second page provides step-by-step instructions for implementing the lesson. Each Teach section shows a sample chart that you and your students might create. Some depict the chart in process while others depict the final result.

To help you teach with clarity and purpose, each minilesson opens with a concise description of the principle to be taught. Then Explain the Principle translates the principle into a simple and direct statement that will ring inside students’ heads.

Consider Your Children

Use this lesson when your children know a large number of high frequency words, most of the consonant letters and associated sounds, and some letter clusters but still need to learn to look beyond the first letter when solving words while reading. You will be teaching the children three phonograms (ame, ate, ake) that may be unfamiliar to them.

Working with English Language Learners

When teaching about phonograms, be careful that your English language learners don’t rely solely on using onsets and rimes to solve words. They need to become flexible in how they look at words. Be sure that they sort words both ways, and also invite them to talk about what they are noticing. They should also be learning new high frequency words and using letter/sound relationships in different ways.

You Need

- Pocket chart.
- Chart paper.
- Markers.
- From Teaching Resources:
  - Pocket Chart Card Template.
  - Three-Way Sort Sheets.
  - Lesson SP 4 Word Cards.

Understand the Principle

Noticing parts of words (the onset, or first part, and the rime, the rest of the word) makes it easier for children to break words apart in order to analyze them. Working with the parts of words helps them realize the importance of looking at the entire word, not just the first letter. Connecting words that have the same rime or phonogram will help children learn to look for more recognizable chunks within a word.

Explain the Principle

Some words have a vowel, a consonant, and a silent e. The vowel sound is usually the name of the word.

Tell the children that they are going to learn more about spelling patterns.

Suggested language: “You know how to look at the first part of the word and the rest of the word. This word is game. What is the first part of game? [Children respond.] The first part is g, and the rest of the word is a-m-e. If I change the first part of the word to s, I have . . ..” Children respond, or you may tell them the word some.

Ask the children for examples and/or show them more -ame words, and list them under -ame.

Repeat the process with -ate and -ake words, and have children read the lists.

Then direct the children’s attention to the pocket chart with word cards on the left. “Today you are going to be sorting these words. Let’s sort them by the first part of the word.”

Demonstrate sorting the cards by first letter.

Then mix the words up again. Suggested language: “Now sort the words by looking at the rest of the word. Think about the whole end part of the word, not just the last letter. What word is like saw before the first part?”

Demonstrate sorting the words by the three ending parts.

Tell the children that they will be sorting the words first by the way they start and then by their ending patterns. Then they will write down groups of words with a similar pattern.
Every minilesson is organized around a sound and a pattern. The third page encourages student to apply and share what they have learned. Each Apply section provides a photo showing an example of the process children will engage in as they practice the principle being taught.

Apply

The children sort the words two ways. First, they sort the word cards by the way they start. Then they read their sorts to a partner. Next, they sort by ending pattern, and when they are finished with the second sort, then they record the three groups of words (based on ending patterns) on a Three-Way Sort Sheet.

- Have the children sort the words two ways. First, they sort the word cards by the way they start. Then they read their sorts to a partner. Next, they sort by ending pattern, and when they are finished with the second sort, then they record the three groups of words (based on ending patterns) on a Three-Way Sort Sheet.

Ask the children to talk about what they learned from sorting and writing these words. Look for comments like these, which indicate flexibility:

"Frame is like came with f and r at the beginning."

"If you change the r in frame to l, you get flame."

If they may think of an example that fits the pattern but is not a real word, recognize their thinking, but tell them that the word is not real.

Link

- Interactive Read-Aloud: Read aloud books in which onsets remain the same but the rimes change, and vice versa. Examples are:
  - Cousin Ruth's Tooth by Amy MacDonald
  - Vroom Chugga Vroom Vroom by Anne Miranda
- Shared Reading: After sharing a text in poems such as "Calico Pie" or "Bat, Bat" (see Sing a Song of Poetry), ask the children to use highlighter tape or a masking card to locate words with -ame, -ate, and -ake.
- Guided Reading: Cover up the first or last part of words with -ame, -ate, and -ake phonograms and have the children solve them. During word work, have the children build words with -ame, -ate, and -ake.
- Independent Writing: Encourage the children to think about the parts of -ame, -ate, and -ake words as a way to help them write the words.

Expand the Learning

- Repeat the lesson with other phonograms. Use the Word Card Template (Teaching Resources, Templates) to make word cards for the additional phonograms. The Phonograms List in Teaching Resources contains an extensive list of phonograms and sample words. Ask the children to write -ame, -ate, and -ake words quickly to help them become fluent with these patterns.

Connect with Home

- Have children take -ame, -ate, and -ake word cards (Word Card Template, Teaching Resources) home to sort with family members.

Informal ways of assessing student comprehension are provided at the close of each minilesson. More formal and performance-based assessment procedures are provided in the Teaching Resources Binder. See pages 8–9 for more details on Assessment Guides.

The resources needed for the application activity, in this case Word Cards and a Three-Way Sort Sheet, are provided in the Teaching Resources Binder. See pages 6–7 for more details.
Teaching Resources Binder

This comprehensive professional resource provides everything from diagnostic assessment to a Consonant Cluster Linking Chart. Its clearly tabbed sections contain the resources needed to teach, apply, and extend a minilesson.

Letter and word cards are used in many different ways—sorting, matching, drawing in a game, checking spelling, or simply reading aloud to inventory knowledge. To support the beginning reader, Word Cards are carefully designed with clear, uncluttered type.

The Templates section of each Teaching Resources Binder includes template sheets for two-, three-, four-, and five-way sorts. With room for the child’s name, these activity sheets can also serve as record-keeping forms.
Rhymes

A phonogram, or rime, is a cluster of letters, a word part, or a spelling pattern. It is usually a vowel sound plus a consonant sound. The phonograms or word families can also be parts of multisyllable words (for example, cab-er-va). When a child wants to write a word, he may think of one other word or word part that is like it. Note the rime at the beginning of the line and words that share the pattern following it. The thirty-seven most frequently used patterns (*Wilde and Durree 1970) are marked with an asterisk.

-ate:
-ait:
-aise:
-air:
-aint:

BIBLIOGRAPHIES

The hundreds of books listed in the bibliographies are categorized for ease of use. In Grade 2 these categories include Read Alouds, Alliteration, Language Play, Poetry, and Rhymes.

MATERIALS/ROUTINES

The Teaching Resources Binder also contains instructional games that encourage students to apply language principles. These games include Lotto, Word Searches, Follow the Path, Crazy Eights, and Word Ladders.
Based upon our comprehensive approach, these brief, targeted minilessons enable you to help children attend to, learn about, and use information about letters, sounds, and words. Each lesson is organized around a language principle enabling you to plan and teach efficiently and systematically.

—From the Introduction to Phonics Lessons

The ongoing observational assessment that concludes each lesson is supplemented by a more formal, performance-based assessment in the Assessment Guide section of the Teaching Resources Binder.

### Reading Words with Phonogram Patterns

**Description**
Children read lists of words with phonogram patterns.

**You Need**
- Phonograms Word Lists 1, 2, 3, and 4 (included at the end of this section).
- Reading Words with Phonograms—Individual Record form (included at the end of this section).

**Why Use It**
Use this assessment to find out the extent to which children can use common phonograms and then identify phonogram patterns to highlight in lessons.

Many of the words on this list will be difficult for second graders to read. However, because of their experience in reading and writing, some of the words may be known. If that is the case, they will not necessarily be using the phonogram patterns to decode the words but they will still have a very sound foundation for making connections among words by pattern. Substitute words with the same patterns, or leave out words that you think are not appropriate.

**How to Use It**
1. Administer this assessment individually.
2. Using the lists (or words on cards), have the child read one list of words at a time. You may want to fold the paper so only one list shows at a time. Use an index card to show one word at a time, sliding the card down the row.
3. Record the results on the Individual Record. Use a check mark to indicate an accurate reading, and a minus sign if the child does not attempt the word; enter the child’s substitution of a word or word part if it is read incorrectly.
4. Look at the records of all the students in the class to determine phonogram patterns that you want to highlight in future lessons.

**What to Notice**
- Number of words read accurately.
- Specific phonogram patterns the child recognizes accurately.
- Partially correct attempts (word parts read accurately).
- Words or word parts substituted.
- Speed with which words are recognized.

There is a time to use systematic, planned tasks that are designed to gather information about particular aspects of children’s growing word knowledge…. The goal is to get a picture of what each student can do independently.”

—Irene Fountas and Gay Su Pinnell
**Phonogram Word Lists**

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**List 3**
- snake
- brave
- plant
- white

**List 4**
- queen
- stand
- chick
- cost

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The **individual records** linked to each assessment task make it easy to monitor student comprehension, document student achievement, and plan instruction. For example, after reviewing the records of all of the students in your class this individual record will help you determine the phonogram patterns that you may want to highlight in future lessons.
The Teaching Resources CD-ROM adds unparalleled convenience and customization to your phonics and word study instruction.

- Easy-to-navigate menus and a responsive sorting feature allow you to collect, review, and print out all of the resources you will need to teach, apply, and extend a lesson.

- An agile Custom Card Maker helps you design teaching tools that address your classroom needs and your students’ interests.

- With the click of a mouse you can transform a sheet of word cards into a gameboard or pocket chart cards or whatever teaching tool you need most.

- Personalize your teaching tools with your students’ own information.
singing a song of poetry

Sing A Song of Poetry will help you to use the power of poetry to expand children’s oral language capabilities, develop students’ phonological awareness, and teach about the conventions of print.

Poetry Links to Phonics Lessons correlate minilessons to specific poems. This chart suggests using the poems “Calico Pie” and “Bat, Bat” to extend and refine the instructional aim of lesson SP4, Learning Onsets and Rimes: -ames, -ate, -ake.

Calico Pie

by Edward Lear

1 Calico pie, The little fish swim, And they sing “Tilly-til!”
2 Till they dry; They never come back to me!
3 They never come back, They never come back to me!
4 If Calico pie, The little fish swim, And they sing “Tilly-til!”
5 Till they dry; They never come back to me!
6 They never come back, They never come back to me!
7 If Calico pie, They never come back, They never come back to me!
8 Calico pie, The little fish swim, And they sing “Tilly-til!”
9 Till they dry; They never come back to me!
10 They never come back, They never come back to me!
11 If Calico pie, They never come back, They never come back to me!

As suggested in Shared Reading in the Link section of the Spelling Pattern 4 lesson (see page 3), “Calico Pie” and “Bat, Bat” can be used to extend and refine a student’s understanding of the rimes: -ame, -ate, and -ake.

Poems such as “Calico Pie” and “Bat, Bat” can be used to strengthen spelling pattern recognition, draw attention to the connections between letters and sounds in words, and help children connect words that sound and look alike.

In addition to the teaching suggestions that support each poem, Sing A Song of Poetry also offers general teaching strategies that can be used to refine and extend the learning and enjoyment potential of any poem.
picture & word cards

For your convenience the Picture Cards (K & 1) and Word Cards (K, 1, 2 & 3) provided in the Teaching Resources Binder can be purchased separately on perforated card stock. No cutting or photocopying required. Clear labels on the back of each card allow for at-a-glance organization.

For new readers picture cards are essential for connecting words and sounds. At Kindergarten and Grade 1 picture cards are used for sorting, matching, and playing games. The Kindergarten Teaching Resources Binder contains 852 picture cards, and Grade 1 has 760.

Letter and Word Cards are used in many different ways—sorting, matching, drawing in a game, checking spelling, or simply reading aloud to inventory knowledge. The rich assortment of Word Cards from Kindergarten up to Grade 3 reflect the increasing sophistication of each level. The Kindergarten Teaching Resources Binder contains 215 word cards, Grade 1 has 2,833 word cards, Grade 2 has 3,986, and Grade 3 has 4,953.
Irene C. Fountas
is a professor at Lesley University in Cambridge, Massachusetts. She has been a classroom teacher, language arts specialist, and consultant in school districts across the nation and abroad. She is the recipient of the Greater Boston Council and the International Reading Association's Celebrate Literacy Award. Currently, she directs field-based literacy research projects and the Literacy Collaborative at Lesley University. She continues to publish resources for comprehensive literacy programs that quickly become staples for literacy instruction across the country.

“Our commitment is to develop the expertise of teachers.”

Gay Su Pinnell
is Professor Emeritus in the School of Teaching and Learning at The Ohio State University. She has extensive experience in classroom teaching and field-based research, and in developing comprehensive approaches to literacy education. She received the International Reading Association's Albert J. Harris Award for research in reading difficulties, the Ohio Governor’s Award and the Charles A. Dana Foundation Award for her contributions to the field of literacy education. She is a member of the Reading Hall of Fame.

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