Foundational Skills

ARC Core® teaches foundational skills by combining explicit, systematic whole-group instruction with a differentiated support component to ensure all students master foundational reading skills early. Foundational skills instruction includes print concepts, phonological awareness, advanced phoneme awareness, phonics, word recognition, word study, spelling, morphology, and fluency. Time is provided and protected each day for foundational skills instruction guided by explicit direction in the teacher’s guide.

Grade level phonemic awareness, phonics, and word study are the focus of whole-group instruction through the Morning Meeting and Word Study Notebook. The lesson sequence is cumulative, offering many opportunities to reinforce prior learning. Every day, students apply newly learned skills as they read connected text during the Reading Lab.

Teacher Guide: Grade 1, Unit 1 – Week 1
Word Study Notebooks also provide opportunities for independent, connected practice to reinforce whole-group foundational skills instruction. Word Study Notebooks provide daily practice decoding, encoding, spelling, studying, and using words, word parts, and letters. Notebooks align to the grade-level foundational skills and include handwriting and grammar activities.

Word Study Notebook: Week 1, Day 2

Word Study Notebook: Week 2, Day 4
During the **structured independent reading** portion of each day, students read content-rich, and phonetically-controlled texts that allow for systematic, explicit, and frequent practice of foundational reading skills, including developing automatic word recognition. Partner reading helps extend young students’ reading stamina.

**Teacher Guide: Grade 1, Unit 1, Week 1**

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**Mapping My Home/School**

**Reading Lab: Establish Routines**

**1. Shared Reading**

The goal of Shared Reading this week is to help students fill in any skill gaps and to model and institutionalize the strategies your students need to apply to their Independent Reading, which is a mix of the IRA level that is the current grade level equivalent (GLE) or higher. Choose one or two stories that the class can see when gathered at the rug or project the text on a smart board, etc.

Our job is to read, read, read, and love it. Sometimes, when we’re reading, I get stuck on words I didn’t learn. What do you do when you come across a word you don’t know? Begin to teach word attack skills with student responses. Add in and revise the anchor chart over the course of the week.

As we read, think, I’m going to show you how it...

Model the thinking and word attack skills you expect students to apply to their reading, based on the IRA level of this text:

- Look all the way through the word.
- Look for parts you know to be new words.
- Try a different sound to the word, if necessary.
- Blend all of the sounds together.
- Ask yourself: Does this word sound familiar? Does it make sense here?
- Read aloud. Listen to the words, note context or the material, ask questions, make personal connections, etc.
- Emphasize the story, or tell what the book is about in one word (topic) or one sentence (voice tone).

Have children practice these skills; only your support. Emphasize that all yourSkillBuilder at some of the skills they need to figure out new words.
Teachers use the IRLA Toolkits to deliver **small-group instruction** based on specific skills—not levels—to teach foundational skills, including spelling/sound patterns of English. Students have multiple opportunities to apply foundational skills as they read and spell words both in and out of context using highly engaging tasks and texts.

**Foundational Skills Toolkit: 1 Blue, Lesson 10**