

# 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.

Structured. Sequential. Explicit.

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

Days 2-5				
Morning Meeting & Foundational Skills	Interactive Read-Aloud	Reading Lab	Writing	Music/Drama & Additional Reading
<b>Morning Meeting</b> This week, we will create and write about maps of our homes (and/or school) while we support opinions with reasons—where what we think and why we think it. We are going to have to know how to read and spell lists of words to do this work. Today, we will use “an” and “and” to read and spell many words. Display the Power Words “an” and “and.”				
<b>1. Warm Up: Phonological Awareness</b> Generate Rhyming Words. Say a word that rhymes with the Power Word rim. Who can give me a word that rhymes with “an” (e.g., “van”). Isolate Onset. Everyone say “van.” What sound do you hear at the beginning? (v) Segment Onset and Rhyme. Delete the beginning sounds) (initial consonant, blend, or digraph). Everyone say “van.” Take off the /v/. What’s left? (an) Blend Onset and Rhyme. Add the onset back on and say the word again. Say /v/. Add on. What word is it? (van) Repeat with the Power Word “and” and the spelling word “hand.”				
<b>2. Morning Message</b> Example: <div style="border: 1px solid black; padding: 5px; width: fit-content;">                         Dear Cartographers,                          Today, we will <b>map</b> our home. Our first map                          is going to be <b>grand</b>.                          Love,                          (Your Name)                     </div>				
<b>Interactive Writing</b> Share the pen with students to compose the Morning Message. Think-Aloud: Think aloud about what you want to write. Say the message or part of the message aloud before you write. Ask students to say it with you. Write: Students figure out and write parts of the message with you (e.g., use word banks to spell new words, spell Power Words, determine and write initial sounds, and use grade-level mechanics (capital letters, and punctuation, etc.)). Phonics Focus: Stop before you write the word “plan.” I want to write the word, “plan.” Say it. Stretch it out. Do you hear a Power Word inside the word plan? Yes. “an.” We can use “an” to help us write “plan” and many other words. What do you hear first? Yes. /p/. How do we write that? Let’s write /p/. What do you hear next? Yes. “an.” Let’s write “an.” Now let’s blend the parts together and read the word. Repeat this process to write the word “grand.” Language Conventions (Writing Names): What do you notice about how we write our names?				
<b>Foundational Skills Focus</b> <b>Phonological Awareness</b> Onset and Rhyme Read, Spell, and Analyze One-Syllable Words <b>Phonics &amp; Word Study</b> Days 3-5: Use the structure and activities from Day 2 Phonics and Word Study for the rest of this week. Words for Phonological Awareness (PA) and Morning Messages (MM) and Morning Messages for each day are provided below and on the next page. <b>Bolded</b> words in the message align to the daily Phonics Focus. Practice activities aligned to each day are located in the Word Study Notebook.				

Mapping My Home/School				
Morning Meeting & Foundational Skills	Interactive Read-Aloud	Reading Lab	Writing	Music/Drama & Additional Reading
<b>3. Phonics/Word Study</b> Read the Message: Have students read the message in unison with and without you. Analyze the Message: Ask students to find and circle, underline, box, etc. parts of the message related to the Phonics Focus and to differentiate needs as applicable (e.g., What words have a Power Word inside them? Who can find the Power Word “an”? Who can find a word that starts with “an”? What letter represents /an/). Read New Words (Chunking with Word Families): Here’s how you can read “plan.” • Cover the /p/. • Read “an.” • Put /p/ in front and say “plan.” Study: Let’s take a closer look at “plan.” • Do you see a Power Word inside the word “plan”? Yes, “an.” Let’s underline it. • What sounds do you hear in “an”? Yes, /a/, /n/. What letters match those sounds? Yes, “a,” “n.” • Say “plan” again. What are the first sounds you hear? Yes, /p/ and /l/. What letters match those sounds? Yes, “p” and “l.” • Let’s make a list of -an words together and read them. Generate a list of -an words with the class. • Students spell words with you while they skywrite, palm write, or use dry-erase boards. • Read and study the words on the list.				
Day 4 Focus: -ap, -at PA: up/ape and at/ate Dear First Graders, Today, I will add my map to my home map. I will show how houses are built. What will you add to your map today? Love, (Your Name) Day 5 Focus: -al, -out PA: all/hall and out/about Dear Cartographers, Show houses and sit up tall! We have been cartographers for a week. Love, (Your Name) Day 5 Weekly Spelling Test After completing the day’s Phonics and Word Study work, dictate this week’s spelling list. Say the word, use it in a sentence, and say the word again. bai jan van hand chin sit pup meet ball about Use this data and other evidence of student learning to inform the whole-group, small-group, and individual instruction. <b>Morning Message &amp; Daily Phonics Focus</b> If incorporating a word from the family of study takes more than a minute or two to figure out, simply add a word to your Morning Message (e.g., Today we will read and spell words with up, like nap and pup).				
Repeat Read New Words, Study and Spell with “grand” and -and words. Apply: Students complete the day’s activities in the Word Study Notebook.				

Days 2-5	
Phonological Awareness/Physical Stretch	Foundational Skills Focus
This week, consider using rhyming songs and games that include students names (with their permission) to help build community. <b>“The Name Game”</b> Substitute students’ names to the song “The Name Game.” For example: Anna, Anna by Banna, Banna, Banna by Banna, Fan by me-nanna. Anna! Ask students to dance to each other’s name songs. <b>“Willaby Willaby”</b> Have students hold hands and walk in a circle while you sing and use the students’ names to complete the rhyme: Willaby Willaby Willabyah, An elephant sat on Zanzibah, Willaby Willaby Wiam. An elephant sat on Tami. When the student hears his/her name s/he jumps up and down, sits down, touches his/her toes, or whatever action you specify. Variation: As the students catch on to the rhyming pattern, they can generate the rhyme using other names.	<b>Phonological Awareness</b> Oral Rhyming <b>Additional Rhyming Name Songs/Games</b> <b>“Stand Sky High”</b> Have students sing along while named students stand and enact the song. Stand up. (1-2 students’ names), stand up. (1-2 other students’ names), Spin around, spin around, Reach up to the sky high. Reach down touch the ground. Sit back down, sit back down. <b>Nursery Rhymes with Names</b> Substitute students’ names in popular nursery rhymes. For example: “Humpty Dumpty” Sheila Leslie sat on a wall, Sheila Leslie had a great fall. All the king’s horses And all the king’s men Couldn’t put Sheila Leslie together again.

**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: -an** Week 1: Day 2

- Say **an**
- What sounds do you hear? Write the letter for each sound you hear in each box.
- Say Write the letter for each sound you hear in each box.
- What sounds do you hear? Write the letter for each sound you hear in each box.
- Write \_\_\_\_\_
- Read the words out loud. Underline **an** in each word.  

an	van	ran
n	man	fan
n	plan	plans

 and write the words. Circle **a** in each word.  
 \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_  
 \_\_\_\_\_  
 and write two more -an words.  
 \_\_\_\_\_  
 \_\_\_\_\_

**Word Study: -and** Week 1: Day 2

- Say **and**
- What sounds do you hear? Write the letter for each sound you hear in each box.
- Say \_\_\_\_\_
- What sounds do you hear? Write the letter for each sound you hear in each box.
- Write \_\_\_\_\_
- Read the words out loud. Underline **and** in each word.  

and	hand	land
sand	stand	stands
bands	band	grands

 -an or -and?  
 s \_\_\_\_\_  
 t \_\_\_\_\_  
 l \_\_\_\_\_
- Write words with **-and** on the hand. Read the words.  

 Look! It's an -and hand!

Word Study Notebook: Week 2, Day 4

**Word Chain: -ed, -et, -en** Week 2: Day 4

Say the word.  
Make the word.  
Change one card to make the next word.

1.	2.	3.
4.	5.	6. bet
7.	8.	9.

**Work Mat**

→

h	e	d	t	m	n
p	s	b	sh	r	sl

**Practice: -ed, -et, -en** Week 2: Day 4

Say the names of the pictures.  
Write the words.  
Read the words.

1.	2.	3.
4.	5.	6. bet
7.	8.	9.

What letter is the same in all the words?  
 \_\_\_\_\_  
 \_\_\_\_\_

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

Mapping My Home/School																		
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<h3 style="margin: 0;">Reading Lab: Establish Routines</h3> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p style="font-size: small;">If most of your class is working at Yellow or Read-to-Me, repeat the lesson from the previous day.</p> </div> <h4 style="margin: 0;">1. Shared Reading</h4> <p style="font-size: x-small;">The goal of Shared Reading this week is to help students fall in love with books and to model and reinforce the thinking you expect students to apply to their Independent Reading. Read a text at the IRLA level that is the current grade-level expectation (1B) or higher. Choose one with large print that the class can see when gathered at the rug, or project the text so all students can see it.</p> <p style="font-size: x-small;"><i>Our job is to read, read, read, and love it. Sometimes when I'm reading, I get stuck on words I don't know. What do you do when you come across a word you don't know?</i></p> <p style="font-size: x-small;">Begin to create an anchor chart with students' responses. Add to and revise this anchor chart over the course of the week.</p> <p style="font-size: x-small;"><i>As we read today, I'm going to show you how to...</i></p> <p style="font-size: x-small;">Model the thinking and word attack skills you expect students to apply to their reading, based on the IRLA level of this text:</p> <ul style="list-style-type: none"> <li>• Look all the way through the word.</li> <li>• Look for parts you know inside a new word.</li> <li>• Try a different sound for the vowel, if necessary.</li> <li>• Blend all of the sounds together.</li> <li>• Ask yourself: <i>Does this word sound familiar? Does it make sense here?</i></li> <li>• Read actively: Laugh at funny parts, comment on the material, ask questions, make personal connections, etc.</li> <li>• Retell the story, or tell what the book was about in one word (topic) or one sentence (main idea).</li> </ul> <p style="font-size: x-small;">Have students practice these skills with your support. Emphasize that all your students have at least some of the skills they need to figure out new words.</p>			<h4 style="margin: 0;">Reading Lab: Whole-Group Foundational Skills</h4> <p style="font-size: x-small;">Reading Lab is the second opportunity for you to introduce and reinforce grade-level Foundational Skills. In this Unit, the grade-level focus will be using word families to decode one-syllable words. This week, you'll model the high-leverage Word Attack Strategies that students will use while reading independently. If most of your students are reading below 1 Blue, prioritize modeling the skills those students need to quickly move out of at-risk and emergency levels.</p>															
<div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <h3 style="text-align: center; margin: 0;">Word Attack</h3> <p style="text-align: center; font-size: x-small; margin: 0;">Try this when you're stuck.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 10%;"><b>STOP</b></td> <td style="font-size: x-small;">I STOP and THINK. I don't guess.</td> </tr> <tr> <td style="text-align: center;"></td> <td style="font-size: x-small;">I look all the way through the word.</td> </tr> <tr> <td style="text-align: center;"></td> <td style="font-size: x-small;">I look for parts I know.</td> </tr> <tr> <td style="text-align: center;"></td> <td style="font-size: x-small;">I try different sounds for the vowels.</td> </tr> <tr> <td style="text-align: center;"></td> <td style="font-size: x-small;">I blend all the sounds together as I say the word.</td> </tr> <tr> <td style="text-align: center;"></td> <td style="font-size: x-small;">I re-read the sentence with the word.</td> </tr> <tr> <td style="text-align: center;">?</td> <td style="font-size: x-small;">I ask myself: Does that make sense?</td> </tr> </table> </div>			<b>STOP</b>	I STOP and THINK. I don't guess.		I look all the way through the word.		I look for parts I know.		I try different sounds for the vowels.		I blend all the sounds together as I say the word.		I re-read the sentence with the word.	?	I ask myself: Does that make sense?		
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Partner Reading	
<h3 style="margin: 0;">Partner Reading</h3> <p style="font-size: x-small;">Partner reading helps extend young students' reading stamina. Depending on levels of independence, a combination of Independent Reading and back-to-back and side-by-side partner reading increases Independent Reading time drastically. Introduce back-to-back and side-by-side partner reading at a pace that makes sense for your class.</p>	
<h4 style="margin: 0;">Back-to-Back Partner Reading</h4> <p style="font-size: x-small;">Select two students to coach through the following procedure. Resist the urge to select the most advanced students. Select representative students who will help you see what most of the class may find confusing or difficult.</p> <ul style="list-style-type: none"> <li>• Students sit with backs touching.</li> <li>• Students read their own books independently using a 2-inch voice.</li> <li>• When both have finished or when the teacher tells them to, students turn side-by-side and read books to their partners.</li> <li>• When students finish their books, they may read them again.</li> </ul> <p style="font-size: x-small;">Assign partners, ask them to select three books each, and send them to a quiet space in the room to begin back-to-back reading.</p>	<h4 style="margin: 0;">Side-by-Side Partner Reading</h4> <p style="font-size: x-small;">Select two students and coach them through the procedure described below.</p> <ul style="list-style-type: none"> <li>• Decide who will be the coach and who will be the reader first. Emphasize the qualities of being friendly, taking turns, and doing it quickly. You may give the coach a sticker or necklace to wear.</li> <li>• Students sit with shoulders touching.</li> <li>• The reader holds the book and the coach leans in so s/he can see the book clearly.</li> <li>• Only one book is open, with four eyes on the page.</li> <li>• When the reader finishes each page, coach says, <i>Uh-huh</i> to show active listening.</li> <li>• The coach helps only if the reader asks. The coach asks: <i>Do you need a clue? Or Do you need more time?</i></li> <li>• When the reader finishes the book, the coach says: <i>Thank you for reading to me.</i></li> <li>• The reader says: <i>You're welcome.</i></li> <li>• Reader and coach switch roles.</li> </ul>
<div style="text-align: center;"> </div> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <h4 style="margin: 0;">Side-by-Side Partner Reading, Oral Language, and Literacy Development</h4> <p style="font-size: x-small;">Partner reading in heterogeneous groupings (an English speaker and a Multilingual Learner) can benefit both students. The MLL gets a good model of pronunciation, and the English speaker gets the full benefits of "reading" aloud to someone else.</p> </div>	

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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

**1B Zone 1**  
Use 10 Power Words (Without Onsets) to Read 100 New Words

**Lesson 10: -at**

**Review:** Flash previously learned patterns. Reread some of the familiar texts.  
**Goal:** Today you will learn to read and spell any word built from the word *at*.

**Phonological Awareness**  
**Generate Rhyming Words:** Who can give us a word that rhymes with *at*? (e.g., rat)  
**Isolate Onset:** Everyone say *hat* word. (/h/) **What sound do you hear at the beginning?** (/h/)  
**Just say /t/:** Where are your lips? Where is your tongue?  
**Segment Onset and Rhyme:** Everyone say *rat*. Take off /t/. What's left? (/r/)  
**Blend Onset and Rhyme:** Say /r/. Add -at. What word is it? (rat)

**Phonics/Word Study**  
**Letter-Sound Knowledge:** What letter does *at* start with? (/r/)  
**Spell:** Everyone write *at* in the air.  
**How do we spell /at/?**  
**Close your eyes and spell /at/.**  
**Write the word on the board.**  
**Orthographic Mapping:** Let's analyze *at* together. What sound does each letter make? Analyze which sound is made by each letter.

**-at**

**My Reading Folder**  
Read and spell -at  
"Fat Cat"

**Read and Spell**

at	fat	Matt
bat	bats	brat
hat	hats	
cat	cats	chat
rat	rats	chats
mat	sat	spat

**What's the matter with you?**

**Lesson 10 (continued): -at**

**Reading:** Let's read these -at words.  
**Model (if necessary):** Show students how to cover the initial letter(s) (onset) AND, when necessary, the ending consonant(s) to isolate the chunk (rime) they know. Then combine the onset/rime (final consonants) to read the new word.  
**Guided Practice:** Ask students to cover/uncover the onsets as they work to read the words.  
**Rereading with Clues:** Have students look at the -at word lists to answer the following questions:  
• What could you wear on your head? • What word means a friendly talk?  
• What do you use to play baseball? • What word starts the same as "brown"?  
• Which words are animals? • What words start the same as "cheese"?

**Spelling/Skywriting:** Have students spell a few of the words from memory, stretching it out as they write them.

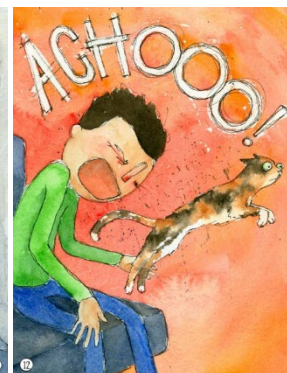
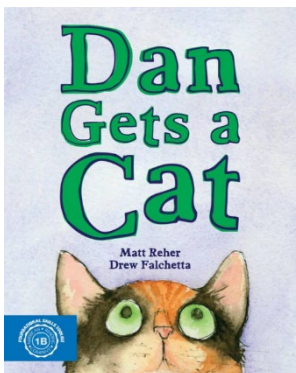
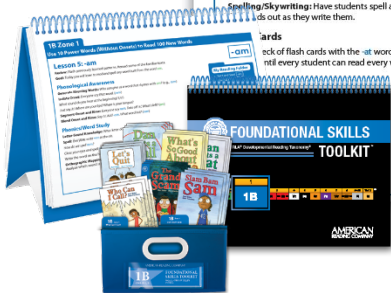
**Flash cards**  
Deck of flash cards with the -at words. Flash the cards at high speed. Repeat as until every student can read every word within two seconds.

**Read and Spell**

at	fat	Matt
bat	bats	brat
hat	hats	
cat	cats	chat
rat	rats	chats
mat	sat	spat

**Fat Cat**

The cat is fat.  
The fat cat sat.  
The fat cat sat on Matt.  
The cat was happy.  
Matt was happy.



**Use words you know to read new words!**

at	eat
cat	beat
fat	heat
hat	neat
pat	seat
rat	cheat
sat	treat
brat	
that	