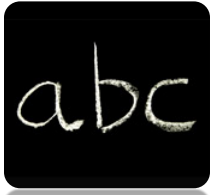


Alphabet Books and Children Who Read Them




This document was compiled to help teachers engage students in the performance of the spelling portion of language standard 2:

L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Sorts	Examples			Unit Examples
*Prior to beginning this sequence, teach routines and procedures for word study.				
Phonological Awareness 	RF.1.2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Work on this skill for a few minutes daily throughout the unit. This skill is <u>hearing</u> the sounds only.			
Initial Sound Sorts (letter/picture sorts)	Beginning consonants (review only if necessary)	b/m/r/s t/g/n/p c/h/f/d l/k/j/w/ y/z/v		
Same-Vowel Word Families (pictures and words) <u>at/an/ap/</u>	at cat hat bat rat mat	an van fan pan man	ap cap gap flap scrap	can, that -poem, "Open A Book"
Same-Vowel Word Families (pictures and words) <u>op/ot/og</u>	op hop bop crop prop chop	ot pot dot clot blot rot	og dog frog log jog hog	
Same Vowel Word Families (pictures and words) <u>ug/ut/un</u>	ug dug hug lug plug	ut cut shut but gut	un sun fun spun gun pun	run - poem, "How to Eat a Poem"

Many resources were utilized in the creation of this document, including, but not limited to:

Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (5th edition) Bear, Templeton, Invernizzi & Johnson, 2012
Common Core Curriculum Maps, www.commoncore.org