


# 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
<b>*Prior to beginning this sequence, teach routines and procedures for word study.</b>					
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) at/an/ap/	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) op/ot/og	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>	<u>ug</u> dug hug lug plug	<u>ut</u> cut shut but gut	<u>un</u> 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 (5<sup>th</sup> edition) Bear, Templeton, Invernizzi & Johnson, 2012  
Common Core Curriculum Maps, [www.commoncore.org](http://www.commoncore.org)