






# America: Symbols and Celebrations

This document was compiled to help teachers engage students in the performance of the spelling portion of language standard 2, as well as reading foundational skills standards 2 and 3:

- L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds. (phonemes)
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Standards	Focus	Examples
 <b>RF.K.2.c</b> <i>Blend and segment onsets and rimes of single-syllable spoken words.</i>   <b>RF.K.2.d</b> <i>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme consonant-vowel-consonant, or CVC words.</i>	<p><b><u>Phonological Awareness</u></b></p> <p>onset and rime isolate/pronounce phonemes</p>	<ul style="list-style-type: none"> <li>• <b>Listen</b> to poems from unit: “Celebration” <a href="http://www.watchknowlearn.org">http://www.watchknowlearn.org</a></li> <li>• Picture sorts ONLY in <u>WTW for Letter-Name</u>, sorts 6-12</li> <li>• Isolating phonemes (ex: dog /d/ /o/ /g/)</li> <li>• <u>Fountas and Pinnell Phonics Lessons</u> (October, March, April)</li> </ul>
 <b>RF.K.3.a</b> <i>Demonstrate basic knowledge of one-to-one letter/sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</i>	<p><b><u>Sound/Letter</u></b></p> <p>ch sh th wh bl cl</p>	<p>Attempt to teach one feature per week.</p> <ul style="list-style-type: none"> <li>• Letter Sorts (Rogers Curriculum Webpage)</li> <li>• Digraph <u>picture sort</u> available in <u>WTW for Letter-Name</u>, sorts 13-17.</li> <li>• Example words: chip, chop, chat, ship, shop, shut, the, this, that, whip, when, blot, black, clap, club</li> </ul>

\*The following standard should be assessed during writing as evidence of application of phonics skills listed above:





**L.K.2.d** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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)
- Phonemic Awareness by Michael Heggerty

The table below compares Phonological Awareness with Phonics for clarification of definitions.

 <b>Phonemic Awareness</b> (in the ear)	 <b>Phonics</b> (in print)
Main focus is on <u>phonemes/sounds</u>	Focus is on <u>graphemes/letters</u> and their corresponding sounds
Deals with <u>spoken language</u>	Deals with written <u>language/print</u>
All <u>auditory</u>	Both <u>visual and auditory</u>
Students work with <u>manipulating sounds</u> and sounds in words	Students work with <u>reading and writing letters</u> according to their sounds, spelling patterns, and phonological structure
<u>Hear the language</u> and play with it	<u>See the text representing the language</u> and play with it.