








# The Great Big World

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.d</b>  <i>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme consonant-vowel-consonant, or CVC words.</i>	<b><u>Phonological Awareness</u></b> isolate/pronounce phonemes add/substitute phonemes	<ul style="list-style-type: none"> <li>Isolating phonemes (ex: dog /d/ /o/ /g/)</li> <li><u>Fountas and Pinnell Phonics Lessons</u> (March, April, May)</li> </ul>
 <b>RF.K.2.e</b>  <i>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</i>		
 <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>	<b><u>Sound/Letter</u></b> fl gl pl sl	<ul style="list-style-type: none"> <li>Letter Sorts (Rogers Curriculum Webpage)</li> <li>Blend picture sorts available in <u>WTW for Letter-Name</u>, sorts 21 &amp; 22.</li> <li>Example words: flip, flag, glob, glad, plum, plot, slip, slam</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)

*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.