



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
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 hearing the sounds only.				
Same Vowel Word Families (pictures and words) en/eg/et	en hen men when then	eg leg peg Greg beg	et yet wet pet jet fret		
Same Vowel Word Families (pictures and words) ill/ig/ip Digraphs (introduce with picture sort; then move to word work) (pictures/words) ch/sh	ill gill hill spill still ch chip chop chill chug chat	ig pig big twig rig gig sh shut ship shop shot shag	ip chip zip rip lip snip		fish, chasing- poem, "Fish"
Digraphs (introduce with picture sort; then move to word work) (picture/words) th/wh	th then that thug	wh whip when			when- poem, "The Pasture" whizzing, whisking- poem, "Fish"
Digraphs (introduce with picture sort; then move to word work) (picture/words) sh/ch/th/wh	shell ship shop shut shag	ch chip chop chill chug chat	then that thug	wh whip when	

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