











Exploring with Friends in the Neighborhood

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 |
|---|---|--|
|  RF.K.2.b  <i>Count, pronounce, blend, and segment syllables in spoken words.</i> | <u>Phonological Awareness</u> syllables onsets and rhymes | <ul style="list-style-type: none"> <i>Listen</i> to poems from unit: “Us Two” and “The Swing” (Activity 8) <u>Fountas and Pinnell Phonics Lessons</u> (March) |
|  RF.K.2.c  <i>Blend and segment onsets and rhymes of single-syllable spoken words.</i> | | |
|  RF.K.3.a  <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> | <u>Sound/Letter</u> l/k j/w short i y/z/v short u | <ul style="list-style-type: none"> Beginning sound picture sort available in <u>WTW for Emergent Spellers</u>, sorts 24-27. Letter Sorts (Rogers Curriculum Webpage) |
|  RF.K.3.b  <i>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</i> | | |

*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 (5th edition) Bear, Templeton, Invernizzi & Johnson, 2012
Common Core Curriculum Maps, www.commoncore.org

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

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|--|--|
|  Phonemic Awareness (in the ear) |  Phonics (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. |