

Really Good Stuff® Teaching Guide

Essential Word Sorts™ Demonstration Cards, 2nd Edition

By Amy Coit and Laura Woodard

Congratulations on your purchase of the **Essential Word Sorts™ Demonstration Cards for the Primary Grades, 2nd Edition**, a classroom tool that provides primary learners with invaluable practice in spelling patterns.

This Really Good Stuff® product includes:

- 907 **Essential Word Sorts™ Demonstration Cards**
- 141 *Storage Envelopes*
- 1 *Compartmented Storage Box*
- This Really Good Stuff® Teaching Guide

The *Demonstration Cards* are an important companion to the book *Essential Word Sorts™ for the Primary Grades, 2nd Edition*, that facilitates direct instruction in word sorting before your students complete the book's reproducible sorts on their own. For optimum visibility, model the sorts in a *4-Column Desktop Pocket Chart*, which is available for purchase through Really Good Stuff® (or may already be included with the kit you purchased).

The *Demonstration Cards* can also be used without the book. Refer to *Table 1. Suggested Sorts* for sequencing, and tailor the sorts to your students' abilities. Use word sorts for intervention, in literacy centers, or in any interactive sorting lesson.

We have improved the *Cards* in this new edition. We now include all the spelling patterns primary students need in one easy-to-organize kit. We provide a *Compartmented Storage Box* as well as *Envelopes* for separately storing each category. All of the category *Cards* now have picture cues to guide students, and we've added picture *Cards* to the beginning sound sorts.

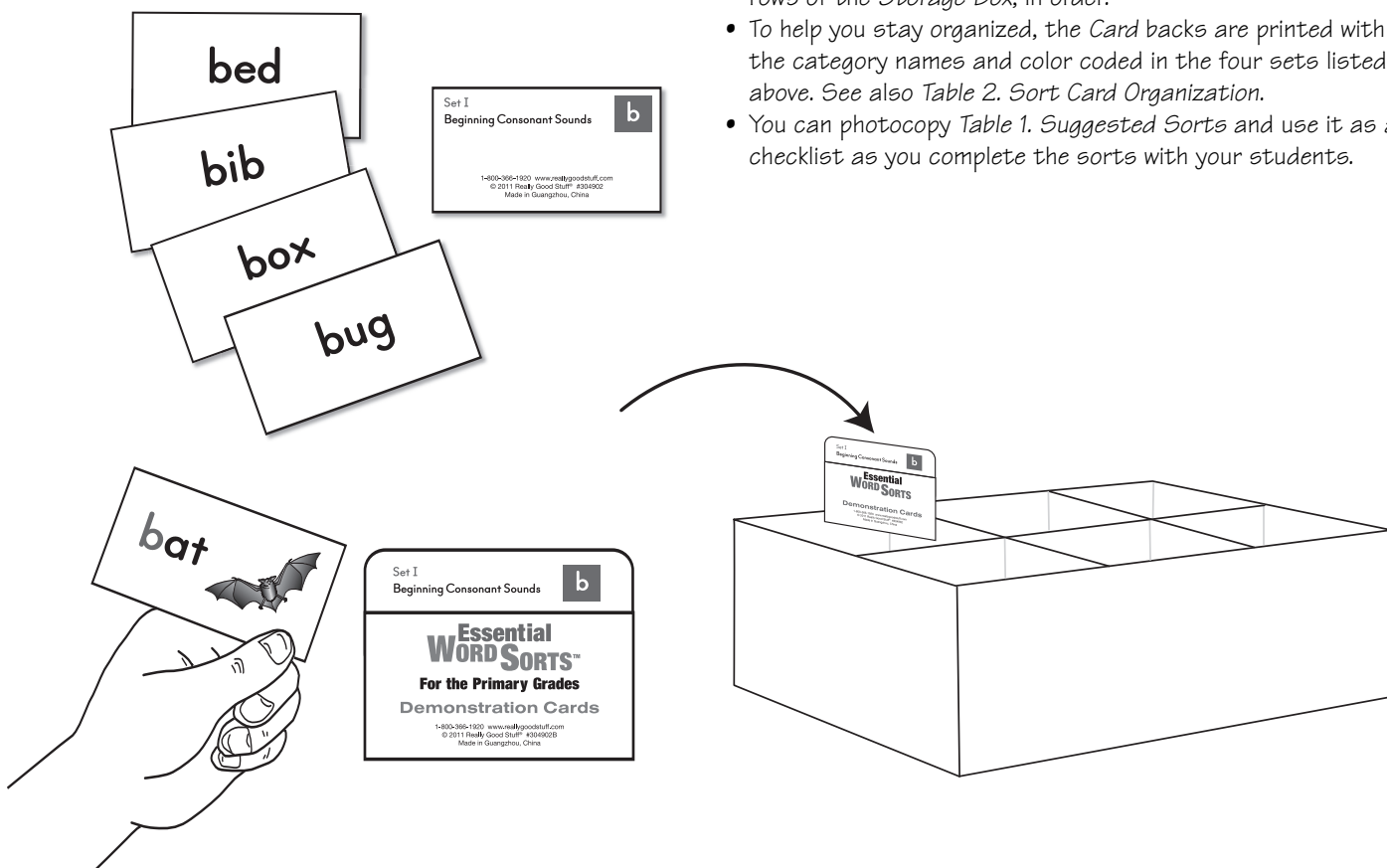
The *Cards* are organized in four manageable sets by the areas of phonics they teach, which correspond to the sections of the *Essential Word Sorts™ for the Primary Grades* book:

- Set I. Beginning Consonant Sounds
- Set II. Short Vowel Word Families
- Set III. Blends and Digraphs
- Set IV. Short, Long and R-Controlled Vowels

The *Demonstration Cards* can also accompany the *Essential Word Sorts™ for the Primary Grades Interactive Whiteboard (IWB) Application*, which provides creative sorting activities for use on an IWB or any computer that supports Adobe® Flash®.

Managing the Demonstration Cards

- Included are category header *Cards*, word and picture sort *Cards*, *Envelopes* for storage, and a *Compartmented Storage Box*.
- As you tear apart the *Cards* along the perforated lines, place them in their *Envelopes*, with the category header *Cards* in front. Place the filled *Envelopes*, standing up, in the rows of the *Storage Box*, in order.
- To help you stay organized, the *Card* backs are printed with the category names and color coded in the four sets listed above. See also *Table 2. Sort Card Organization*.
- You can photocopy *Table 1. Suggested Sorts* and use it as a checklist as you complete the sorts with your students.



All teaching guides can be found online:

Essential Word Sorts™ Demonstration Cards, 2nd Edition

Word Sorting for Important Skills

A general timeline (see Figure 1) shows how the spelling stages coincide with the spelling patterns studied in word sorting, and specifically with the four sets of word sort Cards in this kit. The timeline also shows how these skills line up with the Common Core State Standards.

Table 1. Suggested Sorts

***Note about sorting j and ch:** These two sounds are often confused, and therefore we suggest a sort that will help students hear the contrast.

****Note about “other” cards:** The “other” words defy rules of long and short vowels. They are exceptions to the spelling patterns that usually create the vowel sounds. They are noticeable when said aloud, and they keep sorters on their toes.

Set I. Beginning Consonant Sounds	Categories	Category Cards
	b, m	bat, man
	r, s	rat, sit
	t, g	tag, gum
	n, p	nest, pan
	c, d	cup, dog
	f, h	fan, hat
	l, k	leg, kite
	j, v	jet, van
	y, z, w	yarn, zero, wing

Set II. Short Vowel Word Families	Categories	Category Cards
Same Vowel Families	am, at	jam, cat
	an, ad	can, sad
	ap, ag	map, bag
	et, en, ed	net, ten, bed
	ig, in, ip	pig, fin, zip
	og, op, ot	log, mop, pot
	ug, un, ut	rug, sun, nut
	ack, and, ash	tack, hand, cash
	ell, end	well, send
	ick, ill, ish	sick, hill, fish
	uck, ush	duck, hush
	Mixed Vowel Families	ap, ip, op
an, en, in, un		can, ten, fin, sun
ad, ed		sad, bed
at, et, ot, ut		cat, net, pot, nut
ag, ig, og, ug		bag, pig, log, rug
and, end		hand, send
ack, uck, ick, ock		tack, duck, sick, lock
ash, ish, ush		cash, fish, hush
ad, ed, and, end		sad, bed, hand, send

Types of Word Sorts

Closed sorts (most word sorting)—teacher directs the sort by giving the categories

Open sorts—students see patterns and sort words into categories they determine

Blind sorts—students hear a sort word and point to the appropriate category Card

Picture/word sorts—category and/or sort Cards include pictures for added support

Written sorts—students write sorted words onto a blank grid

Speed sorts—students complete timed sorts to gain automatic recognition of word features

Word hunts—students search their reading materials for words that fit designated categories

Set III. Blends and Digraphs	Categories	Category Cards
Beginning Digraphs	j, ch*	jet, cheese
	c, h, ch	cup, hat, cheese
	s, h, sh	sun, hat, ship
	t, h, th	tag, hat, thorn
	w, h, wh	wing, hat, wheat
	ch, sh	cheese, ship
	th, wh	thorn, wheat
	th (unvoiced)	thorn, the
	th (voiced)	
	ch, sh, th, wh	cheese, ship, thorn, wheat
Beginning Blends	s, c, sc	sun, cup, scale
	s, k, sk	sun, kite, skunk
	s, l, sl	sun, leg, sled
	s, m, sm	sun, man, smoke
	s, n, sn	sun, nest, snake
	s, p, sp	sun, pan, spot
	s, t, st	sun, tag, stick
	s, w, sw	sun, wing, swing
	sp, st	spot, stick
	sk, sm	skunk, smoke
	sn, sl	snake, sled
	sw, sc	swing, scale
	st, sp, sk, sm	stick, spot, skunk, smoke
	sn, sl, sw, sc	snake, sled, swing, scale
	g, l, gl	gum, leg, glass
	f, l, fl	fan, leg, flag
	b, l, bl	bat, leg, blend
	c, l, cl	cup, leg, clock
	p, l, pl	pan, leg, plant
	g, r, gr	gum, rat, grass
	f, r, fr	fan, rat, frog
	b, r, br	bat, rat, bridge
	c, r, cr	cat, rat, crab
p, r, pr	pan, rat, print	

Essential Word Sorts™ Demonstration Cards, 2nd Edition

Set III. Blends and Digraphs	Categories	Category Cards
Beginning Blends	d, r, dr t, r, tr t, w, tw pl, pr gl, gr cl, cr bl, br fl, fr tr, tw, qu gl, pl, sl, bl dr, gr, cr, br gr, gl, cr, cl br, bl, pr, pl	dog, rat, dress tag, rat, truck tag, wing, twelve plant, print glass, grass clock, crab blend, bridge flag, frog truck, twelve, queen glass, plant, sled, blend dress, grass, crab, bridge grass, glass, crab, clock bridge, blend, print, plant

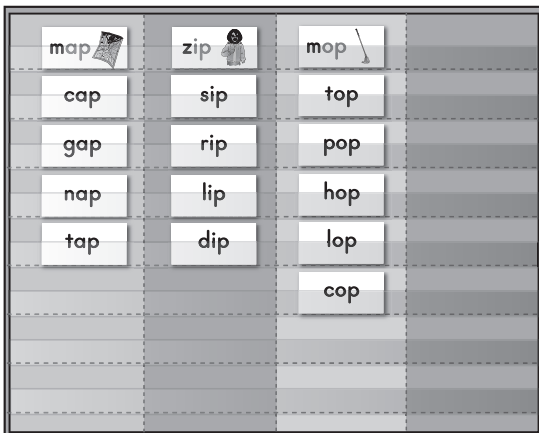
Set III. Blends and Digraphs	Categories	Category Cards
Ending Digraphs	_ch, _th _sh, _ss _ch, _th, _sh	beach, tooth fish, kiss beach, tooth, fish
Ending Blends	_sk, _sp, _st _ft, _pt, _lt, _st _lf, _lp, _lk, _lt _m, _p, _mp _n, _k, _nk _n, _g, _ng _n, _t, _nt _mp, _nd, _nt _nk, _ng	mask, wasp, cast gift, erupt, belt, cast elf, help, milk, belt dam, top, stump pen, book, pink pen, wig, wing pen, shut, pant stump, pond, pant pink, wing

Set IV. Short, Long, and R-Controlled Vowels	Categories	Category Cards	"Other" Cards**
Short Vowels	short a, o, other short i, u, other short e, a, i, other short a, e, i, o, u	cat, box, other pig, bun, other pen, cat, pig, other pen, cat, pig, box, bun	saw, son, was put saw, was
Short Vowels with Beginning Digraphs	short e, a, i, other	shed, chat, shin, other	what
Short Vowels with Beginning Blends	short i, o, u, other	crib, slot, plug, other	swat
Short Vowels with Ending Digraphs	short a, i, o	math, fish, moth	
Short Vowels with Ending Blends	short a, e, i	lamp, desk, pink	
Short and Long Vowels (CVCe)	short a, long a short i, long i short o, long o, short u, long u	cat, gate pig, white box, rose, bun, flute	
Short and Long Vowel Patterns	short a, long a, ai, other short o, long o, oa, other short u, long u, oo, other short e, ea, ee, other	cat, gate, brain, other box, rose, boat, other bun, flute, moon, other pen, wheat, bee, other	what, have, said come, none foot bread, head
Long Vowel Patterns	ai, oa, ee, ea ay, ai, a_e ei, ey e, ee, ea i_e, igh, y oa, ow ue, ew, oo	brain, boat, bee, wheat play, brain, gate vein, grey me, bee, wheat white, night, cry boat, crow glue, blew, moon	
R-Controlled Vowels	or, er ir, ar, ur or, er, ir, ar, ur	corn, fern girl, car, surf corn, fern, girl, car, surf	

Word Sorting Demonstration

Lead a small-group demonstration whenever you introduce a new type of sort, focus on a different word feature, or notice that students need additional modeling. Here is one of many possible ways to model a closed word sort:

1. Select a sort to demonstrate (for example **map**, **zip**, and **mop**) and set up a pocket chart in a visible position.
2. Hold up each category Card and read the word with the group, offering support as necessary. Place the Cards at the top of the pocket chart.
3. Select one sort Card and say the word, such as **cap**. Ask the group if **cap** sounds like **map**, **zip**, or **mop**. When the correct category is named, place the sort Card at the top of the pocket chart.
4. As you continue, sort words by comparing them to the other words in each category: “Does **tap** sound like **cap**, **rip**, or **pop**?”
5. Sort all of the word Cards this way.
6. Have students read the Cards in each category aloud. Having students use a different (or even silly) voice the second time will engage them and help solidify the patterns highlighted in the sort.
7. Reflect on the sort with your group. Talk about how the words are alike and different, and discuss any challenges the students had. See examples of how to do this below.



sap

hip

Reflection

Just as important as doing the sort is reflecting on it afterward. This reflection gives students a chance to connect the patterns in the sorts to the larger picture of language and how it functions as a whole. Write the sentence frame on a whiteboard:

I sorted _____ under _____ because _____.

_____.

I learned _____.

_____.

1. After students have read the categories aloud, ask them to think about why they sorted individual words into the selected patterns and how the words in each category are alike.
2. Ask your group questions about the sort and model responses.
 - “Why did you sort **nap** under **map**?” (**Nap** and **map** both end in **ap**.)
 - “Why didn’t you place **nap** under **zip**?” (**Nap** doesn’t belong under **zip** because it doesn’t end in **ip**. It ends in **ap** like **map**.)
 - “How are all the words under **map** alike?” (They all have the same ending.)
3. Ask each student or each pair of students to justify the placement of one word in each of the categories. Vary the structure of the questions: “Why did you place **pop** under **mop**? Why didn’t you place **lip** under **mop**?”
4. Write student responses on the whiteboard.
5. Ask students to think about what they learned from doing the sort. Model possible ways to describe their learning:
 - “I learned that words that have the same ending rhyme – **ap** – make up a rhyming word family.”
 - “I learned that words that end in **ap**, **ip**, and **op** are all parts of different word families.”
 - “I learned that **hip**, **tip**, and **zip** rhyme.”
 - “I learned that some words are part of families because they have letters that are the same.”
6. Have students pair up and talk about one thing they learned by doing the sort.
7. Go around the group and have pairs describe their learning.

Related Really Good Stuff® Products

4-Column Desktop Pocket Chart (#301823)

Essential Word Sorts™ for the Primary Grades, 2nd Edition (#304845)

Essential Word Sorts™ for the Primary Grades, 2nd Edition, IWB Application (#304938)

Table 2. Sort Card Organization Reproducible

Envelope	Category Card	Sort Cards
Set I. Beginning Consonant Sounds: b	bat	bed, bug, box, bib
Set I. Beginning Consonant Sounds: c	cup	can, cot, cub, cap
Set I. Beginning Consonant Sounds: d	dog	dig, dot, dam, dip
Set I. Beginning Consonant Sounds: f	fan	fig, fat, fun, fox
Set I. Beginning Consonant Sounds: g	gum	gas, gill, Gus, girl
Set I. Beginning Consonant Sounds: h	hat	hen, hug, hop, ham
Set I. Beginning Consonant Sounds: j	jet	jam, jog, Jan, jar
Set I. Beginning Consonant Sounds: k	kite	king, kiss, kid, kick
Set I. Beginning Consonant Sounds: l	leg	log, lips, lock, lid
Set I. Beginning Consonant Sounds: m	man	mug, mat, mud, mop
Set I. Beginning Consonant Sounds: n	nest	nap, net, nut, neck
Set I. Beginning Consonant Sounds: p	pan	pet, pen, pot, pig
Set I. Beginning Consonant Sounds: qu	queen	quail, quilt, quack, quiz
Set I. Beginning Consonant Sounds: r	rat	rug, run, rib, red
Set I. Beginning Consonant Sounds: s	sit	set, sun, sip, sad
Set I. Beginning Consonant Sounds: t	tag	top, ten, tack, tap
Set I. Beginning Consonant Sounds: v	van	vest, vase, vine, vet
Set I. Beginning Consonant Sounds: w	wing	wag, wet, win, wig
Set I. Beginning Consonant Sounds: y	yarn	yam, yawn, yell, yo-yo
Set I. Beginning Consonant Sounds: z	zero	zip, zoo, zebra, zucchini
Set II. CVC Word Families: ad	sad	dad, mad, bad, had, pad
Set II. CVC Word Families: ag	bag	rag, sag, tag, wag, lag
Set II. CVC Word Families: am	jam	ram, dam, ham, yam, Sam
Set II. CVC Word Families: an	can	ban, tan, man, van, pan
Set II. CVC Word Families: ap	map	cap, gap, nap, tap, sap
Set II. CVC Word Families: at	cat	bat, sat, mat, rat, vat
Set II. CVC Word Families: ed	bed	wed, red, fed, led, Ted
Set II. CVC Word Families: en	ten	men, pen, hen, then, den
Set II. CVC Word Families: et	net	let, set, met, pet, wet
Set II. CVC Word Families: ig	pig	dig, big, wig, rig, fig
Set II. CVC Word Families: in	fin	bin, kin, tin, pin, win
Set II. CVC Word Families: ip	zip	sip, dip, hip, rip, lip
Set II. CVC Word Families: og	log	dog, hog, jog, bog, fog
Set II. CVC Word Families: op	mop	top, pop, hop, lop, cop
Set II. CVC Word Families: ot	pot	got, hot, lot, not, rot
Set II. CVC Word Families: ug	rug	bug, mug, dug, hug, tug
Set II. CVC Word Families: un	sun	bun, nun, fun, pun, run
Set II. CVC Word Families: ut	nut	but, gut, hut, rut, cut
Set II. CVCC Word Families: ack	tack	back, sack, rack, pack, Jack
Set II. CVCC Word Families: and	hand	band, land, sand, stand, grand
Set II. CVCC Word Families: ash	cash	lash, mash, sash, rash, dash
Set II. CVCC Word Families: ell	well	bell, sell, tell, fell, shell
Set II. CVCC Word Families: end	send	bend, lend, tend, mend, blend
Set II. CVCC Word Families: ick	sick	pick, lick, kick, tick, trick
Set II. CVCC Word Families: ill	hill	pill, bill, mill, will, fill
Set II. CVCC Word Families: ish	fish	dish, wish, swish
Set II. CVCC Word Families: ock	lock	dock, sock, rock, clock, mock
Set II. CVCC Word Families: uck	duck	buck, suck, luck, puck, tuck
Set II. CVCC Word Families: ush	hush	rush, mush, gush, lush, brush

Table 2. Sort Card Organization Reproducible

Envelope	Category Card	Sort Cards
Set III. Beginning Digraphs: ch	cheese	chat, chip, chick, chop, check
Set III. Beginning Digraphs: sh	ship	shape, shop, shut, short, she
Set III. Beginning Digraphs: unvoiced th	thorn	thank, thin, thick, thirteen, thump
Set III. Beginning Digraphs: voiced th	the	that, them, there, they, this
Set III. Beginning Digraphs: wh	wheat	when, which, why, where, whip
Set III. Beginning Blends: bl	blend	black, bland, bled, blot, blank
Set III. Beginning Blends: br	bridge	brag, bran, brick, brush, bread
Set III. Beginning Blends: cl	clock	clap, class, club, clip, click
Set III. Beginning Blends: cr	crab	crack, crash, crib, crowd, crust
Set III. Beginning Blends: dr	dress	drag, drop, drip, drink, drum
Set III. Beginning Blends: fl	flag	flash, flush, flesh, flip, fluff
Set III. Beginning Blends: fr	frog	fresh, frost, France, free, frill
Set III. Beginning Blends: gl	glass	glad, glob, gland, glum, glossy
Set III. Beginning Blends: gr	grass	grand, grab, grip, grunt, grow
Set III. Beginning Blends: pl	plant	plan, plot, pluck, plus, plump
Set III. Beginning Blends: pr	print	press, prick, prince, prop, pry
Set III. Beginning Blends: sc	scale	scab, scan, scold, score, scooter
Set III. Beginning Blends: sk	skunk	skin, skit, skill, skate, sketch
Set III. Beginning Blends: sl	sled	slap, slick, slip, slot, sloppy
Set III. Beginning Blends: sm	smoke	smell, small, smash, smooth, smack
Set III. Beginning Blends: sn	snake	snack, sneak, snicker, snail, sniff
Set III. Beginning Blends: sp	spot	spin, spill, spun, spit, spell
Set III. Beginning Blends: st	stick	sting, stun, stand, stop, steal
Set III. Beginning Blends: sw	swing	swam, swim, swish, sweet, swell
Set III. Beginning Blends: tr	truck	track, train, trash, trip, trot
Set III. Beginning Blends: tw	twelve	twin, twist, twig, twirl, twice
Set III. Ending Digraphs: _ch	beach	each, teach, much, such, touch
Set III. Ending Digraphs: _th	tooth	with, moth, math, bath, cloth
Set III. Ending Digraphs: _sh	fish	ash, wish, push, crush, fresh
Set III. Ending Digraphs: _ss	kiss	pass, miss, dress, fuss, guess
Set III. Ending Blends (comparison): _p	top (_p)	gap, sap, grip, chop, cup
Set III. Ending Blends (comparison): _t	shut (_t)	bat, get, lit, knit, shot
Set III. Ending Blends (comparison): _m	dam (_m)	am, gem, slim, from, gum
Set III. Ending Blends: _sk	mask	ask, task, desk, dusk, musk
Set III. Ending Blends: _sp	wasp	crisp, lisp, wisp, cusp, gasp
Set III. Ending Blends: _st	cast	fast, last, west, just, wrist
Set III. Ending Blends: _ft	gift	draft, drift, loft, soft, craft
Set III. Ending Blends: _pt	erupt	adapt, kept, wept, slept, swept
Set III. Ending Blends: _lt	belt	felt, melt, wilt, bolt, colt
Set III. Ending Blends: _lf	elf	calf, half, self, shelf, golf
Set III. Ending Blends: _lp	help	scalp, kelp, yelp, gulp, pulp
Set III. Ending Blends: _lk	milk	chalk, talk, walk, silk, bulk
Set III. Ending Blends (Preconsonantal Nasals) (comparison): _n	pen (_n)	than, pin, man, chin, soon
Set III. Ending Blends (Preconsonantal Nasals) (comparison): _k	book (_k)	look, peek, week, cheek, beak
Set III. Ending Blends (Preconsonantal Nasals) (comparison): _g	wig (_g)	bag, tag, drag, hug, drug
Set III. Ending Blends (Preconsonantal Nasals): _mp	stump	camp, lamp, chimp, stomp, pump
Set III. Ending Blends (Preconsonantal Nasals): _nd	pond	and, end, spend, kind, wind
Set III. Ending Blends (Preconsonantal Nasals): _nk	pink	honk, tank, thank, think, bunk
Set III. Ending Blends (Preconsonantal Nasals): _ng	wing	song, hung, long, bring, thing
Set III. Ending Blends (Preconsonantal Nasals): _nt	pant	went, mint, hunt, front, spent

Table 2. Sort Card Organization Reproducible

Envelope	Category Card	Sort Cards
Set IV. Short Vowels: a	cat	tap, bad, rag, van, jam
Set IV. Short Vowels: e	pen	set, led, bed, hen, net
Set IV. Short Vowels: i	pig	sit, rip, big, hill, kid
Set IV. Short Vowels: o	box	top, dog, hot, not, mop
Set IV. Short Vowels: u	bun	rug, fun, but, mud, cub
Set IV. Short Vowels with Beginning Digraphs: a	chat	chap, wham, that, than, shack
Set IV. Short Vowels with Beginning Digraphs: e	shed	shell, check, then, when, them
Set IV. Short Vowels with Beginning Digraphs: i	shin	thin, chip, ship, chill, whip
Set IV. Short Vowels with Beginning Blends: i	crib	grill, drip, skin, flip, brick
Set IV. Short Vowels with Beginning Blends: o	slot	frog, cross, plot, drop, crop
Set IV. Short Vowels with Beginning Blends: u	plug	club, drum, truck, plum, flush
Set IV. Short Vowels with Ending Digraphs: a	math	mash, bath, dash, trash, path
Set IV. Short Vowels with Ending Digraphs: i	fish	with, wish, which, dish, rich
Set IV. Short Vowels with Ending Digraphs: o	moth	sloth, broth, sloss, gosh, cloth
Set IV. Short Vowels with Ending Blends: a	lamp	band, ask, past, blank, sang
Set IV. Short Vowels with Ending Blends: e	desk	test, send, blend, left, belt
Set IV. Short Vowels with Ending Blends: i	pink	risk, lift, wing, limp, drink
Set IV. Short Vowel Others	other	saw, son, was, put, what, swat
Set IV. Long Vowel Patterns: a (CVCe)	gate	bake, whale, ape, tape, pale
Set IV. Long Vowel Patterns: a (ai)	brain	paint, trail, mail, wait, laid
Set IV. Long Vowel Patterns: a (ay)	play	day, clay, may, way, stay
Set IV. Long Vowel Patterns: a (ei)	vein	eight, neighbor, weigh, veil, sleigh
Set IV. Long Vowel Patterns: a (ey)	grey	hey, prey, they, whey
Set IV. Long Vowel Patterns: e (e)	me	be, he, she, we
Set IV. Long Vowel Patterns: e (ea)	wheat	beat, bead, mean, steal, cheap
Set IV. Long Vowel Patterns: e (ee)	bee	need, feet, tree, free, cheek
Set IV. Long Vowel Patterns: i (CVCe)	white	mine, chime, pile, like, bite
Set IV. Long Vowel Patterns: i (igh)	night	light, sight, high, sigh, bright
Set IV. Long Vowel Patterns: i (y)	cry	my, by, sky, fly, shy
Set IV. Long Vowel Patterns: o (CVCe)	rose	mole, hole, stone, chose, nose
Set IV. Long Vowel Patterns: o (oa)	boat	coat, float, loaf, moan, roast
Set IV. Long Vowel Patterns: o (ow)	crow	blow, know, mow, show, grow
Set IV. Long Vowel Patterns: u (CVCe)	flute	huge, tube, cube, cute, June
Set IV. Long Vowel Patterns: u (ew)	blew	chew, crew, grew, new, drew
Set IV. Long Vowel Patterns: u (oo)	moon	soon, food, stool, tooth, balloon
Set IV. Long Vowel Patterns: u (ue)	glue	blue, true, clue, due, hue
Set IV. Long Vowel Others	other	what, have, said, come, none, foot, again, bread, head
Set IV. R-Controlled Vowels: ar	car	arm, art, card, park, yard
Set IV. R-Controlled Vowels: er	fern	her, herd, germ, term, perk
Set IV. R-Controlled Vowels: ir	girl	bird, third, sir, stir, dirt
Set IV. R-Controlled Vowels: or	corn	or, for, fork, born, horn
Set IV. R-Controlled Vowels: ur	surf	fur, burn, hurt, turn, purr

Figure 1. Word Sorting Timeline

	Beginning Consonant Sounds	CVC and CYCC Word Families	Mixed Word Families	Beginning Digraphs	Beginning Blends	Ending Digraphs	Ending Blends	Short Vowels	Short Vowels with Blends and Digraphs	Long Vowel Patterns	R-Controlled Vowels
Set I	Beginning Sounds	Set II	Short Vowel Word Families	Set III	Blends and Digraphs	Set IV	Short, Long and R-Controlled Vowels				
Emergent Spellers	at first... <ul style="list-style-type: none"> write letters to represent sounds are acquiring concept of word 	Letter-Name Alphabetic Spellers	later on... <ul style="list-style-type: none"> spell phonetically correctly spell beginning and ending consonants read text one word at a time 	Within Word Pattern Spellers <ul style="list-style-type: none"> spell CVC and CYCC words correctly spell easy beginning consonant combinations read silently and more fluently write organized content and can revise 							

Common Core State Standards:

Phonological Awareness Kindergarten: <ul style="list-style-type: none"> Isolate and pronounce the initial sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. 	Phonological Awareness Kindergarten: <ul style="list-style-type: none"> Recognize and produce rhyming words. Blend and segment onsets and rimes of single-syllable spoken words. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Grade 1: <ul style="list-style-type: none"> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 	Phonological Awareness Grade 1: <ul style="list-style-type: none"> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Phonics and Word Recognition Grade 1: <ul style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). 	Phonological Awareness Grade 1: <ul style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Phonics and Word Recognition Grade 1: <ul style="list-style-type: none"> Know final -e and common vowel team conventions for representing long vowel sounds. Grade 2: <ul style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams.
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