Rebecca Sitton's Sourcebook for Teaching Spelling and Word Skills—Level 1
Scope and Sequence

| Unit No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

- PHONICS-Exploring the relationship of letters/patterns to sounds for reading and spelling.

| short vowel sounds/spellings/patterns/rules | X |  |  | X | X |  |  | X |  | X | X |  | X |  |  |  | X | X | X | X |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| long vowel sounds/spellings/patterns/rules |  | X |  |  | X |  |  | X |  | X | X |  | X | X |  | X | X | X | X |  |  |
| r-controlled vowels |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| other vowel sounds/spellings/patterns/rules |  | X |  | X |  |  |  |  |  |  |  |  |  |  |  | X |  |  | X |  |  |
| consonant sounds/spellings/patterns/rules | X |  |  | X | X |  | X |  | X | X | X |  | X |  |  | X | X |  |  | X |  |
| digraph sounds/spellings/patterns/rules | X |  |  |  | X |  | X | X | X | X | X |  |  |  |  | X |  |  | X | X | X |
| silent letters | X |  |  |  |  |  |  | X |  |  | X |  |  | X |  | X | X |  |  | X |  |
| blends |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| unexpected spellings | X | X |  | X | X |  | X | X |  | X | X | X | X | X |  | X | X |  | X | X |  |
| phonological and/or rhyming awareness | X | X |  | X | X | X | X | X |  | X | X |  |  | X | X | X | X |  | X | X | X |
| diphthongs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| onsets/rimes | X |  |  | X | X | X | X | X | X | X | X |  |  |  | X | X | X |  | X |  | X |
| double letters | X |  |  | X |  |  |  |  | X |  |  |  | X |  |  |  |  |  | X | X |  |
| predicting spellings | X | X |  | X | X |  | X | X |  | X | X | X |  | X | X | X | X |  | X | X | X |
| vowel/consonant substitutions | X | X |  | X | X |  | X | X |  | X |  |  | X |  |  |  |  |  |  | X |  |
| letter-card word-making activities |  |  |  |  |  |  | X |  |  | X | X |  |  |  |  | X |  |  | X | X |  |
| - READING-Participating in reading (e.g., words, sentences, poetry/rhymes, informative/narrative stories, riddles, student-made books). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| - WRITING OPPORTUNITIES-Participating in modeled, structured, shared, interactive, paired, and independent written communication. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| words | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| sentences (declarative/exclamatory/interrogative) | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| sentence expansion | X | X |  | X | X |  | X | X |  | X | X |  | X | X |  | X | X |  | X |  |  |
| narrative writing | X |  | X |  | X |  |  | X | X | X |  | X |  |  |  | X |  | X |  | X | X |
| explanatory/informational/descriptive writing | X |  | X |  |  | X | X | X | X |  | X | X | X | X | X | X | X | X | X | X | X |
| dictation |  |  | X |  |  | X |  |  | X |  |  | X |  |  | X |  |  | X |  |  | X |
| compounds |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| student-made books | X | X |  | X | X |  | X | X |  | X | X |  | X | X |  | X | X |  | X | X |  |
| possessives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| other (e.g., friendly letters/riddles/rhymes/posters) | X |  |  | X | X |  |  |  |  | X | X | X | X |  |  |  | X |  | X | X |  |
| - WRITING CONVENTIONS-Understanding and applying the guidelines for writing correctness. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| grammar/usage |  | X | X |  | X |  | X | X | X | X | X | X | X |  | X | X | X | X |  |  |  |
| capitalization | X | X | X | X | X | X | X |  | X |  |  | X | X | X | X |  | X | X |  |  | X |
| punctuation |  | X | X |  |  |  |  | X | X |  |  | X |  |  | X |  |  |  | X | X | X |
| analogies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| apostrophe |  |  |  |  | X |  | X |  |  |  | X |  |  | X |  |  | X |  |  |  |  |
| plurals (regular/irregular) | X |  |  | X |  |  |  |  |  | X | X | X |  |  |  | X |  |  |  |  |  |
| alphabetical order | X |  |  |  |  |  |  |  |  |  | X |  |  | X |  |  |  |  | X |  |  |


| Unit No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| - SPELLING-Mastering the spelling of high-frequency words, and ensuring their long-term application in writing. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| - PROOFREADING-Developing editing and proofreading strategies, and ensuring their application in everyday writing. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | $X$ | $X$ | $X$ | $X$ | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| - VISUAL SKILLS-Developing the ability to visualize and remember words and their sequential letters. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| visualizing letters of known words | X | X |  | X | X |  | X | X |  | X | X |  | X | X |  | X | X |  | X | X |  |
| visual memory | X | X |  |  |  |  | X |  |  |  |  |  |  | X |  |  |  |  |  |  |  |
| word shapes |  | X |  | X |  |  |  |  |  | X |  |  | X | X | X |  | X |  | X |  |  |
| matching like shapes/words | X | X | X | X |  | X |  |  | X | X | X | X | X |  | X |  |  |  |  | X | X |
| words in words/word search/etc. | X |  |  |  |  |  | X |  |  | X | X |  | X |  | X |  |  |  |  | X |  |
| - GENERALIZATIONS FOR SUFFIXES-Discovering how to make and use new words by applying the essential rules for the addition of suffixes. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| S | X |  |  | X |  |  |  |  |  | X | X | X |  |  |  |  |  |  | X | X |  |
| ed/ing/er/est | X |  |  | X | X |  |  |  |  |  |  |  |  | X |  |  |  | X | X | X |  |
| abbreviations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| irregular verbs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - VOCABULARY-Acquiring words to explore their purpose within our communication system. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| word meaning | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| idiomatic usage | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  | X |  |  |  |  |  |
| synonyms/antonyms |  |  |  | X |  | X | X | X |  |  |  |  | X |  |  | X | X | X |  |  | X |
| plurals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| homophones |  | X | X |  | X |  | X | X | X | X |  | X | X |  | X | X | X | X |  |  | X |
| homographs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  | X |
| contractions |  |  |  |  | X |  | X |  |  |  | X |  |  | X |  |  | X |  |  |  |  |
| compound words |  |  |  |  |  | X | X | X |  | X | X |  |  |  |  | X |  |  |  |  | X |
| irregular verbs |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  | X |  |  |  | X |  |
| number words |  | X | X | X |  |  | X | X | X | X | X |  | X | X | X | X | X | X | X |  | X |
| color words |  | X |  |  | X |  |  |  |  | X |  |  |  | X | X | X |  |  |  |  |  |
| animal words |  |  |  |  | X | X |  |  |  | X | X | X | X |  |  |  |  | X | X |  |  |
| comparatives/superlatives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |
| onomatopoeic words |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| alliterative words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |
| clothing words |  |  |  |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |
| family words or names | X | X | X |  |  |  | X | X | X |  | X | X | X | X | X |  |  | X |  |  | X |
| food words |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  | X |  |  |  |  |  |
| - WORD STUDY-Collecting, analyzing, sorting, and contrasting words, and drawing conclusions about their spelling and use. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| - LITERATURE-Using classic literature as a catalyst for thinking, reading, writing, and speaking (see Level 1 Sourcebook, page 214). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | X | X | X | X | X |  | X | X | X | X | X | X | X | X |  | X | X |  | X | X | X |

# Rebecca Sitton's Sourcebook for Teaching Spelling and Word Skills-Level 2 

 Scope and Sequence| Unit No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | - PHONICS—Exploring the relationship of letters/patterns to sounds for reading and spelling.


| short vowel sounds/spellings/patterns/rules | X | X | X |  | X | X | X | X |  |  | X | X | X | X |  | X |  | X |  |  | X | X | X | X | X |  | X |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| long vowel sounds/spellings/patterns/rules | X |  | X | $X$ | X | $X$ | X | X | X | X | $X$ | $X$ | $X$ | $X$ | X | X | X | $X$ |  |  | X | X | X | X | X | X | X |
| other vowel sounds/spellings/patterns/rules | X | X | X | X | X | $X$ | $X$ | X | X | X | $X$ | X | X | X | X |  | X | X | $X$ |  |  |  |  | X |  | X |  |
| consonant sounds/spellings/patterns/rules |  | X |  | X | X | $X$ | X |  | X |  | $X$ |  | X | X |  |  | X | X | X | X |  |  |  | X | X |  | X |
| digraph sounds/spellings/patterns/rules | X | X | X | X | X |  |  |  |  |  | $X$ |  | X | X |  |  |  | X |  | X | X |  | X |  |  |  |  |
| silent letters |  |  | X |  | X |  | X |  | X |  | X | X | X | X | X | X | X |  |  | X |  | X |  | X | X | X | X |
| unexpected spellings |  | X | X | X | X | X | X | X | X |  |  | X | X | X |  | X |  | X | X |  | X | X | X | X | X | X | X |
| stressed/unstressed syllables |  |  |  |  |  |  |  |  | $X$ |  | X | X | X |  |  |  |  |  | X | X |  | X |  | X |  | X | X |
| phonological and/or rhyming awareness | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  |
| onsets/rimes | X | X | $X$ | X | X | $X$ | $X$ | X | X | X | $X$ |  | X | X | $X$ | X | X | X |  | X |  | X | X | $X$ |  |  | $X$ |
| double letters | X |  | X |  | X |  | $X$ |  | X |  | X |  | X | X | X |  | X |  |  | X |  | X | X | X | X | X | X |
| predicting spellings | X | X | X | $X$ |  | $X$ | $X$ | X |  | $X$ | $X$ |  | X | X |  | X | X | $X$ | X | X |  | X | X | X | X | X |  |
| vowel/consonant substitutions | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X | X |  |  | X |
| letter-card word-making activities |  | X |  |  |  | X |  |  | X |  | X |  | X |  | X |  |  |  | X |  | X |  |  |  | X | X | X |

- READING-Participating in reading (e.g., words, sentences, poetry/rhymes, informative/narrative stories, riddles, student-made books).
- WRITING OPPORTUNITIES-Participating in modeled, structured, shared, interactive, paired, and independent written communication.

| words | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| sentences (declarative/exclamatory/interrogative) | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| sentence expansion | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| narrative writing | X | X |  | X | X | X | X | X |  | X |  |  |  | X |  |  | X |  | X |  | X | X | X |  |  |  |  |
| explanatory/informational/descriptive writing | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| dictation | X | X | X | X | X | X | X | $X$ | X | X | X | X | X | X | X | X | $X$ | X | X | X | X | X | X | $X$ | X | X | X |
| research and writing |  |  |  |  |  |  |  | X |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  | X |  | X |  |
| student-made books | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X | X |  | X | X | X |  | X | X | X | X | X | X |
| other (e.g., rhymes/riddles/letters/jokes/posters) | X | X | X | X | X |  | X | X | X | X | X | X |  | X | X | X |  |  | X | X | X |  |  |  |  |  | X |

- WRITING CONVENTIONS—Understanding and applying the guidelines for writing correctness.

| capitalization/punctuation/grammar/usage | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| apostrophe | $X$ |  | $X$ |  | $X$ | $X$ | $X$ |  | $X$ | $X$ | $X$ |  | $X$ |  | $X$ | $X$ |  |  | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| nouns/verbs | $X$ | $X$ |  |  |  |  |  | $X$ |  |  |  |  |  |  |  |  | $X$ |  |  | $X$ | $X$ |  |  | $X$ |  |  |  |
| pronouns (personal/possessive) | $X$ | $X$ |  |  |  | $X$ |  |  | $X$ |  | $X$ |  |  | $X$ |  | $X$ |  |  |  |  |  |  | $X$ |  |  |  |  |
| possessives |  | $X$ |  | $X$ |  |  |  |  | $X$ | $X$ |  |  |  |  |  |  |  |  |  | $X$ |  | $X$ | $X$ |  |  |  |  |
| plurals (regular/irregular) | $X$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| comparatives/superlatives | $X$ |  | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |  |  | $X$ |  |  |  | $X$ | $X$ |  | $X$ | $X$ | $X$ |  | $X$ | $X$ | $X$ | $X$ | $X$ |
| irregular verb forms |  |  |  |  |  |  |  |  |  |  |  | $X$ |  |  | $X$ |  |  |  |  |  |  | $X$ | $X$ |  | $X$ |  |  |
| alphabetical order |  |  |  |  |  |  |  |  |  |  | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |  |  |  | $X$ |  |  | $X$ | $X$ | $X$ |  | $X$ |

## Rebecca Sitton's Sourcebook for Teaching Spelling and Word Skills-Level 2 Scope and Sequence

| Unit No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | -SPELLING-Mastering the spelling of high-frequency words, and ensuring their long-term application in writing.


|  | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | - PROOFREADING-Developing editing and proofreading strategies, and ensuring their application in everyday writing.


|  | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

- VISUAL SKILLS-Developing strategies to visualize and remember words and their sequential letters.
visualizing letters of known words



## word shape exercises

visual memory

- GENERALIZATIONS FOR AFFIXES-Discovering how to make and use new words by applying the essential rules for the addition of suffixes and prefixes.



## - VOCABULARY-Acquiring words to explore their purpose within our communication system.

| word meaning and/or etymologies | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| idiomatic usage |  |  | X |  | X |  | X | X | X | X |  | X | X | X |  | X | X |  |  |  |  | X | X |  |  | X | $X$ |
| words with multiple meaning (e.g., long, just, state) |  | X | X | X | X |  | X | X | X | X | X | X | X | X |  | X | X |  |  |  |  | X | X |  | X | X | $X$ |
| synonyms/antonyms | X | X |  | X | $X$ | $X$ |  | $X$ |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X | $X$ |
| homophones | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| homographs |  |  |  |  |  | X |  |  |  |  | X |  |  |  |  |  |  |  | X |  |  |  |  |  |  | X |  |
| contractions | X |  | X |  | X | X | X |  | X | X |  |  | X |  | X |  |  |  | X | X | X | X | X | X | X |  | $X$ |
| compound words |  |  | X | X |  | X |  |  |  | X |  | X |  | X | X | X | X | X |  |  |  |  | X |  | X | X | X |
| often-confused words (e.g., then/than, a way/away) | X | X |  | X | X | X |  | X | X | X | X | X | X |  | X | X |  | X |  |  | X |  |  |  |  | X | $X$ |
| number/color/animal/weather words | X |  |  |  | $X$ | X | X | X | X | X |  | $X$ |  | X |  |  | X | X |  | X |  | X | X | X |  |  | X |
| clothing/family/names/food words |  |  | X |  | X |  |  |  | X |  |  | X |  |  |  |  |  | X |  |  | X | X | X | X |  | X | X |
| abbreviations/clipped words/symbols | X |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  | X |  | X |  |  | X | X |  |  | X |  |

viations/clipped words/symbols
rasting words, and drawing conclusions about their spelling and use.

|  | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

- LITERATURE-Using classic literature as a catalyst for thinking, reading, writing, and speaking (see Level 2 Sourcebook, page 354).

| rhymes, poetry | X |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  | X |  |  |  |  | X |  | X |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| folktales/fables/traditional stories |  | X | X |  | X |  |  |  | X |  | X | X |  |  |  | X | X |  | X |  |  |  |  |  | X |
| informational |  | X | X | X | X |  |  |  |  |  |  |  | X |  |  | X |  |  |  |  | X | X |  |  | X |
| narratives | X |  |  | X | X | X | X | X | X | X |  |  | X | X | X | X | X | X | X | X | X |  | X |  |  |


| Unit No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| - PHONICS-Exploring the relationship of letters/patterns to sounds for reading and spelling. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| short vowel sounds/spellings/patterns/rules | X | X |  |  |  |  |  |  | X | X |  |  | X |  |  | X |  |  | X |  | X |  | X |  |  |  |  |  |  |  |  | X |  |
| long vowel sounds/spellings/patterns/rules | X | X | X |  | X | X |  |  | X | X | X |  | X |  | X | X | X | X | X | X | X | X | X | X | X |  | X |  | X |  | X | X |  |
| other vowel sounds/spellings/patterns/rules | X | X | X |  | $X$ | X | X | X |  | $X$ | $X$ |  | X | X | X | X |  |  | X | X | X | X | X |  |  |  | X | X | X |  |  | X |  |
| consonant sounds/spellings/patterns/rules | X |  | X | $X$ | X |  |  | X | X | X | X |  | X | X |  |  |  |  | X |  | X |  | X | X | X |  | X |  | X | X |  |  |  |
| digraph sounds/spellings/patterns/rules |  | X | X | X |  | X |  |  |  |  |  |  | X |  |  |  | X |  | X |  |  |  |  |  | X | X | X |  |  |  |  | X |  |
| soft-syllable sounds/spellings/patterns/rules |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  | X |  | X |  |  |  |  |  |  | X | X |  |  |  |  |
| silent letters | X | X |  | X |  |  | X | X | X | X | X | X |  | X | X |  | X | X |  |  | X | X | X | X | X | X | X | X | X |  |  | X | X |
| unexpected spellings | X | X | X | X | X | X | X | X | X | X | X |  |  | X | X |  | X |  |  | X |  | X | X |  | X | X |  | X | X | X | X | X | X |
| stressed/unstressed syllables | X | X |  | $X$ | $X$ | $X$ |  | X | X |  |  |  |  | X | X | X |  |  | X | X |  |  | X |  |  |  |  |  | X |  |  | X | X |
| phonological and/or rhyming awareness | X | X | X | X | X | X |  | X | X | X | X |  | X |  | X | X | X | X | X | X | X | X | X | X |  | X |  | X | X | X | X | X |  |
| onsets/rimes | X | X | X |  |  | X |  |  |  | $X$ |  |  | X | X |  | X |  | X |  | X |  | X |  |  | X |  |  |  |  | X | X |  |  |
| double letters |  |  |  | X | X | X | X |  | X | X | X | X |  | X | X | X | X | X |  | X | X | X |  | X | X |  |  | X | X | X |  |  | X |
| predicting spellings | X | X | X | X | X |  | X |  | X | X |  | X |  | X | X |  | X | X | X |  | X |  | X |  |  |  | X | X | X |  |  |  |  |
| vowel/consonant substitutions | X | X |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  | X |  | X |  |  | X |  |  |  | X |  |  |  |  |
| letter-card word-making activities |  |  | X |  |  |  | X |  |  |  |  |  |  | X |  | X |  | X |  |  |  | X |  |  |  |  |  | X |  |  |  |  | X |
| - READING-Participating in reading (e.g., words, sentences, poetry/rhymes, informative/narrative stories, riddles, student-made books). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| - WRITING OPPORTUNITIES-Participating in modeled, structured, shared, interactive, paired, and independent written communication. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| words | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| sentences (declarative/exclamatory/interrogative) | X | X | X | X | $X$ | X | X | X | X | $X$ | X | $X$ | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | $X$ | X | X | X | X | X |
| sentence expansion | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| narrative writing | X | X | X | $X$ |  |  | X |  |  | $X$ |  | $X$ | X | X |  | X | X |  |  | X |  | X | X |  |  |  | X | X | X |  |  | X |  |
| explanatory/informational/descriptive writing | X | $X$ | X | $X$ | X | X | X | X | X | X | $X$ | $X$ | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| dictation | X | X | X | $X$ | $X$ | X | X | X | X | $X$ | X | $X$ | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | $X$ | X | X | X | X |
| research and writing |  | X | X | $X$ |  | X | X | X | X | $X$ |  |  |  |  |  | X |  | X |  | X | X | X | X |  |  | X | X | X | X | X |  |  | X |
| student-made books | X | X | X | X | X | X | X | X | X |  | $X$ | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X | X |  | X | X | X | X |  |
| other (e.g., rhymes/riddles/newsletters/ads) |  |  |  | $X$ |  |  |  |  |  | X | X | $X$ |  |  | X |  | X |  | X |  |  | X | X | X | X |  |  | X | X | X | X | X | X |
| - WRITING CONVENTIONS-Understanding and applying the guidelines for writing correctness. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| capitalization/punctuation/grammar/usage | X | X | X | X | X | X | X | X | X | $X$ | $X$ | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| apostrophe |  | X |  | $X$ |  |  |  |  |  | $X$ |  | $X$ |  | X |  |  | X |  |  | X |  |  |  | X | X | X |  |  |  |  | X | X |  |
| nouns/verbs |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  | X |  | X |  |
| pronouns (personal/possessive) |  |  |  |  |  | X |  | X |  |  |  | X |  |  |  |  | X | X | X |  | X | X | X | X |  | X |  |  | X |  | X | X |  |
| possessives |  |  |  |  |  | X |  | X |  |  |  | $X$ |  | X |  |  | X | X | X | X | X |  | X | X |  |  |  |  |  |  | X |  |  |
| plurals (regular/irregular) | X |  |  |  |  | X |  | X |  |  | X | $X$ | $X$ | X |  |  |  | X |  |  | X |  | X | X |  | X | X |  |  | X |  | X | X |
| comparatives/superlatives (regular/irregular) |  |  | X |  |  |  |  |  |  |  |  | X |  | X |  | X |  | X |  | X |  |  |  | X |  |  |  | X | X |  | X | X |  |
| irregular verb forms |  |  |  |  |  |  | X | X |  | X |  | X |  |  | X |  | X | X | X |  |  |  |  |  | X | X | X | $X$ |  |  |  | X | X |
| alphabetical order | X |  |  |  | X | X | X | X |  | X |  |  |  |  |  |  | X | X | X | X | X |  |  | X |  | X | X | X |  |  |  | X |  |

 - SPELLING-Mastering the spelling of high-frequency words, and ensuring their long-term application in writing.
 - PROOFREADING-Developing editing and proofreading strategies, and ensuring their application in everyday writing.

| $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | - VISUAL SKILLS-Developing strategies to visualize and remember words and their sequential letters.


| visualizing letters of known words | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| visual memory | X | X |  |  | X | X |  | X |  |  | X |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |  |  |
| word shape exercises | X | X |  |  |  | X |  |  |  | X |  |  | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  | X | X |  |
| other (e.g., chain/word search/crossword) |  |  | X |  | X |  | X | X |  |  |  |  |  | X |  | X | X |  | X | X |  | X | X |  | X |  |  |  | X | X |  | X | X |

- GENERALIZATIONS FOR AFFIXES-Discovering how to make and use new words by applying the essential rules for the addition of suffixes and prefixes.

- VOCABULARY-Acquiring words to explore their purpose within our communication system.
 idiomatic usage


## similes

multiple meaning words (e.g., long, just) analogies
synonyms/antonyms
homophones
homographs
contractions
compound words
often-confused words (e.g., then/than) number/color/animal/weather words
clothing/family/names/food words
days of week/months of year/states/cities
abbreviations/clipped words

| $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |

- WORD STUDY-Collecting, analyzing, sorting, and contrasting words, and drawing conclusions about their spelling and use

- LITERATURE-Using classic literature as a catalyst for thinking, reading, writing, and speaking (see Level 3 Sourcebook, page 413).
rhymes, poetry, songs
folktales/fables/traditional stories
informational
narratives


| Unit No | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17\| | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| - PHONICS-Exploring the relationship of letters/patterns to sounds for reading and spelling. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| short vowel sounds/spellings/patterns/rules | X | X |  |  | X | X | X |  |  |  |  |  | X |  |  |  | X |  |  |  | X | X |  |  | X |  |  |  |  |  | X |  |  |
| long vowel sounds/spellings/patterns/rules | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X | X | X |  | X |  | X | X | X |  | X | X | X | X |  |  | X |  |  |
| other vowel sounds/spellings/patterns/rules | X | X |  | X | X | X | X |  |  | X |  |  | X | X | X |  | X | X |  |  | X |  |  |  | X |  |  |  |  |  | X |  |  |
| consonant sounds/spellings/patterns/rules |  | X | X | X | X |  |  | X |  |  |  | X | X |  | X |  |  | X |  | X | X | X | X |  |  | X |  | X | X |  | X |  |  |
| digraph sounds/spellings/patterns/rules |  |  | X |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  | X |  |  |  |  |  |  | X |  |  |  |  |  |
| soft-syllable sounds/spellings/patterns/rules |  |  |  | X |  |  |  |  |  | X | X |  | X | X |  | X | X | X |  |  |  | X | X | X |  | X |  |  | X |  |  |  |  |
| silent letters | X |  | X | X | X | X |  | X |  |  | X |  | X |  |  | X |  | X |  | X |  |  | X |  | X | X |  |  | X | X | X |  | X |
| unexpected spellings | X | X | X | X | X |  | X | X |  | X | X | X | X | X | X |  |  |  |  | X | X | X |  | X |  |  | X |  | X |  |  |  |  |
| ie/ei or ou spellings |  |  |  |  |  |  |  |  |  |  |  | X |  | X | X |  |  | X |  |  |  |  | X |  |  |  | X | X |  | X |  |  |  |
| stressed/unstressed syllables |  | X |  | X |  |  |  |  |  | X | X |  | X | X |  | X | X | X |  |  |  | X | X | X |  | X |  |  |  |  |  |  |  |
| phonological and/or rhyming awareness | X | X | X | X |  |  | X | X |  | X | X | X | X | X | X |  | X |  | X | X | X |  |  | X |  | X | X |  |  | X | X |  |  |
| double letters | X |  |  |  |  | X | X | X | X |  | X |  | X | X |  | X |  |  | X |  |  | X | X | X |  | X |  | X |  |  |  | X | X |
| letter-card word-making activities |  |  |  |  |  | X |  | X |  | X | X | X |  |  |  |  |  |  |  |  |  | X |  |  |  |  | X | X |  |  |  |  | X |

- PROBLEM SOLVING-Using thinking skills.

-READING-Participating in reading (e.g., words, sentences, poetry/rhymes, informative/narrative stories, riddles, student-made books).

- WRITING OPPORTUNITIES—Participating in modeled, structured, shared, interactive, paired, and independent written communication.

| words | $X$ | X | X | $X$ | X | X | X | $X$ | X | X | X | X | X | X | $X$ | X | X | $X$ | $X$ | $X$ | X | X | X | $X$ | $X$ | $X$ | X | $X$ | X | X |  | X | $X$ | $X$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| sentences (declarative/exclamatory/interrogative) | X | $X$ | X | $X$ | X | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | X | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | X | X |  |  | X | X | X |
| sentence expansion | X | $X$ | $X$ | $X$ | X | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | X | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | X | X |  |  | X | X | $X$ |
| dictation | X | X | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | X | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | X | X | X |  |  | X | X | $X$ |
| narrative/descriptive/persuasive |  |  | $X$ | $X$ | $X$ |  |  |  | $X$ | $X$ | $X$ |  |  | $X$ |  | $X$ | $X$ | $X$ | $X$ | $X$ |  | $X$ | $X$ |  | $X$ |  |  |  |  |  |  | X |  |  |
| explanatory/informational | X | X | X | $X$ | X | X | X | $X$ | $X$ | $X$ | $X$ | X | $X$ | X | $X$ | $X$ | $X$ | $X$ | $X$ | X | X | $X$ | $X$ | $X$ | $X$ | X | X | X | X |  |  | X | X | X |
| research and writing | X | X | X | X | $X$ |  | X | $X$ | $X$ | X |  | $X$ | $X$ |  |  |  | $X$ |  | X |  |  | $X$ | $X$ |  | $X$ |  | X |  |  |  |  |  | X | X |
| student-made books | X | X | X | $X$ | X | X | $X$ | $X$ | $X$ | $X$ | X | $X$ | $X$ | X | X | X | $X$ | X | X | X | $X$ | $X$ | X |  | X | X | X | X |  |  |  | X | X | X |
| other (e.g., rhymes/riddles/letters/dialogue/ads) |  |  | X | X | $X$ | $X$ | X | $X$ |  | X | X |  | $X$ |  | $X$ |  | $X$ |  | $X$ | $X$ |  | X |  | X | $X$ |  | X |  |  |  |  |  |  | X |

## - WRITING CONVENTIONS-Understanding and applying the guidelines for writing correctness.

| capitalization/punctuation/grammar/usage |
| :--- |
| apostrophe |
| nouns/verbs/adjectives/adverbs |
| possessives/possessive pronouns |
| plurals (regular/irregular) |
| comparatives/superlatives (regular/irregular) |
| irregular verb forms |
| alphabetical order |

alphabetical order


| Unit No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | - SPELLING-Mastering the spelling of high-frequency words, and ensuring their long-term application in writing.


|  | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | - PROOFREADING-Developing editing and proofreading strategies, and ensuring their application in everyday writing.


| $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | - VISUAL SKILLS-Developing strategies to visualize and remember words and their sequential letters.


| visualizing letters of known words | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| visual skill-building exercises |  |  |  | $X$ | $X$ |  |  | $X$ | $X$ |  |  | $X$ | $X$ |  |  |  | $X$ | $X$ |  | $X$ |  |  | $X$ |  | $X$ | $X$ |  |  | $X$ | $X$ |  |  | - GENERALIZATIONS FOR AFFIXES-Discovering how to make and use new words by applying the essential rules for the addition of suffixes and prefixes.

suttixes: able, ed, er, es, est, ful, ing, less, ly, ment, ness, $s$, ship, sion, th, tion, $t$ ty, $y$ pretixes: anti, de, dis, ex, il, im, in, ir, mis, multi, non, re, sub, un


$\square$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |  | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $X$ |  | $X$ | $X$ |  |  |  |  |  |  |  | $X$ |  |  |  |  |  |  |  |
| $X$ |  | $X$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## - WORD GAMES-Participating in motivational activities that build word skills and understandings.



- VOCABULARY-Acquiring words to explore their purpose within our communication system.

| word meaning and/or etymologies | $X$ | $X$ | X | X | X | X | X | X | X | $X$ | $X$ | X | X | X | $X$ | X | X | X | X | X | X | X | $X$ | X | X | X | X | $X$ | X | $X$ | X | $X$ | X |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| idioms/proverbs/expressions | X | X | X |  |  | X |  |  |  | X | X |  | $X$ |  | X |  |  | X |  |  | X |  | X |  | $X$ | X |  | X |  | X |  | X | X |
| similes/metaphors/hyperbole |  |  |  |  |  |  |  | $X$ |  |  |  |  |  | $X$ |  |  |  |  | $X$ |  |  |  |  |  | $X$ |  |  |  |  |  | $X$ |  |  |
| multiple meaning words (e.g., long, just) |  | X | X |  | $X$ |  | X | $X$ | X | $X$ | X |  |  | $X$ | X |  | $X$ |  |  |  | X | X | $X$ | $X$ | $X$ | X | X |  |  | $X$ | $X$ |  |  |
| Latin/Greek word parts |  |  |  |  |  |  |  |  |  | X |  |  |  | X |  | X |  |  |  |  |  |  | $X$ |  |  |  |  |  | X | X | X | X | X |
| words from other languages |  |  |  |  | $X$ |  |  |  |  |  |  |  |  |  |  |  |  | $X$ |  |  |  | X |  |  | $X$ |  |  |  |  | $X$ |  |  | $X$ |
| synonyms/antonyms | $X$ | $X$ | X |  | $X$ | $X$ | X | X | $X$ |  |  | X | $X$ | X |  |  | X | $X$ | X | X | X |  |  | X | $X$ | X | $X$ | X | X | $X$ | X | $X$ |  |
| homophones | $X$ | $X$ | X | X | $X$ | X | X | $X$ | $X$ | X | X | X | X | $X$ | X | X | X | X | X | X | X | X | X | X | $X$ | X | X | X | X | X | $X$ | $X$ | X |
| homographs |  | $X$ |  |  | $X$ |  |  | X | $X$ |  |  |  |  | $X$ |  |  |  |  |  |  |  |  |  |  | $X$ |  |  |  |  |  | X | X |  |
| contractions |  |  |  |  |  |  | $X$ |  | X | X | $X$ | X |  | $X$ | $X$ | X |  |  | $X$ | $X$ |  | $X$ | X | X | $X$ | X |  | $X$ | X | $X$ |  |  |  |
| compound words | $X$ | $X$ |  |  |  |  | $X$ | $X$ |  |  | $X$ |  | $X$ | $X$ | $X$ |  |  | $X$ | $X$ | $X$ |  | $X$ |  |  | $X$ |  | $X$ | $X$ |  | $X$ |  |  |  |
| often-confused words (e.g., then/than) | $X$ | X | X | X | $X$ | X | X | $X$ | X | X | X | X | X | X | X | X | X | X | X | X | X | $X$ | X | X | X | X | X | X | X |  |  | X | X |
| hyphenated words |  |  |  | X | X | $X$ |  | X |  |  |  |  |  | X |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |
| palindromes/anagrams |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $X$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |
| number/color/animal/weather words |  | $X$ | X | $X$ | X | X |  | X |  | X |  |  |  |  | X |  | X |  | X |  | X |  | X |  | X | $X$ |  | $X$ |  | X |  |  |  |
| clothing/family/names/food words |  | X | X | X |  |  |  |  | $X$ |  | X |  |  |  |  |  |  |  |  |  | X |  |  |  |  | $X$ |  | X |  |  |  |  | X |
| cities/states/geographical words |  |  |  |  |  | X |  | X | $X$ |  |  | X |  |  |  | $X$ |  |  | X |  |  | X |  |  |  | $X$ |  |  |  |  |  |  | $X$ |
| shortcut words (e.g., abbreviations/acronyms) |  |  | X |  |  |  |  | X | $X$ |  |  |  |  |  |  | X |  |  |  | X | X |  | X |  |  | X |  |  | X | X | X | X |  |

## -WORD STUDY-Collecting, analyzing, sorting, and contrasting words, and drawing conclusions about their spelling and use.

|  | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | - LITERATURE-Using classic literature as a catalyst for thinking, reading, writing, and speaking (see Level 4 Sourcebook, page 413).



| Unit No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | - PHONICS-Exploring the relationship of letters/patterns to sounds for reading and spelling.

short vowel sounds/spellings/patterns/rules other vowel sounds/spellings/patterns/rules consonant sounds/spellings/patterns/rules digraph sounds/spellings/patterns/rules soft-syllable sounds/spellings/patterns/rules silent letters unexpected spellings
ie/ei or ou spellings
stressed/unstressed syllables
phonological and/or rhyming awareness double letters

| X | X | X |  |  | X |  |  |  |  |  |  |  | X |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| X | X | X |  | X |  | X |  |  |  |  | X |  |  |
| X |  | X |  |  |  |  |  | X |  |  |  |  |  |
| X | X | X | X | X |  |  | X | X | X |  | X |  |  |
|  |  |  |  |  |  |  |  | X | X |  |  |  |  |
|  |  |  | X |  | X |  |  |  |  |  |  |  | X |
|  | X |  | X | X |  |  | X |  |  |  |  |  |  |
| X | X |  |  | X | X |  | X |  |  |  | X |  | X |
|  |  |  |  |  | X |  |  |  |  |  |  |  | X |
|  |  |  | X |  | X |  |  |  |  |  |  |  | X |
| X | X | X | X | X | X | X | X |  | X |  | X |  | X |
|  | X |  |  | X | X | X |  | X |  | X |  |  | X |
|  |  |  |  |  | X |  |  |  |  |  |  | X |  |


| X |  | X |  |  | X | X |  | X |  |  | X |  |  |  |  |  | X |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | X |  |  | X |  | X | X |  |  | X | X |  | X |  |  |  |  |  |  | X |
|  | X |  | X |  | X |  |  | X |  |  | X |  |  |  |  | X |  | X |  |  |  |
|  |  | X |  |  | X |  | X | X |  |  | X | X |  |  | X | X |  |  | X |  |  |
|  | X |  |  |  | X |  |  |  |  | X | X | X |  |  |  |  |  |  | X |  |  |
| X | X | X |  |  |  |  |  |  |  | X |  | X | X | X | X | X | X |  |  |  |  |
|  |  |  |  | X |  | X |  | X |  |  | X |  | X |  | X |  |  |  |  | X | X |
| X |  |  | X | X |  |  | X | X |  |  |  |  | X | X | X |  | X |  |  |  |  |
| X | X |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X |  | X |  |
| X | X | X |  | X |  |  |  |  |  | X |  | X | X | X | X | X | X |  |  |  |  |
| X | X |  |  | X | X | X | X | X |  | X | X | X |  |  | X | X |  | X |  | X | X |
| X |  |  |  | X |  | X |  | X | X |  | X |  |  | X |  | X | X |  |  | X |  |
|  |  |  | X |  |  |  |  | X |  | X |  |  | X |  |  |  |  |  | X |  |  |


| letter-card word-making activities |
| :--- |
| - PROBLEM SOLVING-Using thinking skills. |



| - READING-Pa |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| - WRITING OPPORTUNITIES-Participat |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| words | $X$ | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | $X$ | X | X | X | X | X | X | X | X | X | X |
| sentences (declarative/exclamatory/interrogative) | X | X | X | X | X | X | $X$ | X | X | X | X | X | X | X | X | $X$ | X | X | X | X | X | X | X | $X$ | X | X | X | X | X | X | X | X | X | $X$ | X |
| sentence expansion | X | X | $X$ | X | X | X | $X$ | X | X | $X$ | X | X | X | X | X | X | $X$ | X | X | X | $X$ | X | X | $X$ | $X$ | $X$ | X | X | $X$ | X | X | $X$ | $X$ | X | X |
| dictation | X | X | $X$ | X | X | X | X | X | X | $X$ | X | X | X | X | X | X | X | X | X | X | X | X | X | $X$ | $X$ | X | X | X | X | X | X | $X$ | X | X | X |
| narrative/descriptive/persuasive |  |  | $X$ |  | $X$ | X |  |  |  | $X$ |  |  | X | X | X |  |  | $X$ |  | $X$ | X | X |  | $X$ |  | $X$ | X |  |  | X |  | $X$ |  |  | $X$ |
| explanatory/informational | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| research and writing | X | X | $X$ |  | X | X | $X$ | X |  | $X$ | X | X | X | X |  |  | $X$ | X |  |  | X | X |  |  |  | $X$ | X | X | $X$ | X | X |  | X |  | X |
| student-made books |  |  |  |  |  | X |  |  | X | X |  |  | X | X |  | X | X |  |  |  | X | X |  | X |  | X |  |  | X |  |  |  | X |  |  |
| other (e.g., rhymes/riddles/letters/dialogue/ads) | X |  |  |  |  | X | X | X |  |  |  | X | X | X | X |  |  |  |  |  | X |  | X |  | X | X | X | X | X | X |  | X | X |  | X |

## - WRITING CONVENTIONS-Understanding and applying the guidelines for writing correctness.

| capitalization/punctuation/grammar/usage | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| apostrophe | X | X |  | X |  | X | X |  | X |  | X | X | X |  | X |  |  |  | X | X | X | X |  | X | X | X | X |  | X |  | X | X | X | X |  |
| nouns/verbs/adjectives/adverbs |  | X |  |  |  |  |  | X | X | X |  | X |  |  |  | X |  |  | X | X |  | X |  |  | X |  |  | X |  | X |  | X |  |  |  |
| possessives/possessive pronouns |  |  |  |  | X | X | X |  | X |  | X | X | X |  | X | $X$ |  |  |  |  | X | X |  | $X$ |  | X | X |  | X |  | X | X | X | X | X |
| plurals (regular/irregular) |  | X |  |  |  | X |  | X |  |  | X | X |  |  | X | X | X |  |  | X |  |  | X | X |  |  |  |  | X |  | X | X | X |  | X |
| comparatives/superlatives (regular/irregular) |  |  |  |  |  |  |  |  | X |  |  | X |  |  |  |  |  | X |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| irregular verb forms |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  | X |  |  |  |  |  |  |  |  |  | X |  | X |  |  |  |

- SPELLING-Mastering the spelling of high-frequency words, and ensuring their long-term application in writing.

|  | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

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| Unit No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | - PROOFREADING-Mastering editing strategies to increase performance on standardized tests and in everyday writing.

$\mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}$ - VISUAL SKILLS—Developing strategies to visualize and remember words and their sequential letters.

| visualizing letters of known words | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| visual skill-building exercises | $X$ | $X$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - GENERALIZATIONS FOR AFFIXES-Discovering how to make and use new words by applying the essential rules for the addition of suffixes and prefixes.

suffixes: s/es, ed, ing, er, est, ly, ful, y, en, less, able, ness, ment, ship, some, th, sion, tion, ize, ive, e/ance prefixes: anti, de, dis, en, ex, im, in, mis, multi, re, un, non, il, ir, sub, bi, pre


- WORD GAMES-Participating in motivational activities that build word skills and understandings.
visual
vocabulary/language-related
phonics-based
palindromes
spelling

|  |  | $X$ |  |  |  |  |  |  |  |  |  |  | $X$ |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| $X$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | $X$ | $X$ | $X$ | $X$ | $X$ |  | $X$ |  | $X$ |  |  | $X$ |  | $X$ |
|  |  |  | $X$ | $X$ | $X$ | $X$ |  | $X$ |  |  | $X$ |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $X$ |  | $X$ |  | $X$ |  |  |  |  | $X$ |  |  | $X$ |  | $X$ |

- VOCABULARY—Acquiring words to explore their purpose within our communication system.

| word meaning and/or etymologies | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| idioms/proverbs/expressions | X | X | X | X | X |  | X | X | X | X | X |  | X | X |  | X |  | X | X | X | X | X | X | X | X |  | X | X |  | X | X | X | X |  | X |
| similes, metaphors, onomatopoeia, hyperbole |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  | X |  | X |  |  |  |  |  | X |  | X |  |  |  |  |  |  |  |
| multiple meaning words (e.g., long, just) |  |  |  |  |  |  |  |  | X | X | X |  | X |  |  | X |  | X |  | X |  | X | X | X | X | X |  |  |  |  | X |  | X | X |  |
| Latin/Greek word parts | X |  | X | X | X | X |  |  | X | X |  | X | X | X |  | X |  |  |  | X | X | X | X |  | X |  |  | X | X |  | X |  |  | X | X |
| words from other languages |  |  |  | X |  |  |  | X |  | X |  |  |  |  | X |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| eponyms |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |  |  | X |
| synonyms/antonyms |  | X | X |  | X |  |  | X |  | X |  | X | X | X |  |  | X |  | X | X |  | X | X | X | X | X | X | X |  | X | X |  |  |  | X |
| homophones | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X X | X | X | X | X | X | X | X | X |  |
| homographs |  |  |  |  |  |  |  |  | X | X | X |  | X |  |  |  |  |  |  |  |  | X | X |  | X |  |  |  |  |  |  | X |  | X |  |
| contractions | X | X |  | X | X |  | X | X | X |  | X |  | X |  | X | X |  |  |  | X | X | X |  | X | X |  | X | X | X | X |  |  | X | X | X |
| compound words | X |  | X |  |  |  | X |  |  |  |  |  |  | X | X | X | X |  | X |  |  |  |  | X | X | X | X |  |  |  |  |  |  | X |  |
| often-confused words (e.g., then/than) | X | X | X | X | X |  | X |  | X | X |  | X |  | X | X | X | X | X |  | X | X | X |  |  |  | X | X | X |  | X | X | X |  |  | X |
| numbers/colors/animals/weather/food/names |  | X |  |  |  | X |  | X |  |  |  |  |  |  |  |  |  | X |  |  | X |  |  | X |  | X |  | X | X | X |  | X |  |  | X |
| cities/states/geographical words |  |  | X |  |  | X |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |  | X |
| shortcut words (e.g., abbreviations/acronyms) |  | X |  |  |  | X |  | X |  |  |  | X |  | X |  | X |  | X |  |  | X |  |  | X |  |  |  | X | X |  |  | X |  |  |  |

## shortcut words (e.g., abbreviations/acronyms)

| $x$ | $X$ | $X$ | $X$ |
| :--- | :--- | :--- | :--- |

- WORD STUDY-Collecting, analyzing, sorting, and contrasting words, and drawing conclusions about their spelling and use.
$\left.\begin{array}{|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l}X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X\end{array}\right]$
- LITERATURE-Using classic literature as a catalyst for thinking, reading, writing, and speaking (see Level 5 Sourcebook, page 397).


| Unit No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | - PHONICS-Exploring the relationship of letters/patterns to sounds for reading and spelling.


| short vowel sounds/spellings/patterns/rules | X |  |  |  |  |  |  | X | X |  | $X$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  | X |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| long vowel sounds/spellings/patterns/rules | X |  |  | X |  |  |  | X |  |  | X |  |  |  |  | X |  |  | X |  |  |  |  | X |  | X |  |  |  |  |  | X |  |  |  |
| Other vowel sounds/spellings/patterns/rules | X |  |  |  |  |  |  | X |  |  | X |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  | X |  |  |  |  |  | X |  | X |
| consonant sounds/spellings/patterns/rules | X |  |  | X | X | X | X | X | X | X | X |  | X |  |  |  |  |  | X |  |  |  |  | X |  | X |  | X |  | X | X | X |  | X |  |
| digraph sounds/spellings/patterns/rules |  |  |  | X |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  | X |  |  |  |  |  |  |
| soft-syllable sounds/spellings/patterns/rules | $X$ |  |  |  |  |  | X | X |  |  |  | X | X | X | X | X |  |  | X |  |  |  | X |  | X |  | X |  |  |  |  | X |  | X | X |
| silent letters | X |  |  |  | X | X | X | X | X | X |  |  |  |  | X | $X$ |  | $X$ | X |  | X |  |  |  |  |  | X | X |  |  |  |  |  | X |  |
| unexpected spellings | X |  | X | X | X | X | X | X | X | X | $X$ | X |  |  | X | X | X | X | X |  |  | X | X | X | X | X | X | X | X | X | X | X |  |  |  |
| ie/ei or ou spellings |  |  |  |  |  |  |  |  | X |  | X |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  | X |  |  |  |  |  | X |  | X |
| stressed/unstressed syllables |  |  |  | X |  |  | X |  | X | X |  | X |  |  | X | X | X |  |  |  |  |  | X |  | X |  | X |  |  |  |  | X |  | X | X |
| double letters | X |  |  |  | X |  | X | X | X | X |  |  |  | X | X | X | X |  | X | X |  |  | X |  |  |  |  | X |  |  |  | X | X |  | X |
| letter-card word-making activities |  |  |  | X |  |  |  |  |  |  |  |  | X |  |  |  |  | X |  | X |  |  |  | X |  |  |  |  | X | X | X |  | X |  |  |

- PROBLEM SOLVING-Using thinking skills.

| logical thinking exercises |  | X |  |  |  | X |  |  |  |  | X |  | X |  |  |  | X | X | X |  |  |  | X |  | X | X |  |  | X | X |  | X |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| analogies | X |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |
| hypothesizing | X | X | X |  |  | X | X |  |  | X |  |  |  | X | X | X | X |  | X |  | X |  |  | X | X | X | X |  |  |  |  |  | X | X |  |
| - READING-Participating in reading (e.g., words, sentences, poetry/rhymes, informative/narrative stories, riddles, student-made books). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| - WRITING OPPORTUNITIES-Participating in modeled, structured, shared, interactive, paired, and independent written communication. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| words | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| sentences (declarative/exclamatory/interrogative) | X | X | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | X | X | X | $X$ | X | X | $X$ | $X$ | X | $X$ | $X$ | $X$ | X | $X$ | X | $X$ | $X$ | $X$ | $X$ | X | X | $X$ | X | $X$ | X |
| sentence expansion | X | X | X | X | X | X | X | X | $X$ | X | X | X | X | X | X | X | X | X | X | X | $X$ | X | X | X | X | X | $X$ | X | X | X | X | X | X | X | X |
| dictation | X | X | $X$ | $X$ | $X$ | $X$ | $X$ | X | $X$ | $X$ | X | X | $X$ | $X$ | X | X | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | X | X | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | X |
| narrative/descriptive/persuasive/summary | X | X | X | $X$ | X | X | $X$ |  | X | X | X | X | X |  |  |  |  | X | X |  | X | X | X |  | X | $X$ | X | $X$ | X | X |  | $X$ | $X$ | X | X |
| explanatory/informational | X |  | $X$ | $X$ |  |  | X | X |  | $X$ | X | X | $X$ | $X$ | X | X | $X$ | $X$ | X | X | $X$ | $X$ | $X$ | $X$ |  | $X$ | $X$ | $X$ | $X$ | X |  | X | X | X | X |
| research and writing | X | X | X | X |  |  |  | X |  | X |  | X | X | $X$ |  | X | $X$ | $X$ |  | X | X |  | $X$ | X | X | X | X | $X$ |  |  | X |  |  |  | X |
| student-made books |  | X | X |  | X |  |  | X |  | X |  |  | X |  | X | X |  | X |  |  |  |  | X |  | X |  |  | X |  |  |  |  |  |  | X |
| other (e.g., rhymes/riddles/letters/dialogue/ads) |  | X | X |  | X | X |  | X |  | X |  | X |  |  |  |  |  | X | X | X | X | X | X | X | X | X |  |  |  |  |  | X | X | X | X |


| - WRITING CONVENTIONS-Understanding and applying the guidelines for writing correctness. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| capitalization/punctuation/grammar/usage | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| apostrophe |  |  |  |  |  | X | X |  | X | X | X | X | X | X |  | X |  |  | X | X |  |  |  |  |  |  |  | X | X |  |  |  | X | X |  |
| nouns/verbs/adjectives/adverbs | X | X |  |  | X | X | X |  | X | $X$ |  | $X$ |  |  |  |  |  |  | X | X |  |  |  | X |  | X |  |  |  |  |  |  |  |  | X |
| possessives/possessive pronouns |  |  | X |  |  | X |  | X |  |  | X | X | X |  |  | X |  |  |  | X |  | X |  |  |  | X |  | X |  | X |  |  | X |  |  |
| plurals (regular/irregular) |  | X | X | X | X | X | X |  |  | X | X | X |  |  |  | X | X | X |  | X |  | X |  | X |  |  |  | X | X |  |  | X | X |  | X |
| comparatives/superlatives (regular/irregular) |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  | X |  |  |  |  | X |  |  |  | X |  |  | X |  |  |  |  |  |
| irregular verb forms |  |  | X |  | X | X | X |  |  |  |  | X |  | X |  |  |  |  | X |  |  |  |  |  |  | X | X |  |  |  |  | X |  | X |  |

-SPELLING-Mastering the spelling of high-frequency words, and ensuring their long-term application in writing.

|  | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

# Rebecca Sitton's Sourcebook for Teaching Spelling and Word Skills-Level 6 Scope and Sequence 

| Unit No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | - PROOFREADING-Mastering editing strategies to increase performance on standardized tests and in everyday writing.


|  | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | - VISUAL SKILLS-Developing strategies to visualize and remember words and their sequential letters.

 - GENERALIZATIONS FOR AFFIXES-Discovering how to make and use new words by applying the essential rules for the addition of suffixes and prefixes.
suffixes: s/es, ed, ing, er, est, ly, ful, y, en, less, able,
ness, ment, ship, some, th, s/tion, ish, ize, ive, e/ance prefixes: anti, de, dis, en, ex, im, in, mis, multi, re, un, non, il, ir, sub, bi, pre


## - WORD GAMES-Participating in motivational activities that build word skills and understandings

| visual |  |  | X |  |  |  |  | X | X |  | X | X | X |  |  | X |  |  |  |  | X |  |  |  |  |  |  | X | X | X |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| vocabulary/language-related | X | X | X | X | X | X | X |  | X | X | X | X | X | X |  |  |  |  |  | X | X |  |  | X |  |  | X |  | X | X |
| phonics-based |  | X |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |
| spelling |  |  | X | X | X |  | X | X | X |  | X |  | X | X | X | X |  |  |  | X | X | X | X | X |  | X | X | X | X | X |

## - VOCABULARY-Acquiring words to explore their purpose within our communication system

| word meaning and/or etymologies | X | $X$ | X | $X$ | X | $X$ | X | X | X | X | X | X | X | X | $X$ | X | X | X | X | $X$ | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| idioms/proverbs/expressions/quotes | X | X | $X$ | $X$ |  | X |  | $X$ | $X$ | X | X |  |  | $X$ | $X$ |  | X | $X$ | $X$ | $X$ |  | X | X |  |  | $X$ | $X$ |  |  | X | X | $X$ | $X$ |  |  |
| similes/metaphors/onomatopoeia/hyperbole |  |  |  |  |  |  | X |  | $X$ |  |  |  |  |  |  |  |  | X | $X$ |  |  |  |  |  |  | $X$ | X |  |  |  |  |  |  |  |  |
| multiple meaning words (e.g., long, just) | $X$ | X | $X$ |  |  |  |  |  |  |  |  | $X$ | $X$ |  |  |  |  | X | $X$ |  |  | $X$ |  |  | X | $X$ |  |  |  |  |  |  | $X$ | $X$ |  |
| Latin/Greek word parts | $X$ |  | $X$ | X | X |  |  |  |  | $X$ | X | X |  | X |  |  |  |  |  |  | X | $X$ |  |  | X | $X$ | X | X | X |  |  |  | $X$ | $X$ |  |
| words/spellings from other languages |  |  |  |  |  | X |  |  | X | $X$ |  |  |  |  |  |  |  | X | X | X |  |  |  | X |  |  |  |  |  | X |  |  |  | $X$ |  |
| eponyms |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| synonyms/antonyms | X | $X$ | $X$ | $X$ | $X$ | $X$ |  |  | $X$ |  |  | $X$ |  |  |  | $X$ |  |  | $X$ |  |  |  | $X$ | $X$ | $X$ |  | $X$ | $X$ | $X$ | $X$ | $X$ |  |  | $X$ | $X$ |
| homophones | X | $X$ | $X$ | $X$ | $X$ | X | X | X | X | X | X | X | $X$ | X | X | X | X | X | $X$ | X | X | $X$ | X | X | $X$ | X | X | $X$ | $X$ | X | $X$ | X | $X$ | $X$ | $X$ |
| homographs |  |  |  |  |  |  |  |  |  |  |  |  | $X$ |  |  |  |  | X | $X$ |  |  | $X$ | $X$ |  | X |  |  |  |  |  |  |  | $X$ | $X$ |  |
| contractions |  | $X$ |  | X | X |  | X | X |  | X | X | $X$ | X | X | X |  |  | X | $X$ |  | X | X | X |  |  | $X$ |  |  | X | X |  | X | X |  |  |
| compound words |  | $X$ |  |  |  |  |  |  |  |  | $X$ | $X$ |  |  |  |  |  |  | X |  |  |  |  | $X$ |  | X | $X$ |  |  |  |  |  |  |  |  |
| often-confused words (e.g., then/than) |  | X | $X$ | $X$ | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  | X | X |  |  | X | X |  | X | X | X | X |  | X |  | X | $X$ |
| hyphenated words |  |  | $X$ | $X$ |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  | $X$ |
| palindromes/anagrams |  |  |  |  |  |  |  |  |  |  |  | $X$ |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  | $X$ |
| numbers/colors/animals/weather/food/names |  |  |  | X |  | X | X |  | X | X | X | X | X | $X$ |  |  |  |  | $X$ |  |  |  |  | $X$ |  |  |  |  |  | X | X |  | X | X | X |
| cities/states/geographical words |  |  |  |  |  |  |  |  |  |  | X |  |  | $X$ | X | X |  |  | $X$ |  |  |  |  | $X$ |  |  |  | X |  |  |  |  |  |  |  |
| shortcut words (e.g., abbreviations/acronyms) |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  | X |  |  |  |  |  | X | X | X | X |  |  |  |  |  | X |  |  |  |

- WORD STUDY-Collecting, analyzing, sorting, and contrasting words, and drawing conclusions about their spelling and use.

|  | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| $X$ | $X$ | $X$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

- LITERATURE-Using classic literature as a catalyst for thinking, reading, writing, and speaking (see Level 6 Sourcebook, page 397).
rhymes, poetry, songs
folktales/fables/traditional stories
narratives/informational


## Rebecca Sitton's SPELLING SOURCEBOOK® Series

Scope and Sequence-Level 7

| Unit No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

- PHONICS-Exploring the relationship of letters/patterns to sounds for reading and spelling. vowel sounds/spellings/patterns/rules Consonant sounds/spellings/patterns/rules digraph sounds/spellings/patterns/rules soft-syllable sounds/spellings/patterns/rules silent letters
unexpected spellings
ie/ei or ou spellings
stressed/unstressed syllables
double letters
letter-card word-making activities

- PROBLEM SOLVING-Using thinking skills.
 hypothesizing
- READING-Participating in reading (e.g., words, sentences, poetry/rhymes, informative/narrative stories, riddles, student-made books).
$|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X} \mid \mathrm{X}$ - WRITING OPPORTUNITIES-Participating in modeled, structured, shared, interactive, paired, and independent written communication.

| words | X | X |  |  | X | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| sentences (declarative/exclamatory/interrogative) | X | X |  |  | X | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| sentence expansion | X | X |  | X | x | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| dictation | X | X |  |  | X | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| narrative/descriptive/persuasive |  |  |  | X |  | X |  | X |  | X | X | X | X | X |  | X |  | X | X |  | X |  | X |  |  | X | X |  |  |  | X | X |  | X | X |  | X |
| explanator//informational | X | X |  |  | X | X |  | X | X | X | X | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X $\times$ | X | X | X | X | X | X | X | X | X | X | X |
| research and writing | X | X |  |  | X | X |  |  | X | X | X | X | X | X |  |  | X | X | X |  |  |  | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X |
| other (e.g., posters/letters/dialogue/ads) | X | X |  |  | X |  |  | X | X | X | X | X | X | X | X | X | X | X |  | X | X |  | X | $\times$ | X | X | X | X |  | X | X | X | X | X | X |  |  |
| - WRITING CONVENTIONS-Understanding and applying the guidelines for writing correctness. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| capitalization/punctuation/grammar/usage | X | X |  |  | X | X |  |  | X | X | X | X | X | X | X | X | X |  | X | X | X | X | X | X |  | X |  |  |  | X | X | X |  | X |  | X | X |
| apostrophe | X | X |  |  | X | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| nouns/verbs/adjectives/adverbs | X |  |  |  |  |  |  |  |  | X | X |  | X |  |  |  |  |  | X | X |  |  |  | X |  | X |  |  |  | X |  |  |  |  | X | X |  |
| possessives/possessive pronouns | X |  |  |  | X | X |  | X |  | X | X | X | X |  |  |  |  |  | X |  |  | X |  | X |  |  |  |  |  | X |  |  |  | X |  |  |  |
| plurals (regularlirregular) | X |  |  | X |  | X |  |  |  | X | X | X | X |  | X |  |  |  | X |  |  | X |  | X |  |  |  |  |  | X |  | X |  | X | X | X |  |
| comparatives/superlatives (regular/irregular) |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |
| irregular verb forms |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |

- SPELLING-Mastering the spelling of high-frequency words, and ensuring their long-term application in writing.
$|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X}|\mathrm{X}| \mathrm{X} \mid \mathrm{X}$ - PROOFREADING-Mastering editing strategies to increase performance on standardized tests and in everyday writing.

| $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | - VISUAL SKILLS-Developing strategies to visualize and remember words and their sequential letters.


| visualizing letters of known words | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |

Egger Publishing, inc., 888-937-7355, rev. 104, 1 of 2

## Rebecca Sitton's SPELLING SOURCEBOOK® Series

Scope and Sequence-Level 7

Unit No. 1 1 $2 \mathbf{2} |$ - GENERALIZATIONS FOR AFFIXES-Discovering how to make and use new words by applying the essential rules for the addition of suffixes and prefixes.





- VOCABULARY-Acquiring words to explore their purpose within our communication system.

| word meaning and/or etymologies | X |  | X | X | X | X |  | X | X | X |  |  | X | X | X | X | X |  | X | X | X | X |  |  |  | X |  | X | X | X | X | X | X | X | X | X | X | X | X |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| idioms/proverbs/expressions/quotes | X |  |  |  | X |  |  |  | X | X |  |  | X |  | X | X |  |  |  |  |  | X |  |  |  | X |  | X |  |  |  |  |  |  |  |  |  | X |  |
| similes/metaphors/onomatopoeia |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| multiple meaning words (e.g. long, just) | X |  |  | X |  |  |  |  |  |  |  | X | X |  | X |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  | X |  |  |  |  |  |  | X | X |
| Latin/Greek word parts/spelling patterns | X |  | X | X | X | X |  |  |  | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  |  |  |  | X | X |  |  |  | X |  |  |  |  |  |
| words from other languages |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  | X |  |  |  |  |  | X |
| eponyms |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |
| synonyms/antonyms | X |  |  | X | X | X |  | x | X | X |  | X | X | X | X |  |  |  | X | X | X | X | X |  |  | X |  | X | X | X | X | X | X | X | X | X | X | X | X |
| homophones | X |  | X | X | X | X |  | X | X | X |  | X | X | X | X |  |  |  | X | X | X | X | X | X |  | X |  | X | X | X | X | X | X | X | X | X | X | X | X |
| homographs |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| contractions |  |  | X |  |  |  |  | X |  | X |  |  |  | X |  |  |  | X | X | X | X | X |  |  |  | X |  | X |  | X | X | X |  | X |  |  | X |  | X |
| compound words | X |  |  |  |  | X | X |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  | X |  |  |  |  |
| often-confused words (e.g., then/than) | X |  | X | X | X | X |  | X | X | X |  | X | X | X | X |  |  |  | X | X | X | X |  |  |  | X |  | X | X | X | X | X | X | X | X | X | X | X | X |
| hyphenated words |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  | X |  |  | X |  |  |  |  |  |  |  |  |
| anagrams/palindromes |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |
| numbers/colors/animals/weather/food/names |  |  |  |  | X |  |  |  |  |  |  | X | X |  | X |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  | X |  | X |  |  |  | X |  |  |
| cities/states/geographical words |  |  | X |  |  |  |  |  |  |  |  | X |  | X |  |  |  | X |  |  |  |  |  |  |  | X |  |  | X |  |  | X |  |  |  |  | X |  |  |
| shortcut words (e.g., abbreviations/acronyms) |  |  |  | X | X | X X | X |  |  |  |  | X |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |  |

## - WORD STUDY-Collecting, analyzing, sorting, and contrasting words, and drawing conclusions about their spelling and use.

| $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | - LITERATURE-Using classic literature as a catalyst for thinking, reading, writing, and speaking.

rhymes, poetry, songs
informational
narratives
American history


## Rebecca Sitton's SPELLING SOURCEBOOK® Series <br> Scope and Sequence-Level 8

| Unit No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | - PHONICS-Exploring the relationship of letters/patterns to sounds for reading and spelling.


 letter-card word-making activities

- PROBLEM SOLVING-Using thinking skills.

 - READING-Participating in reading (e.g., words, sentences, poetry/rhymes, informative/narrative stories, riddles, student-made books).
 - WRITING OPPORTUNITIES-Participating in modeled, structured, shared, interactive, paired, and independent written communication.

| Words |
| :--- |
| sentences (declarativelexclamatory/interrogative) | sentence expansion


|  |  | X | X | X | X | X | X |  |  |  |  | X | X |  |  | X | X | X | X | X | X | X |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| X | X | X | X | X | X | X | X | X | X | X | X | X | X | x | X | X | X | X | X | X | X | X | X | X | X |  | X | X |  | x | X |  |  |
| X | X | X |  | X | X |  <br> $\times$ | X | X | X |   <br>   | X | X | X |  | X | X | X | X |   <br>   | X | X | X | X | X | X |  | X |   <br>   |  |  |  |  |  |
| X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | x |  |  |
| X | X | X |  | X | X | X | X | X | X |  | X |  |  | X | X | X | X | X | X | X | X | X | X |  | X |  | X | X |  | X | X |  |  |
|  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X |  |  | x |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## narrative/descriptive/persuasive

explanatory/informational research and writing | $X$ | $X$ | $X$ |  |
| :--- | :--- | :--- | :--- |

other (e.g., posters/letters/dialogue/ads)

> and applying the guidelines for writing correctness.
$\left.\begin{array}{ll|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|l|}\hline \text { capitalization/punctuation/grammar/usage } & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X & X\end{array}\right) X$ apostrophe

 | possessives/possessive pronouns | $X$ |
| :--- | :--- |

## plurals (regulariirregular)

comparatives/superlatives (regular/irregular) irregular verb forms
x

## - SPELLING-Mastering the spelling of high-frequency words, and ensuring their long-term application in writing.

|  | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | - PROOFREADING-Mastering editing strategies to increase performance on standardized tests and in everyday writing.


| $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ | $X$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | - VISUAL SKILLS-Developing strategies to visualize and remember words and their sequential letters.

[^0]
## Rebecca Sitton's SPELLING SOURCEBOOK® Series

## Scope and Sequence-Level 8

Unit No. $1 . |$ - GENERALIZATIONS FOR AFFIXES-Discovering how to make and use new words by applying the essential rules for the addition of suffixes and prefixes.

 - WORD GAMES-Participating in motivational activities that build word skills and understandings.


- VOCABULARY-Acquiring words to explore their purpose within our communication system.

| word meaning and/or etymologies |
| :--- |
| idioms/proverbs/expressions/quote | idioms/proverbs/expressions/quote similes/metaphors/onomatopoeia multiple meaning words (e.g., long, just) Latin/Greek word parts/spelling patterns words from other languages

## eponyms


synonyms/antonyms
homophones
homographs
contractions
compound words
often-confused words (e.g., then/than) hyphenated words

## anagrams/palindromes

numbers/colors/animals/weather/food/names cities/states/geographical words

| $x$ |  |  |  | $x$ |  |  |  | $x$ | $x$ |  |  | $x$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |

shortcut words (e.g., abbreviations/acronyms)


|  |  |  | X |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  | X |
| X | X | X |  |
|  |  |  |  |
|  |  |  |  |
| X | X | X | X |
| X | X | X | X |


|  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | X |  |
| X |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | X |  | X |  |  |  |
|  |  |  | X |  |  |  |
|  |  |  |  |  |  |  |
| X | X | X | X |  | X | X |
| X | X | X | X |  | X | X |

- WORD STUDY-Collecting, analyzing, sorting, and contrasting words, and drawing conclusions about their spelling and use.

 - LITERATURE-Using classic literature as a catalyst for thinking, reading, writing, and speaking.

rhymes, poetry, songs
narratives
informational
American history



[^0]:    Egger Publishing, Inc., 888-937-7355, rev. 1/04, page 1 of 2

