

## Sitton Spelling & Word Skills®

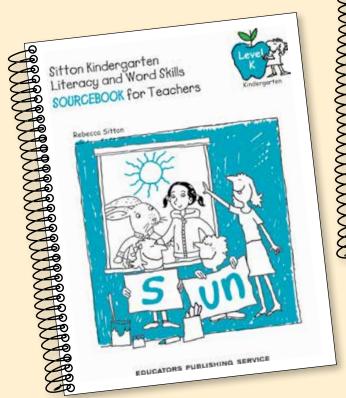
PROGRAM OVERVIEW

Grades K-8

### Fits RTI Tiers A A

# Spelling instruction that transfers to everyday writing

## Sitton Kindergarten Literacy and Word Skills





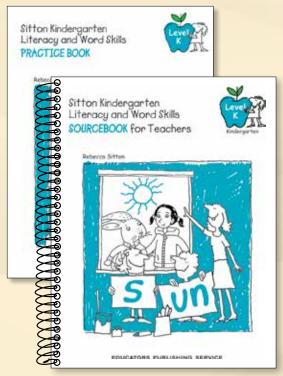


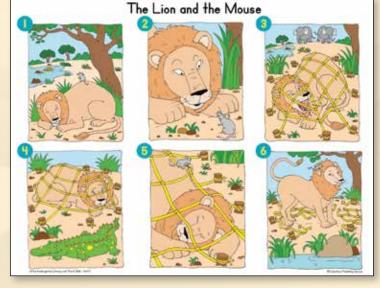
## Sitton Kindergarten Literacy and Word Skills

Sitton Kindergarten Literacy and Word Skills offers a variety of activities to build literacy and word skills in younger students. This level also develops a strong foundation for the continuation of spelling and word building skills throughout the rest of the Sitton Spelling and Word Skills® series.

#### Each unit is made up of four sections:

- Building Literacy Skills: Access prior knowledge and build on that knowledge through read-alouds, discussion, retelling, and recommended trade books.
- Building Word Skills: Build phonemic awareness and phonics recognition through rhymes and activities seeded with letters, word families, and Core Words.
- Extending Vocabulary and Background Knowledge: Use crosscurricular activities to help increase vocabulary and extend students' knowledge of age-appropriate topics.
- Children's Theater Celebration: Celebrate learning with a short theater presentation and a display of work at the end of each unit.





Sourcebook, Level K

Story Picture Poster (included with Sourcebook, Level K)

The Level K Scope and Sequence is available at epsbooks.com/Sitton

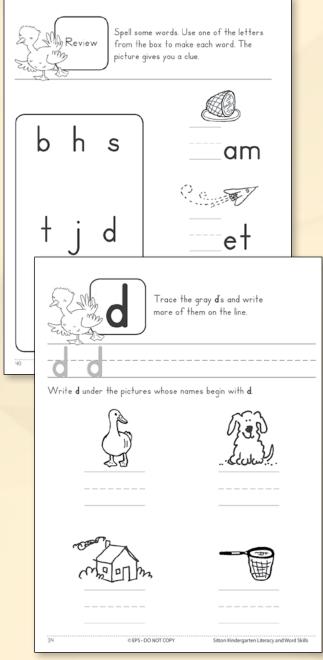
#### **Assessment**

Ongoing, informal assessment is obtained throughout the program using a variety of formats.

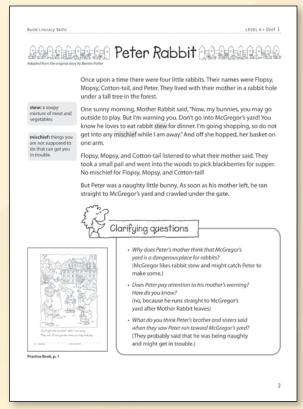
#### Components

Sitton Kindergarten Literacy and Word Skills is comprised of a Teacher's Sourcebook, Practice Book, and five full-color story picture posters for classroom display. The 18" x 24" posters are included with each Sourcebook.

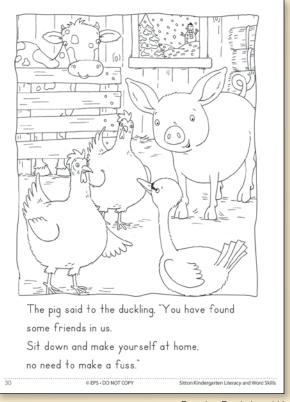
Note: Use of the Student Practice Book is necessary for proper implementation of the program.



Practice Book, Level K



Sourcebook, Level K



Practice Book, Level K

## Sitton Spelling and Word Skills®, Grades 1–8



Sitton Spelling and Word Skills<sup>®</sup> is a multifaceted program that stands apart from others because of its unique elements that work together to provide students with the spelling, language, and word skills that help them become better writers by applying these skills to their everyday writing.

#### Sitton Spelling and Word Skills provides:

- A focus on skills and concepts
  - Active learning and analyses of words enables students to discover spelling skills and concepts that extend their knowledge far beyond a memorized list of words.
- Formative assessment of high-frequency writing words
   Spelling words are the result of a formative, cloze story test that assesses which words students have not yet mastered. Students then study words they have missed and encounter those words in subsequent tests to work toward long-term mastery.
- Proofreading accountability
  - Students are held accountable for proofreading in their everyday writing. Using a reference, they proofread for assigned "Priority Words" and are expected to spell them correctly 100% of the time.
- A strong core curriculum with additional teacher choice
   Teachers are able to choose which skills and concepts to focus on within a unit and are provided with a choice of multiple activities for each concept, as well as numerous optional extension activities.
- Opportunities for differentiated instruction

Teachers use the *Sourcebooks* to address the varying needs of students through flexible instructional formats, continuous recycling of skills and concepts, and suggestions for adapting instruction.

## FREE TEACHING RESOURCES at SittonSpelling.com

- Appleseed e-Newsletter
- Teaching Tips
- Instant Activities



Visit epsbooks.com/Sitton to find:

➤ Sample pages ➤ Research paper

➤ Sample Unit ➤ Common Core and State Standards

➤ Request a FREE Overview packet with DVD

## What's Different

### How is Sitton Spelling and Word Skills' different from a "Friday test" program?

Sitton Spelling and Word Skills®

The usual spelling program

Students' active learning of spelling skills & concepts for long-term retention and application to many more words	A list of words given on Monday and studied for short-term memorization for a Friday test grade
Formative assessment to guide instruction and identify words students have not yet mastered, and automatic follow-up testing to assess mastery	A Friday test grade with no follow-up instruction or assessment for words missed
Accountability of spelling skills through proofreading everyday writing, with a "no excuses" outlook for misspelling assigned words	Proofreading exercises related only to the words on the spelling list
A set core curriculum with opportunities to adapt instruction through teacher choice and optional extension activities	Fixed instructional strategies
Opportunities for differentiation:  • Multiple, varied activities for each concept  • Flexible instructional formats  • Recycling of skills and concepts  • Individualized spelling lists with minimal teacher effort	Opportunities for differentiation:  More words or longer words for students who need additional challenge  Shortened word list for struggling spellers

### Not just a list of words

Skills and concepts are addressed multiple times in each *Sourcebook* and extend beyond spelling to include grammar, vocabulary, capitalization, punctuation, usage, and writing.



Sourcebook, Level 3

For a complete Scope and Sequence for grades 1–8, visit epsbooks.com/Sitton

## Program Components, Grades 1-8



#### Teacher SOURCEBOOKS\*

3rd Edition Grades 1–8

Sourcebooks contain everything you need in a unit-by-unit format to create a balanced, differentiated program that's right for your students. Each Sourcebook comes with five teaching posters and includes:

- Differentiated spelling words and activity choices
- · Options for all ability learners
- Blackline master assessments and take-home tasks
- Spelling tie-ins—vocabulary, literature, phonics, usage, writing



### Student PRACTICE BOOKS\*

Grades 1-6

(use with 2nd or 3rd Edition Sourcebooks)

Ideal for both high and low achievers, in-class practice, homework, summer activities, or a summer school program. Consumable student books extend practice, proofreading, and word exploration for every *Sourcebook* unit.





#### MY SPELL CHECK®

Grades K-2 (10 cards per package)

Colorful, durable 11" x 8.5" spelling references include 85 high-use words plus animals, clothes, numbers, days, months, family, school, food, and weather. A teacher resource of 50+ activities to extend students' word experiences is included in each package.

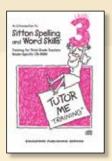


#### SPELL CHECK®

Grades 3-6 (10 cards per package)

Colorful, durable 8.5" x 11" spelling references include 150 high-use words plus months, days, common abbreviations, and 75 context sentences to clarify oftenconfused words. A teacher resource of 50+ activities to extend students' word experiences is included in each package.





#### TUTOR ME Training®

for 2nd or 3rd Edition Sourcebooks

(9 modules: Levels 1–8, plus Parent Introduction) Each module includes an Overview DVD of the Series and grade-specific training on CD-ROM to equip you to begin tomorrow. Invite parents to discover how their child will be learning to spell with the Parent Introduction module.



<sup>\*</sup> The Sourcebook and Practice Books are the main components of Sitton Spelling and Word Skills®. For more information on additional components visit epsbooks.com/Sitton



#### SOME WORDS

Vocabulary Mini-Course Series Grades 4 and above

Use these mini-courses to give students a boost in vocabulary skills. Each 32-page consumable booklet features an "on-another-paper" extension activity. Woven in are multiple tie-ins to related skills and essential rules to help students make discoveries about our language. Absolutely no teacher prep time is required. It's ready to go.



#### 100 WORDS CHART

(5 posters per package)

This large, colorful poster lists the first 100 Core Words.

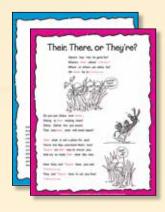




## WORD SKILLS in RHYTHM and RHYME

Grades 1-3

Extend the Sourcebook language experiences with exciting skill-based, chant-along rhymes introduced to students on a CD-ROM and followed up with over 100 blackline master practice pages at each level to reinforce essential language concepts.



### Teaching Posters

Grades 1-8

These colorful, five-poster sets feature critical rules and rhymes for remembering essential concepts for each grade level. One set of five posters comes with each *Sourcebook* and poster sets are also available separately.



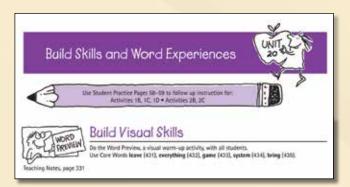
## CORE WORD ACTIVITY CARDS Grades 1-3

Move from the Core Words to more words—and essential language and spelling skills—with colorful 3.5" x 6" word activity cards. Level 1 learners have 75 cards—Core Words 1–35, plus 40 onset-rime pattern cards, Level 2 contains Core Words 1–170, and Level 3 includes Core Words 1–335.



## A Sourcebook Lesson, Grades 1-8

Each *Sourcebook* unit is divided into two parts. In the first part, **Build Skills and Word Experiences**, activities focus on general word skills that can be applied to all words. Students learn to visualize words, to collect and analyze them, and make inferences about how to construct more words through the addition of affixes. As they interact with hundreds of words, their thinking about words evolves in exciting, insightful ways.



This warm-up activity builds visual skills through proofreading. It is not meant to be a pretest.

SEEDS	Build Basic Concepts
Sovieto SK/LLS Bracking Notes, page 338	Choose from among these skill-building activities to customize instruction for all or selected students.
	concept one Some words are spelled with communicat blench.
constraint blends, writing words, writing clues, more words, presidenting	Select a student to write bring on the chalkboard. Point out that when bring is spoken, the separate sounds of b and r are blended. Have students use these clues to write words that begin with br. After each word is identified, write the word on the chalkboard for students to self-check.
	Your mother's son is your(brother). If a glass falls to the iftoer, it may(broak). The first meal in the macring is called(broaklast). The opposite of dull is
	Divide students into small groups and assign a consonant blend to each— $cr$ , $dr$ , $fr$ , $gr$ ,
consorunt blenis, writing words, word analysis	Review commant blends at the beginning of words (Activity 1A, this unit) in preparation for students to find and strile words with consonant blends within words and at the end of words. Eccus on cr. 8r. dr. fr. gr., pr. st. tr (e.g., cr—secret,

First, choose concepts to teach.
Then choose differentiated activities.



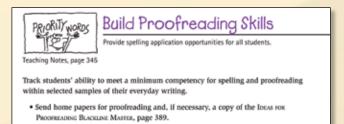
Testing Notes, page 344

at-school Deline consenant blends: consonant letters that blend their separate sounds together. Explain to students that they will be more successful at spelling words with consenant blends if they listen carefully for the blended consenant sounds. Have students follow the directions to write words that begin with consenant blends. Belp students sellow the directions to write words that begin with consenant blends. Belp students sellow the directions to write word that begin with consenant blends. Belp students write:

a string, living, cling, fling, spring
c cush, float, stake, smark, mush, thrash, splash
black, crack, smack, stack, stack, thack
brush, blash, crush, flink, skink, shink, shinth
Next, have students work in pairs to create their own consenant blend word families.

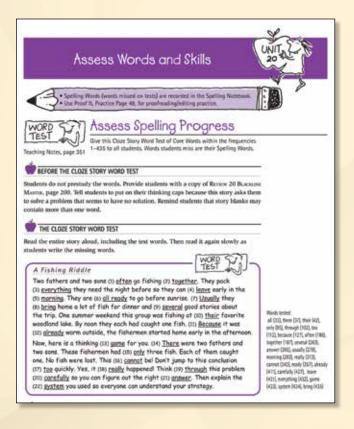
at-ionio
Send home a copy of Tose-How Tose 20 Buckuse Morrus, page 196, masser living
with each student to encourage parent-child partnerships.

"Test Ready" offers targeted practice for a specific skill or concept completed in school and at home—see p. 12 for an example of the Take Home Task.

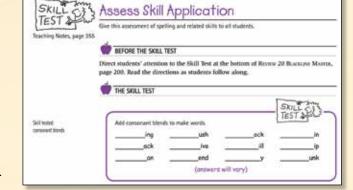


At home, parents help students practice proofreading. At school, the teacher regularly checks writing samples for spelling of assigned Priority Words.

In the second part, **Assess Words and Skills**, specific words are the focus. Students take a Cloze Story Word Test to determine which words they can and cannot spell from among all the high-use writing words previously introduced in the program. Students do not pre-study these words; they do not know exactly which words will be tested so that long-term mastery is assessed, not short-term memorization of words studied just for the test. Words that students misspell are targeted for study and automatically recycled for retesting and ongoing practice in subsequent units.



Words missed in the Cloze Story Word Test are recorded on the "Words to Learn" sheet and in the Spelling Notebook and targeted for study. Words missed are automatically retested in following units.



The "Skill Test" assesses students' understanding of spelling skills and concepts.

### Options for Extension Activities

Many additional Sourcebook sections help to enhance and further differentiate instruction.



Language-related activities that can be done at any time throughout the unit



Suggested literature tie-ins and related activities Found in Level 1



Activities that tie spelling to written language conventions Found in Levels 4–8



Word etymology activities Found in Levels 7–8

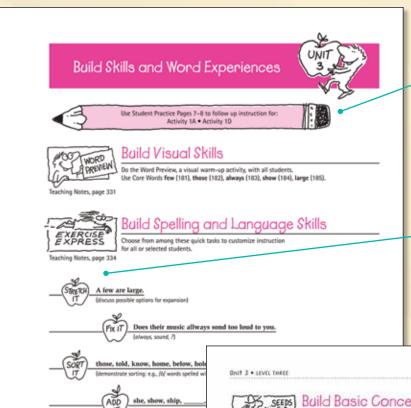


Assesses spelling of Core Words & Extra Words, capitalization, and punctuation



Proofreading/editing tests to provide standardized test readiness Found in Levels 5–8

## Sourcebook Highlights



The Sourcebook lists which unit activities have correlating Practice Book lessons. See p.13 for more information about Practice Books.

All units include optional "Exercise Express" activitiesquick ways to build spelling and language skills throughout



Build Skills and Word Experiences



#### Build Basic Concepts

Choose from among these skill-building activities to customize instruction

concept one Frequent spelling patterns for JM are a, at, ay, and a-con

words, spelling word potter creating a chart

Write on the chalkboard: The lady played the game in the rain. Ask students to identify the /3/ words (lady, played, game, rain). Then point out the most common spelling patterns for /a/ (a at the end of a syllable, ai, ay, a-con-

Have students work in small groups to find and write words for each /3/ spell pattern. Create a chart with students for the frequent spelling patterns for /\(\hat{A}\). Label one column "other" or "surprise" for irregular /\(\hat{A}\) spellings. Use words from this lesson to begin the chart. Have students add more words to the chart over time.



Sourcebook, Level 3

A menu of skill-building options provides opportunities for differentiated and balanced instruction.

phonics, charting a rhyme

Select a student to write rivey on the chalkboard. Help students discover that they hear an a in they, but there is no a. Make a chart with this jingle to reinforce the correct spelling of they:

There is no a in they! There is no a in they! Just write the, then add y. It's as easy as huckleberry pie.

You can do it, don't be shy: You can spell, and so can I. Just write the. Then add y. Now pour your milk and eat your pie.

Have students chant the rhyme chorally to ensure the correct spelling of they. Revisit



(ii) Make large letter cards for the chalk tray or a pocket chart: a, d, e, i, m, n, s, y. Make copies of small letters on page 385 for students. Ask students to cut out their personal set of letters. Review the frequent spelling patterns for /k/.

Together make day. Point out the ay spelling pattern, Then have students continue making words: say-yes-easy-sam

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As the Cloze Story Word Test is read to students, they write the missing words. Words that are misspelled become their Spelling Words-differentiated for the needs of each learner.





#### Assess Spelling Progress

Give this Clore Story Word Test of Core Words within the frequencies 1–185 to all students. Words students miss are their Spelling Words.

#### BEFORE THE CLOZE STORY WORD TEST

Students do not prestudy the words. Provide students with a copy of Review 3 BLACKLESS MASTER, page 30. Tell students that this is a story about very large beasts no longer alive today.



#### THE CLOZE STORY WORD TEST

Read the entire story aloud, including the test words. Then read it again slowly as students write the missing words.

RD TEST

#### The Disappearing Dinosaurs

I've (1) glways wanted to (2) know why all the (3) large dinasours disappeared so long ago. No one can really (4) show me why for sure, but a (5) few people have made (6) very good guesses. Some think it was (7) because of (8) too much cold weather. Then (9) there are (10) those who say that (11) their food was in short supply. I'd like to

> hare new information. they missed on the test

g Marris, page 391.

page 353) for at-school study, and

out more theories (14) about our great vanishing might information like this be (16) found?

ir answer to the story question. Make a list of

w to locate and use these sources and encourage

BLACKLINE MASTER, page 392, for at-home study. Lean personal study list and, if necessary, a copy

on library books, textbooks, science magazines,

WORD

there (37), their (42), about (48), aut (\$1), very (\$0), know (100), too (112), because (127), found (152), read (165), might (173). few [181], those [160], always (183), show (184), large (185)

ation sources, researching

nting words for personal

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Assess Words and Skills

LEVEL THREE . Onit 3



#### Extend Spelling Assessment

Give this in-context assessment of Core Words within the frequencies 1–185 to students who need more practice or challenge.



#### BEFORE THE SENTENCE DICTATION TEST

Students do not prestudy the words. Provide students with writing paper and pencil.

#### THE SENTENCE DICTATION TEST

Have students write the sentences as they are dictated.



- 1. They say that this show must be held in a very large pla
- 2. Then more than just a few can go to see it.
- 3. Those who go too late must wait in line for a long time.
- 4. This is because there are always lots of people.

of CCL a (40, to (50, in (60, is CCL) that (8), it (10), for (12), are (15), they (19), be (21), this (22), there (27), can (36), then (52), more (62), see (66), time (60), than (73), who (77), people (79), long (97), very (90), just (97). go (105), too (113), must (136), tecause (127), place (131), say \$28), line (161), few (181), those (182), always (182), show (184), Jarge (185)

Extra worth (see page 3)

held, late, lats, wall

speculating, writing, proofreading

#### TAFTER THE SENTENCE DICTATION TEST

1. Have students tell in writing what event they think this might be and explain its popularity. Then have students reread what they wrote with a partner. Together they decide if they have chosen the best words to make their writing clear and interesting. Are there some words that could be replaced with more exciting synony proofread!

2. Have students record the words they missed on the test

- in their Spelling Notebook (see page 358) for at-school study, and
- on a copy of the Woos to Leans BLACKLISK MASTER, page 392, for at-home study.

Send home the completed Worns to Leucs personal study list and, if necessary, a copy of the Insas rox Worn Stiller Blackline Master, page 391.

The purpose of the activities in Build Skills and Word Experiences is to teach okills that students use to spell hundreds of words independently Their purpose is not to teach the spelling of specific words. Word study on execute words becomes the focus once the words etudents don't know an red through the Cloze Story Word Tests and Sentence Dictation Tests.

rding worth for pengnal

The optional, more challenging "Sentence Dictation Test" offers an assessment alternative.

Follow-up writing ideas extend both the "Word Test" and the "Sentence Dictation Test".

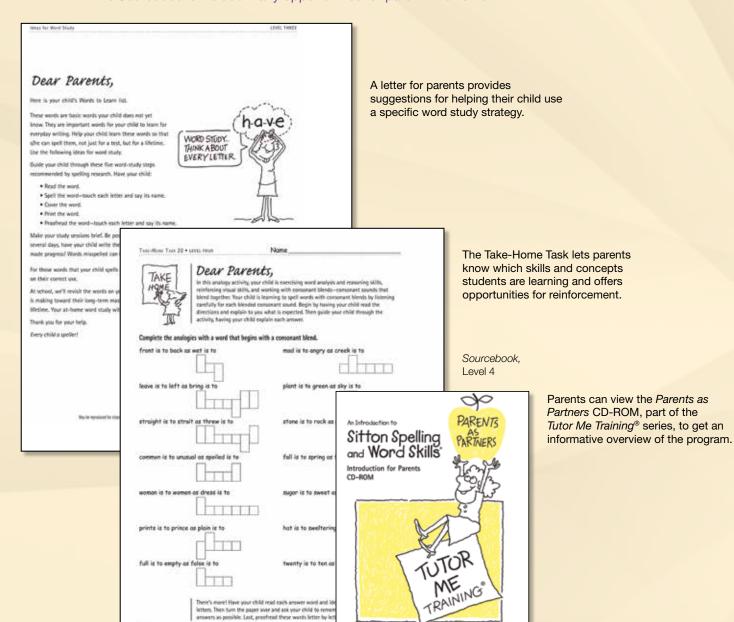
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## Home-School Connection



### The Sourcebooks' Home-School Connection

To establish a strong home-school connection and to contribute to overall student success, the *Sourcebooks* include many opportunities for parent involvement.



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**EDUCATORS PUBLISHING SERVICE** 

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## Practice Book Features, Grades 1-6

Practice Books correlate to selected activities in each Sourcebook unit. They provide even more opportunities for the discovery and reinforcement of essential skills, as well as student-created word collections, and extension activities.

Every *Practice Book* unit offers an opportunity for proofreading – spelling, capitalization, grammar, usage, mechanics, and punctuation.



Circle any errors in the underlined parts. Then write the words right.

A compound word is two complet words	1	8
combined to make one word, such is the	2	
word everything. <u>Here's a game too play</u>	3	Ose
with compound <u>words</u> , <u>Start buy</u> creating	4	
along list of compound words. Then print	5	
the two word parts of all of the compound	6	
words on word cards. Of understand is one	7	
of <u>you're compounds, you'd</u> print under on	8,	
one card and <u>stand onanother. Mix</u> up all	9	
the words <u>and place then face down</u> on a	10	
surface, like the floor. Now you are already	11	
to begin players each draw five cards. Then	12	
everyone <u>takes turns drawwing a card</u> from	13	
the pile, <u>trying two make a compound</u> . Bravo	14	
to the <u>player makeing the most</u> compound	15	
words! That player is the winer of the game!	16	

W	

60

A compound sentence is two whole, stand-alone sentences that are joined to make one sentence. A word called a conjunction joins the two sentences, such as <u>and</u>, <u>yet</u>, <u>or</u>, <u>so</u>, and <u>but</u>.

Yesterday afternoon there were thunderstorms, but today there's sunshine.

Write compound sentences. Use as many compound words as you can in your compound sentences.

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Ose with Onit 20, Assessment

Listen upl Good news I bring! You can spell words that end in ing. Believe me. it's a simple thing!	n
---	---

1. Look at the ending letters of these words. Add ing. Then write the rule.

brag	slip	drum
knit	scrub	forbid
begin	stir	trot

2. Look at the ending letters of these words. Add ing. Then write the rule.

betray	snow	destroy
buy	annoy	stay
obey	tax	follow

3. Look at the ending letters of these words. Add ing. Then write the rule.

complete	leave	notice
become	change	surprise
excite	drive	divide

Find and write words the end in the ing suffix. Th write the words without the ing suffix.
 The ing suffix.

se with Unit 20, Activities 25 and 20



Practice Book, Level 4

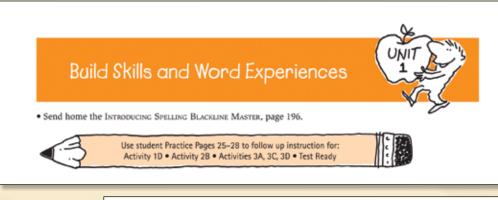
Every page engages students in an extension activity.

#### Each Practice Book also includes:

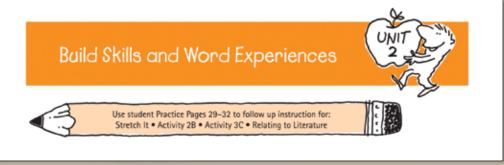
- Spelling Notebook to build a collection of spelling words
- Core Words list
- Priority Words list
- Rules for reference

## Sourcebook Format, Level 1

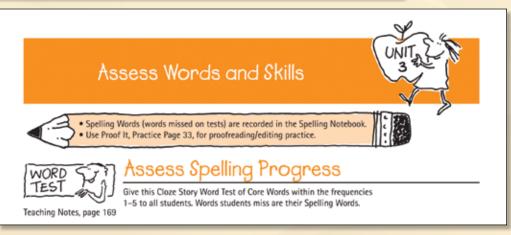
In Level 1, students work on building skills and word experiences in two consecutive units before encountering assessment in every third unit.











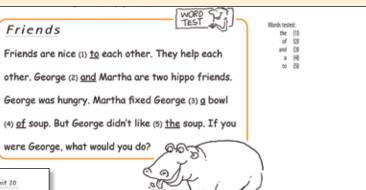
### Skills and Concepts for Level 1

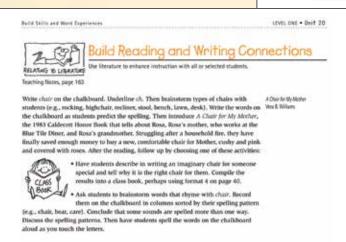
Formal spelling instruction can begin when first graders can read, know the names of the letters and can write them, know that letters make words, have acquired a phonological awareness, have participated in guided writing (predicting spellings as words are written), and are emerging as writers as they attempt to spell words through approximation.

#### A first grader's spelling experiences include:

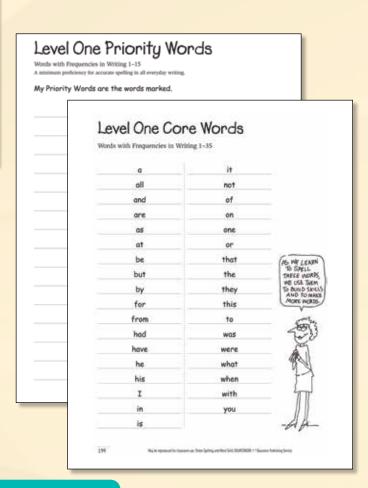
- spelling by analogy
- short vowel spelling patterns
- long vowel spelling patterns
- consonant spelling patterns
- spelling digraphs
- spelling double-letter words
- words spelled the way they sound
- words not spelled the way they sound
- silent letters
- predicting spellings in guided writing
- spelling consonant blends
- consonant and vowel letter substitutions

In Level 1, instruction is enhanced with connections to children's literature through story-related activities in "Relating to Literature" and through story excerpts in many Cloze Story Word Tests.





Along with applying spelling skills and concepts to many words, students learn to spell the words most frequently used in writing.



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### Spelling experiences in grade 1

#### Students are provided with:

- Explicit instruction in visual skills, first practiced in the Word Preview and then applied to all writing and proofreading
- Spelling experiences integrated with opportunities for language growth, such as antonyms, homophones, regular plurals, multiple meanings, sorting words, and vocabulary development
- Writing opportunities (guided, structured, dictated, independent) to work toward the mastery of Core Words 1-35, to grow them into many more words, and to maintain 100% accuracy through proofreading in all everyday writing for Priority Words 1-15 by the end of the school year.

## Sourcebooks Format, Levels 2-4



After Level 1, each unit contains two sections–Build Skills and Word Experiences, and Assess Words and Skills.



Assess Words and Skills

\* Spelling Words (words missed on tests) are recorded in the Spelling Notebook.

\* Use Proof It, Practice Page 72, for proofreading/editing practice.

Introduced in Level 4 and continued through Level 8, the "Build Skillful Writers" section provides opportunities for students to learn to spell in relation to the skills of a total language program. Included are connections to spelling, writing, grammar, usage mechanics, and vocabulary.

Unit 20 . LEVEL FOUR

**Build Skills and Word Experiences** 



#### Build Skillful Writers

Use these interrelated language learnings for all or selected students.

Teaching Notes, page 343

Tell students that each of these sentences describes the pitcher leaving the ball game. Yet, by moving only, different words are emphasized and the meaning changes. Only means single, or no other. Tell students to be careful to place only right before the word to be singled out. To illustrate, have students discuss the meaning of these sentences.

Only the coach says he saw the pitcher leave the ball game.

(No one but the coach says that he saw the pitcher leave the game.)

The coach only says he saw the pitcher leave the ball game.

(The coach says, but may not mean, he saw the pitcher leave.)

The coach says only he saw the pitcher leave the ball game.

(The coach says he, and no one else, saw the pitcher leave.)

The coach says he only saw the pitcher leave the ball game.

(The coach says he only saw, but did not hear, the pitcher leave.)

The coach says he saw only the pitcher leave the ball game.

(The coach says he saw only the pitcher, not anyone else, leave.)

The coach says he saw the pitcher only leave the ball game.

(The coach says he saw the pitcher only leave, not return, to the ball game.)

The coach says he saw the pitcher leave only the ball game.

(The coach says he saw the pitcher leave only the ball game, not the ball park.)

Follow up with students writing sentences containing only, carefully placing it before the word to be singled out.

Sourcebook, Level 4

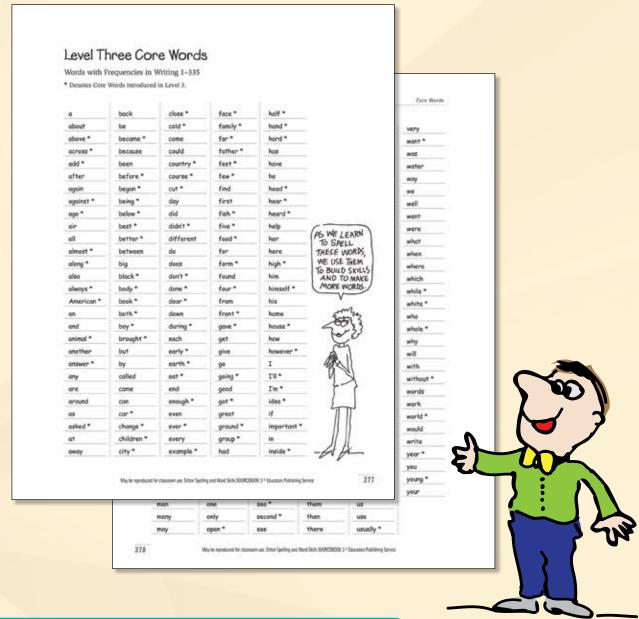
### Skills and Concepts for Levels 2-4

#### Spelling experiences in grades 2 through 4 include:

- spelling by analogy
- short and long vowel spelling patterns
- consonant spelling patterns
- spelling digraphs
- spelling double-letter words
- irregular spellings
- · silent letters

- r-controlled vowels
- predicting spellings in guided writing
- consonant blends
- letter substitutions
- introduction of possessive pronouns
- soft/hard consonant spellings
- multisyllabic words
- spelling diphthongs
- spelling soft-syllable endings

Since Core Words are tested to assess long-term memorization, each unit's test words are not pre-studied. Teachers can, however, send home the entire year's Core Words list for frequent study.



### Spelling experiences in grades 2-4

#### Students are provided with:

- Explicit instruction in visual skills, first practiced in the Word Preview, and then applied to all writing and proofreading
- Spelling experiences integrated with opportunities for language growth, such as antonyms, synonyms, homophones, homographs, possessives, regular and irregular plurals, contractions, compound words, multiple meanings, idioms, analogies, sorting words, often-confused words, abbreviations, and Greek and Latin roots.
- Exposure to other forms of high-use writing words through the addition of **prefixes** and **suffixes** and the basic rules that govern their use, and **irregular verb forms**
- Writing opportunities to work toward the mastery of Core Words 1-170 (Level 2), 1-335 (Level 3), and 1-500 (Level 4), to grow them into many more words, and to maintain 100% accuracy through proofreading in all everyday writing for Priority Words 1-35 (Level 2), 1-55 (Level 3), and 1-75 (Level 4) by the end of the school year.

## Sourcebooks Format, Levels 5-8

Levels 5–8 include an additional Proofreading Test within each unit as part of the Assess Words and Skills section. Proofreading tests are provided in various formats and reflect those found in standardized tests.

thought

picture

straight

Then

carefully

little

its, message

then

again



### Assess Proofreading Application

Give this assessment of spelling and related skills to all students. The REVIEW 9 BLACKLINE MASTER is on page 81.



If any underlined word or words in each line are incorrect, write the correction(s) in the space.

We know about shapes, such as <u>circles and squares</u>, and we know about the <u>different</u> angles and curves of the lines that make these shapes. Have you ever <u>thougt about</u> a melody <u>having a shape?</u> Melodies have shapes made of lines going up and down that <u>you can pickture</u>. The shape of "Row, Row, Row Your Boat" begins with a <u>straght line</u>. <u>then it goes</u> up and comes back down, In longer songs, if you <u>listen carfully</u>, you may hear a melody repeat itself. Sometimes when it repeats, the <u>melody is a littel</u> higher or lower. The Star-Spangled Banner <u>has a very</u> dramatic shape that suits <u>its grand mesage</u>. The lines of its melody go up high, bursting into the sky, <u>and than</u> swoop down <u>agin like a scaring</u> eagle.

Think of a song you know, write the song's words, and then under the words draw the lines formed by its melody.

Note the ability of each student to proofread for spelling and/or capitalization errors.

PROOF

GOOD JOB!

"Proof It" tests more than spelling-it

usage, mechanics, and capitalization.

includes grammar, punctuation,

Sourcebook, Level 5

These activities, found in Levels 4-6, engage studer

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Levels 4-6, engage students in understanding and using words through discussion about their roots, origins, and uses throughout history.

#### WORD MYSTERIES AND HISTORIES

The dict root comes from the Latin verb dictare, which means "to speak," and is found in words such as dictate, diction, dictionary, predict, contradict, verdict, and indict.

- Ask students to explain how the dict root influences the meaning of these words.
- Have students write other word forms of dictate (e.g., dictates, dictated, dictating, dictation, dictator, dictatorial), predict (e.g., predicts, predicted, predicting, prediction, predictable), contradict (e.g., contradicts, contradicted, contradicting, contradiction, contradictable). Then sort the words by nouns and verbs.
- · Have students check a dictionary pronunciation for indict.

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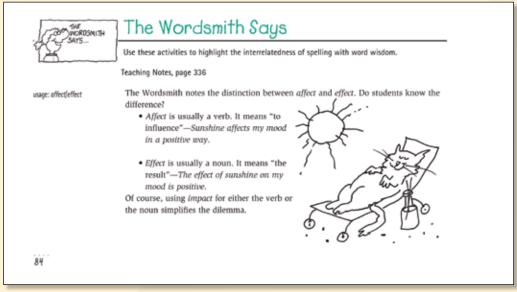
Sourcebook, Level 6

### Skills and Concepts for Levels 5-8

#### Spelling experiences in grades 5 through 8 include:

- spelling by analogy
- short and long vowel spelling patterns
- · consonant spelling patterns
- spelling digraphs
- spelling double-letter words
- irregular spellings
- silent letters
- r-controlled vowels
- predicting spellings in guided writing

- consonant blends
- letter substitutions
- introduction of possessive pronouns
- soft/hard consonant spellings
- multisyllabic words
- spelling diphthongs
- spelling soft-syllable endings
- challenging letter groups and double letter words
- foreign spellings



Found in Levels 7 and 8, these vocabulary-extending activities enrich students' understanding of their language and its use.

Sourcebook, Level 7

### - Proofreading Test

In the underlined parts, circle errors in spelling, capitalization, punctuation, and grammar. Write corrections in the space. If there are no errors, leave the space blank.

Abraham Lincoln was the Republican canidate for presidant in the election of 1860. The party was founded on the principal of restricting the further expantion of slavery. When Lincoln won the election, the South was devastated. Loseing the election ment that they had lost controll of their centeral government, and they thought they'd eventually lose their slaves, the foundation of their society and economy. What was they to do? They left. They seceded from the United State's to form an independent nation. Because they were so totally adverse to the beleifs of the U.S., they decided to solve their dilemma by completly withdrawing.

Do you think that the United States could have functioned indefinitely with one government in the North and a separate government in the South? Why or why not?

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888-WE-SPELL LEVEL EIGHT

Sourcebook, Level 8

Proofreading Tests in Levels 7 and 8 include passages related to American History.



### Spelling experiences in grades 5-8

#### Students are provided with:

- Explicit instruction in visual skills, first practiced in the Word Preview and then applied to all writing and proofreading
- Spelling experiences integrated with opportunities for language growth, such as antonyms, synonyms, homophones, homographs, possessives, regular and irregular plurals, contractions, compound words, multiple meanings, idioms, analogies, sorting words, often-confused words, abbreviations, and Greek and Latin roots.
- Exposure to other forms of high-use writing words through the addition of prefixes and suffixes and the basic rules that govern their use, and irregular verb forms
- Writing opportunities to work toward the mastery of Core Words 1-675 (Level 5), 1-850 (Level 6), 1-1025 (Level 7), and 1-1200 (Level 8) to grow them into many more words, and to maintain 100% accuracy through proofreading in all everyday writing for Priority Words 1-100 (Level 5), and 1-130 (Levels 6-8) by the end of the school year.

## **Professional Development**



## Sitton Spelling and Word Skills® Seminars

Grades 1-8

This fast-paced day will take you through the effective spelling strategies and word study instruction woven throughout the *Sitton Spelling and Word Skills*® program. We offer:

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- Extensive differentiation options to support all ability levels
- · Practical, formative assessments to guide instructional choices
- 1200 Core Words used as a foundation for the discovery of hundreds more words, their meanings, and use
- · Instruction and daily application of proofreading skills
- And much more!

This approach teaches students how to spell and proofread, combined with opportunities for essential word work to develop competencies in reading, writing, usage, grammar, and vocabulary development—all the communication skills your state standards require.

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