

LEVEL 1

Sitton Spelling and Word Skills™

3rd edition

Skills and Concepts for Grade 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, and have acquired a phonological awareness. They have participated in guided writing, predicting spellings as words are written, and are emerging as writers through attempting the spelling of words through approximations.

spelling by analogy

(onsets and rimes: _at—sat, bat, hat)

short vowel spelling patterns

(words with one vowel: not)

long vowel spelling patterns

(words with two vowels: note)

consonant spelling patterns

(/z/: boxes, was, wise, zip, fuzzy)

spelling digraphs

(ch/chin, sh/wish, th/this, wh/when)

spelling double-letter words (will)**words spelled the way they sound** (that)**words not spelled the way they sound** (they)**silent letters** (have)**predicting spellings in guided writing****spelling consonant blends**

(from, stop, plan)

consonant and vowel letter substitutions

(letter-card manipulations)

- double letters stand for one sound.
- knowing how to spell one word may help spell rhyming words.
- some letters spell more than one sound.

Spelling experiences are integrated with opportunities for **language growth**, such as **antonyms** (in/out), **homophones** (for/ four), **regular plurals** (cats), **contractions** (that's), **multiple meanings** (can), **idioms** (to have a fit, to have a ball, to have the blues), **sorting words** (by phonic properties, structural attributes), **vocabulary development** through the discussion of unfamiliar words, such as those generated in patterning activities (man, tan, ban), making words through the addition of **suffixes** (s, ed, ing).

Experiences with literature are plentiful, learning the concept of story and the use of words in context to write one.

Explicit instruction in **visual skills** is essential, including the Word Preview—then students apply these skills in writing and proofreading.

Students are provided with abundant **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 in all everyday writing for **Priority Words** 1–15 (by the end of the school year).

Further, students learn **strategies** that enable them to anticipate the spelling of a word, such as:

- a short vowel sound is usually spelled with one vowel.

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Skills and Concepts for Grade 2

spelling by analogy

(onsets and rimes: _ill—bill, fill, hill)

short vowel spelling patterns

(words with one vowel: him)

long vowel spelling patterns

(long *a*: make, day, rain)

consonant spelling patterns

(/k/: came, kite, back, question, school)

spelling digraphs

(ch/much, sh/should, th/another, wh/which)

spelling double-letter words

(off, still, glass)

irregular spellings

(many, does, great, said)

silent letters

(would, people, know, like)

r-controlled vowels

(more, her, first, part)

predicting spellings in guided writing

spelling consonant blends

(clap, stem, brush)

consonant and vowel letter substitutions

(letter-card manipulations)

introduction of possessive pronouns

(his, our, my)

Further, students learn **strategies** that enable them to anticipate the spelling of a word, such as:

- long vowel words are often spelled with two vowels (like).
- /ou/ is consistently spelled *ou* (about) or *ow* (down).
- a long *i* or a long *e* sound at the end of a word is usually spelled *y* (why, many).

Spelling experiences are integrated with opportunities for **language growth**, such as **antonyms** (down/up), **synonyms** (little, tiny), **homophones** (no/know), **homographs** (does, use, read), **regular** and **irregular plurals** (days, men, ladies, dishes), **contractions** (wouldn't, you're), **multiple meanings** (can, will), **idioms** (up and coming, up in arms), **sorting words** (by phonic properties, structural attributes, meaning), **compound words** (highway), **vocabulary development** through the discussion of unfamiliar words, such as those generated in patterning activities (way, play, *stray*).

Students explore **other word forms** of high-use writing words through the addition of **prefixes** (re, un) and **suffixes** (s, ed, ing, es, er, est, ly, ful, y), and the **basic rules** that govern their use, such as the addition of suffixes to words in which the final consonant is doubled, the final silent *e* is dropped, the final *y* is changed to *i*, and the final letter is *s*, *x*, *sh*, *ch*, or *z*. Further, students should explore **irregular verb forms**.

Explicit instruction in **visual skills** is essential, including the Word Preview—then students apply these skills in writing and proofreading.

Students are provided with abundant **writing opportunities** to work toward the mastery of **Core Words** 1–170, to grow them into many more words, and to maintain 100% accuracy in all everyday writing for **Priority Words** 1–35 (by the end of the school year).

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Skills and Concepts for Grade 3

spelling by analogy

(_est: best, guest, quest)

short and long vowel spelling patterns

(long a: stay, train, space)

consonant spelling patterns

(/k/: came, kite, back, question, school)

soft/hard consonant spellings

(c: city, bicycle, once; second, American, cutting)

consonant blends

(_r: try, group, throne)

irregular spellings

(through, thought, great)

multisyllabic words

(together, important)

silent letters

(castle, write, take, bright, lamb)

spelling digraphs

(both, white, crash, children)

spelling diphthongs

(/ou/: sound, clown; /oi/: point, boy)

spelling double-letter words

(across, usually, beginning)

spelling vowel-r

(/or/: morning, before)

spelling soft-syllable endings

(/ər/: ever, color, dollar)

letter substitutions

(letter-card manipulations)

Further, students learn **strategies** that enable them to anticipate the spelling of a word, such as when /k/ follows a short vowel, it is usually spelled *ck* (luck), and when /k/ does not follow a short vowel, it is usually spelled *k* or *ke* (bark, like). The *ke* spelling is signaled by a long vowel sound. Students learn that this concept also applies to /ch/ (lunch, catch) and /j/ (judge, large).

Spelling experiences are integrated with opportunities for **language growth**, such as identifying and spelling **antonyms** (always/never), **synonyms** (large, huge, gigantic), **homophones** (there/their/they're), **homographs** (live, read, does), **possessives** (Dan's, student's, ours), **regular** and **irregular plurals** (hats, inches, ladies, children), **contractions** (couldn't), **compound words** (something), **multiple meanings** (feet), **idioms** (to change hands), **analogies** (came : come :: said : say), **sorting words** (by meaning, phonic properties, structural attributes).

Students explore **other word forms** of high-use writing words through the addition of **prefixes** (re, un) and **suffixes** (s, ed, ing, es, er, est, ly, ful, y), and the **basic rules** that govern their use, such as the addition of suffixes to words in which the final consonant is doubled, the final silent *e* is dropped, the final *y* is changed to *i*, and the final letter is *s*, *x*, *sh*, *ch*, or *z*. Further, students should explore **irregular verb forms**.

Explicit instruction in **visual skills** is essential, including the Word Preview—then students apply these skills in writing and proofreading.

Students are provided with abundant **writing opportunities** to work toward the mastery of **Core Words** 1–335, to grow them into many more words, and to maintain 100% accuracy in all everyday writing for **Priority Words** 1–55 (by the end of the school year).

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Skills and Concepts for Grade 4

spelling by analogy

(be_: behind, became, behave)

short and long vowel spelling patterns

(long a: able, state, rainy, today)

consonant spelling patterns

(/j/: just, change, giant, gym)

hard/soft consonant spellings

(c: cities, fancy, notice; complete, carefully, cute)

consonant blends

(_r: library, hundred, scratch)

irregular spellings

(build, watch, friend)

multisyllabic words

(information)

silent letters

(become, often, walk, answer)

spelling digraphs

(weather, English, wheel, telephone, check)

spelling diphthongs

(/ou/: hour, power; /oi/: voice, enjoy)

spelling vowel-r

(/er/: certain, third, surface)

spelling soft-syllable endings

(/əl/: apple, final, camel)

letter substitutions

(letter-card manipulations)

Further, students learn **strategies** that enable them to anticipate the spelling of a word, such as /er/ is usually spelled *er*, *ir*, or *ur* in stressed syllables (person, circle, surface), but when /er/ follows /w/, the sound is usually spelled *or* (world).

Spelling experiences are integrated with opportunities for **language growth**, such as identifying and spelling **antonyms** (summer/winter), **synonyms** (construct, build), **homophones** (there/their/they're, there's/theirs), **homographs** (wound, object), **possessives** (Maria's, friend's, his), **regular** and **irregular plurals** (hearts, geese), **contractions** (shouldn't), **compound words** (everything), **multiple meanings** (check), **analogies** (common : uncommon :: complete : incomplete), **idioms** (caught short), the meaning and use of **often confused words** (lose/loose), **abbreviations** (hour/hr.), **sorting words** (by meaning, phonetic analysis, structural attributes), **Greek** and **Latin roots** (port/transport).

Students explore **other word forms** of high-use writing words through the addition of **prefixes** (anti, de, dis, ex, im, in, mis, multi, re, sub, un) and **suffixes** (s, ed, ing, es, er, est, ly, ful, y, less, able, ty, ness, ment, ship, th, ion/sion/tion), and the **basic rules** that govern their use, such as the addition of suffixes to words in which the final consonant is doubled (including stressed final syllables), the final silent e is dropped, the final y is changed to *i*, and the final letter is *s*, *x*, *sh*, *ch*, or *z*. Further, students should explore irregular verb forms.

Explicit instruction in **visual skills** is essential, including the Word Preview—then students apply these skills in writing and proofreading.

Students are provided with abundant **writing opportunities** to work toward the mastery of **Core Words** 1–500, to grow them into many more words, and to maintain 100% accuracy in all everyday writing for **Priority Words** 1–75 (by the end of the school year).

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Skills and Concepts for Grade 5

spelling by analogy

(measure, pleasure, treasure)

short and long vowel spelling patterns

(long *a*: baby, race, straight, maybe)

consonant spelling patterns

(/j/: object, general, giraffe, gymnasium)

hard/soft consonant spellings

(c: circle, cyclone, necessary; copy, caught, difficult)

consonant blends

(str_: street, stretch, destroy)

irregular spellings

(whose, guess, island)

multisyllabic words

(especially)

silent letters

(listen, sign)

spelling digraphs

(brother, shape, whether, teacher, atmosphere)

spelling diphthongs

(/ou/: thousand, downhill; /oi/: soil, joyful)

spelling vowel-r

(/or/: forward, shore)

spelling soft-syllable endings

(/əl/: single, travel, natural; /ən(t)s/: difference, distance)

letter substitutions

(letter-card manipulations of longer words)

Further, students learn **strategies** that enable them to anticipate the spelling of a word, such as the addition of a prefix never changes the spelling of the base word (mis + spelling = misspelling), but the addition of a suffix may change the spelling of a base word, particularly for words ending in silent e, one vowel and one consonant, or consonant-y.

Spelling experiences are integrated with opportunities for **language growth**, such as identifying and spelling **antonyms** (reasonable/unreasonable), **synonyms** (maybe, possibly, perhaps), **homophones** (you're/your, its/it's, whose/who's), **homographs** (present), **idioms** (mark time), **possessives** (woman's, birds', yours), **regular** and **irregular plurals** (calves, deer), **contractions** (we'll), **compound words** (baseball), **multiple meanings** (check), **analogies** (woman : women :: party : parties), the meaning and use of **often-confused words** (cease/seize), **abbreviations** (mountain/mtn.), **sorting words** (by meaning, phonetic analysis, structural attributes), **Greek** and **Latin roots** (form/uniform).

Students explore **other word forms** of high-use writing words through the addition of all common **prefixes** and **suffixes**, and the **basic rules** that govern their use. Further, students should explore **irregular verb forms**.

Explicit instruction in **visual skills** is essential, including the Word Preview—then students apply these skills in writing and proofreading.

Students are provided with abundant **writing opportunities** to work toward the mastery of **Core Words** 1–675, to grow them into many more words, and to maintain 100% accuracy in all everyday writing for **Priority Words** 1–100 (by the end of the school year).

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Skills and Concepts for Grade 6

spelling by analogy
(basic, electric, comic, athletic)

vowel spelling patterns
(review all previous patterns)

consonant spelling patterns and blends
(review all previous patterns)

irregular spellings
(break, neither, yacht, colonel)

silent letters
(column, bought, hymn)

spelling digraphs, diphthongs, and vowel-r
(review all previous patterns)

spelling soft-syllable endings
(ery/ary/ory/ury, ant/ent, ance/ence, able/ible)

challenging letter groups
(ie/ei: sleigh, believe; ou variants: cough)

challenging double-letter words
(disappoint, accurate, controlled)

foreign spellings
(French *ch* spelling /sh/: parachute, machine, chef)

Spelling experiences are integrated with opportunities for **language growth**, such as identifying and spelling **antonyms** (evening/dawn), **synonyms** (glad, elated, pleased), **homophones** (continued practice with the most misused sets; expansion to less familiar **homophones**, e.g., cereal/serial, board/bored), **homographs** (produce), **idioms** (born yesterday), **similes/metaphors** (as quiet as a mouse), **possessives** (theirs, Monty's, teachers', children's), **regular and irregular plurals** (cattle, teeth, o-ending words, shelves), **mispronounced words** (recognize, arctic), **contractions** (we'll), **compound words** (throughout, therefore), **multiple meanings** (interest), **analogies** (major : minor :: careful : careless), **often-confused words** (senses/census/consensus, desert/dessert), **abbreviations** (boulevard/blvd.), **sorting words** (by meaning, phonetic analysis, structural attributes), **Greek and Latin roots** (sci: science, conscience).

Students explore **other word forms** of high-use writing words through the addition of all common **prefixes** and **suffixes**, and the **basic rules** that govern their use, particularly with **multisyllabic words**. Further, students should explore **irregular verb forms**.

Explicit instruction in **visual skills** is essential, including the Word Preview—then students apply these skills in writing and proofreading.

Students are provided with abundant **writing opportunities** to work toward the mastery of **Core Words** 1–850, to grow them into many more words, and to maintain 100% accuracy in all everyday writing for **Priority Words** 1–130 (by the end of the school year).

Further, students learn strategies that enable them to anticipate the spelling of a word, such as:

- for the addition of the *able* suffix to a word ending in silent *e*, drop the *e* unless the consonant letter before the silent *e* is *c* or *g* (lovable, noticeable, changeable).
- *s* usually spells /s/, but *sc* or *c* can spell /s/ before *e*, *i*, or *y*.
- when /j/ follows a short vowel, it is usually spelled *dge* (judge) and is usually spelled *ge* when it does not (large).

Sitton Spelling and Word Skills™

Skills and Concepts for Grade 7

spelling by analogy

(breath, weather, leather)

vowel spelling patterns

(review all previous patterns)

consonant spelling patterns and blends

(review all previous patterns)

irregular spellings

(laugh, double, sergeant, vacuum)

silent letters

(design, plumber, wrinkle, guide)

spelling digraphs, diphthongs, and vowel-r

(review all previous patterns)

spelling soft-syllable endings

(ant/ent, ance/ence, able/ible, or/er/ar, al/el/le)

challenging letter groups

(ie/ei, ize/ise, ou)

challenging double-letter words

(tomorrow, community, hurricane)

foreign spellings

(French *eau* spells long *o*: bureau, plateau)

Spelling experiences are integrated with opportunities for **language growth**, such as identifying and spelling **antonyms** (multiply/divide), **synonyms** (provide, furnish, equip, supply), **homophones** (continued practice with the most misused sets; expansion to less familiar homophones, e.g., current/currant, affect/effect, except/accept), **homographs** (contract), **idioms** (string along), **similes/metaphors** (as loud as thunder), **possessives** (boss's desk, doctors' orders), **regular** and **irregular plurals** (twenties, o-ending words, cactuses/cacti), **mispronounced words** (surprise, February), **contractions** (o'clock, they're, we're), **compound** words (breakfast), **multiple meanings** (charge), **analogies** (doctor : hospital :: president : office), **often-confused words** (breath/breathe), **usage** (lie/lay, further/farther, raise/rise, receive/accept), **abbreviations** (pound/lb.), **sorting words** (by meaning, phonetic analysis, structural attributes), **Greek** and **Latin roots** (vis/vid: television, video, visual, visit).

Students explore **other word forms** of high-use writing words through the addition of all common **prefixes** and **suffixes**, and the **basic rules** that govern their use, particularly with **multisyllabic words**. Further, students should master **irregular verb forms**.

Explicit instruction in **visual skills** is essential, including the Word Preview—then students apply these skills in writing and proofreading.

Students are provided with abundant **writing opportunities** to work toward the mastery of **Core Words** 1–1025, to grow them to many more words, and to maintain 100% accuracy in all everyday writing for **Priority Words** 1–130 (by the end of the school year).

Further, students learn **strategies** that enable them to anticipate the spelling of a word, such as:

- for the addition of the *ly* suffix to words ending in *ic*, add *ally* (basic/basically).
- *c* spells /k/ before *a*, *o*, *u*, and the consonants *l* or *r* (captain, company, current, climbed, crowd), and infrequently with other constructions, such as *ch* (chorus) and *cc* (occasion); *c* can spell /s/ before *e*, *i*, and *y* (groceries, accident, cyclone).
- using word origins, e.g., Latin *panis* = bread: companion (one who takes bread with you), company (a group taking bread together).

Sitton Spelling and Word Skills™

Skills and Concepts for Grade 8

spelling by analogy (occurring/rebelling/forgetting, canceling/modeling/motoring)

vowel spelling patterns
(review all previous patterns)

consonant spelling patterns and blends
(review all previous patterns)

irregular spellings (rough, cantaloupe)

silent letters (tongue, foreign)

spelling digraphs, diphthongs, and vowel-r
(review all previous patterns)

spelling soft-syllable endings (ant/ent, ance/ence, able/ible, or/er/ar, al/el/le)

challenging letter groups (ie/ei, ize/ise, ou)

challenging double-letter words
(recommend, address, immediately, employee, success)

foreign spellings
(Greek *ph* for /f/: telephone, and *ch* for /k/: character; French *ge* for /zh/: garage)

Spelling experiences are integrated with opportunities for **language growth**, such as identifying and spelling **antonyms** (prevent/allow), **synonyms** (dangerous, hazardous), **homophones** (continued practice with the most misused sets; expansion to less familiar homophones, e.g., principle/principal, except/accept, council/counsel), **homographs** (progress, address, project, perfect), **possessives** (soldier's/soldiers'), **regular** and **irregular plurals** (oxen, activities, o-ending words), **mispronounced words** (environment), **contractions** (all accepted forms), **compound words** (newspaper, whenever), **multiple meanings** (address), **analogies** (forget : remember :: silent : noisy), **often-confused words** (angle/angel, lose/ loose, college/collage, message/massage), **idioms** (lose heart, string along), **similes/metaphors** (as proud as a peacock), **usage** (affect/effect), **abbreviations** (avenue/ave.), **sorting words** (by meaning, phonetic analysis, structural attributes, word origins), **Greek** and **Latin roots** (loc: locate, locality).

Students explore **other word forms** of high-use writing words through the addition of all common **prefixes** and **suffixes**, and the **basic rules** that govern their use, particularly with **multisyllabic words**. Further, students should master **irregular verb forms**.

Explicit instruction in **visual skills** is essential, including the Word Preview—then students apply these skills in writing and proofreading.

Students are provided with abundant **writing opportunities** to work toward the mastery of **Core Words** 1–1200, to grow them into many more words, and to maintain 100% accuracy in all everyday writing for **Priority Words** 1–130 (by the end of the school year).

Further, students learn **strategies** that enable them to anticipate the spelling and meaning of a word, such as:

- when adding the *ly* suffix to words that end in consonant-*y* (noisy, happy), change the *y* to *i* and add *ly* (noisily, happily).
- using word origins, e.g., Greek *tele* = far, *scope* = to see (telescope).

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