

Sitton Spelling and Word Skills®  
**SOURCEBOOK** for Teachers  
3rd edition



Fits RTI Tiers **1** **2**

Rebecca Sitton



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PRODUCTS BY



# Sitton Spelling and Word Skills®

Grades 1–8 Rebecca Sitton

## Spelling instruction that transfers to everyday writing

### Ensure students' transfer of spelling skills through

- students' discovery of spelling skills and concepts through word collections and analysis
  - spelling mastery of high-frequency writing words
  - a focus on students' proofreading accountability

### PLUS:

- Opportunities to differentiate instruction
- Formative assessment of spelling skills
- A menu of instruction for customized curriculum development

To learn how Sitton is different than the usual spelling program, visit [intervention.schoolspecialty.com/Sitton](http://intervention.schoolspecialty.com/Sitton)

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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 explore **irregular verb forms**.

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

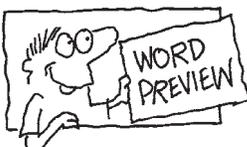
Students need abundant **writing opportunities** to work toward the mastery of Core Words 1–335, to grow them into many more words, and to maintain 100% accuracy in all everyday writing for Priority Words 1–55 (by the end of the school year).

# Build Skills and Word Experiences



Use Student Practice Pages 49–50 to follow up instruction for:  
Activity 1A • Activities 3A, 3B

A pencil at the beginning of each unit points out pages in the optional **Student Practice Book** that correspond to unit activities.



## Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students.  
Use Core Words **sure** (251), **knew** (252), **it's** (253), **try** (254), **told** (255).

Teaching Notes, page 331

Core Words are **not** the unit's spelling words. They are used here to build visual skills.



## Build Spelling and Language Skills

Choose from among these quick tasks to customize instruction for all or selected students.

Teaching Notes, page 334

 It's across the way.

 What was that sound. Father told the children to try there best to keep very still. Soon they all new for shure that it was only the water.  
(question mark, told, their, knew, sure)

 knew, right, sure, come, light, know, large, high, have  
(e.g., silent letter k/gh/e; number of letters)

 my, try, by, why, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
(words that end in long i spelled y)

 It's always hard for me to tell my mother \_\_\_\_\_.

 Words that show possession, or ownership  
(e.g., Mary's, theirs, its)



## The Word Preview is a visual skill building activity,

a prerequisite for good spelling and proofreading. The purpose of this activity is to develop a skill that students can use to improve their daily writing. Research indicates that the ability to picture a word and its sequential letters is a skill of able spellers. Students who apply these skills will eliminate careless errors among known words in their everyday writing.

It is important to note that Word Preview is not a pretest and does not introduce the spelling words for the unit. The Word Preview instead introduces Core Words, words used to develop students' visual skills. The number beside the Core Words indicates each word's frequency of use in writing.

**CORE WORDS** are words with a high-frequency of use in writing and are used in various ways to teach and assess spelling and word skills throughout the *Sourcebook*. (see p.19 for more information about Core Words)

### Word Preview Procedure:

Teacher	Students
1. Say the word. Say the word in a sentence. Say the word again.	1. Look at and listen to teacher.
2. Ask students to write the word.	2. Print the word in the "write" (left-hand) column of their paper.
3. Spell the word aloud.	3. Proofread the word by touching each letter as the letter name is said. Circle errors.
4. Print the word on the board, saying the name of each letter as it is printed.	4. Look at the chalkboard and listen to the teacher.
5. Observe students.	5. Rewrite the word in the "rewrite" (right-hand) column of the paper.
If a word is misspelled in the rewrite column, make a small dot next to the word to indicate a mistake.	Errors should be corrected by students. Students should match the word they wrote to the model written by the teacher.

Name \_\_\_\_\_

### Word Preview

Write.

Rewrite.

Print the words.
Print the words again.

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Word Preview BLM (*Sourcebook*)



**Exercise Express** consists of six quick activities that teach students processes and strategies for examining and thinking about words, their patterns, and their application in writing. Activities vary in difficulty and skill focus so that practice can be differentiated among diverse learners.

**Exercise Express Activities:**

- Can be done anytime during the unit
- Can take just minutes to complete
- Are optional activities



#### Stretch It

Take a bare-bones sentence and embellish it to make it more informative and interesting.



#### Add It

Examine a bank of words to discover a commonality and/or pattern, and add words to the bank that reflect the criterion.



#### Fix It

Proofread a sentence for spelling, homophone usage, capitalization, and punctuation.



#### Finish It

Poses an intriguing, but incomplete thought for students to finish.



#### Sort It

Compare and contrast words by their patterns and characteristics.



#### Find It

Calls for word observation with a stated criterion, finding and writing more words, and proofreading words.



Teaching Notes, page 339

# Build Basic Concepts

Choose from among these skill-building activities to customize instruction for all or selected students.

**concept one** A contraction is a combination of two or more words with an apostrophe replacing a letter or letters.

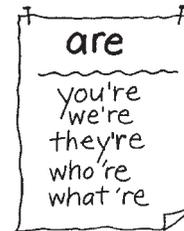
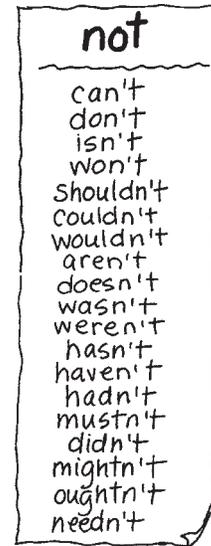
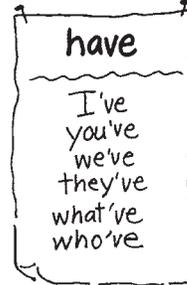
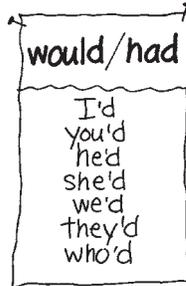
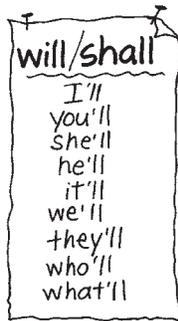
contractions, writing words, class book

The specific skill or concept addressed is identified in the side notes.



**1A** Organize students into six cooperative groups. Assign a contraction set to each: *will/shall, would/had, have, is/has, not, are*. Have groups brainstorm contractions. Then discuss the results of each group's effort. Make a complete list of contractions on the chalkboard. Include *I'm* and *let's*. Next, use the *not* and *are* contractions for review (Activity 3A, page 34) and the others to further your class book series on contractions.

*had, have, is/has, not, are*. Have groups brainstorm contractions. Then discuss the results of each group's effort. Make a complete list of contractions on the chalkboard. Include *I'm* and *let's*. Next, use the *not* and *are* contractions for review (Activity 3A, page 34) and the others to further your class book series on contractions.



word analysis, homophones, writing sentences, contractions, possessive pronouns

**1B** Demonstrate testing *its/it's* for which is correct: If it makes sense to say *it is*, use *it's*. If not, use *its*. Dictate these sentences for students to write. After each, write the sentence on the chalkboard and apply the test.

It's time to go.  
The animal ate its food.  
Tell us when it's over.

The dog is in its house.  
Its picture is in the paper.  
We all think it's great.

Follow up with students writing sentences for *it's* and *its*. Then have students read their sentences to a partner. The partner responds with the correct *it's/its*.

Have students make word cards (use the WORD CARD BLACKLINE MASTER, page 401) for *it's/its*. Say sentences that use *it's/its* and have students hold up the correct card. Reuse these cards as needed.



## Students become better

spellers when spelling is not

limited to learning words but expanded to learning the language skills and concepts that form the foundation for word study. The Seeds for Sowing Skills activities develop skills and concepts while using an instructional format that fosters total language development – hearing, speaking, reading, writing, and critical thinking. These activities provide students with opportunities to explore words, make spelling generalizations, and become independent, strategic spellers.

### Personalizing Instruction

Seeds for Sowing Skills provides a menu of activities for each spelling concept. Targeted skills are listed in the side notes for easy reference. This extensive resource allows teachers to formulate a personalized instructional plan. Activities can be selected to meet the needs of students; to complement reading and language arts programs currently in place; and to reflect school, district, or state curriculum.

### Aiding Long-Term Memory

Skills and concepts are recycled throughout the *Sourcebook* and across subsequent levels of the *Sourcebook*. This recycling provides ongoing exposure and reinforcement to aid long-term learning. Research shows that repeated exposure over time is essential for mastery, so all students benefit from revisiting important skills and concepts.

Unit	multiple meaning words	synonyms/antonyms	homophones	contractions	compound words	often-confused words
1	x	x	x			x
2	x		x		x	x
3	x	x	x	x		x
4	x	x	x	x	x	x
5	x		x	x		x
6		x	x			x
7		x	x		x	x
8	x	x	x	x	x	
9	x	x	x		x	
10	x		x	x	x	x
11	x		x	x		x
12		x	x	x	x	x
13	x	x	x			
14	x		x	x		x
15		x	x			x
16	x	x	x		x	x
17	x	x	x	x	x	x
18	x	x	x	x	x	
19		x	x	x		
20	x	x	x		x	x
21	x		x	x		
22			x		x	x
23		x	x	x	x	
24		x	x	x	x	x
25	x	x	x		x	x
26		x	x			x
27	x	x	x		x	x
28	x	x	x			
29	x	x	x		x	x
30	x	x	x			x
31	x	x	x	x	x	x
32	x	x	x			
33			x			x

Recycling of skills and concepts lets teachers decide which ones to teach now, and which to introduce or revisit later.



**1C** Demonstrate testing *lets/let's* for which is correct: If it makes sense to say *let us*, use *let's*. If not, use *lets*. Dictate these sentences for students to write. After each sentence, write the sentence on the chalkboard and apply the test.

word analysis, writing sentences, contractions, homophones

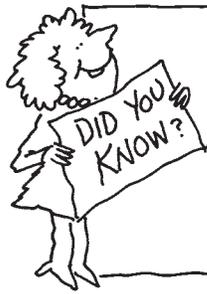
- Let's play ball!
- He lets me in for free.
- Let's go home.
- She lets her hair dry in the sun.
- He said, "Let's be quiet."
- Who lets the dog out at night?

Follow up with students writing sentences for *let's* and *lets*. Then have students read their sentences to a partner. The partner responds with the correct *let's/lets*.

Have students make word cards (use the WORD CARD BLACKLINE MASTER, page 401) for *let's/lets*. Say sentences that use *let's/lets* and have students hold up the correct card. Reuse these cards as needed.

**1D** Post Teaching Poster 1. Chant the rhyme and review *there/their/they're*. Then ask students to write the contraction *they're* in its longer form (*they are*). Next, ask students to find a sentence in print material that uses *they're*. Have them write the sentence—then rewrite it using *they are*.

homophones, contractions, writing sentences



Many people are very busy, so shortcuts that save time and effort are widespread. A speech and writing time-saver is the contraction. Shortcuts, such as *don't* and *can't*, began circa 1642. Yet, the use of contractions was forbidden in formal writing because it was thought to reflect sloppy speech. This prohibition is now eroding, however, and contractions are no longer considered careless or too casual for most written work.

**concept two**

Some words have silent letters.

**2A** Write on the chalkboard: *rose, write, line, above, sure*. Ask students how these words are alike (final silent *e*). Remind students that some words have silent letters. Review final silent *e* words using student-made word cards (Activity 1A, page 102). Then, working in pairs, one student draws a word card from the pile (face down) and gives a clue for the word. The partner writes the word. Then the spelling is checked against the word card. Redistribute the word cards and have students replay the game.

phonics, word analysis, spelling game



**2B** Select a student to write *knew* on the chalkboard. Underline the silent *k*. Provide clues for students to identify more silent *k* words (e.g., *knife, knee, know, knit, kneel, knock, knuckle, knead*). Write the words on the chalkboard as students predict the spelling. Then have students gather knock-knock jokes from among those they've heard or those in joke books (e.g., *Knock. Knock. Who's there? Lettuce. Lettuce who? Lettuce in, and you'll find out!*). Create a class book of knock-knock jokes.

phonics, more words, predicting spelling, creating a book



## Opportunities for Differentiation

Seeds for Sowing Skills activities present teachers with a variety of opportunities to differentiate instruction:

### Multiple activities for every concept

- all students are engaged in the same concept, at the level that best suits their needs
- each unit includes ideas for more challenging extension activities

### Flexible instructional formats

- activity formats include teacher-directed (whole class or small-group), partner, cooperative group, and independent work
- all activities can be used in the instructional format that best meets student needs

### Recycling of skills and concepts

- ongoing exposure and reinforcement aids long-term learning
- students who initially struggle may better grasp a skill or concept when it is revisited in a later unit



ONE SIZE DOES NOT FIT ALL !



phonics, writing names

**2C** Ask students to take turns writing their name on the chalkboard. Then identify the silent letters in students' names.

phonics, writing words, more words, game

**2D** Revisit the silent *k* words (Activity 2B, this unit). Review silent *t* and *w*, as in *often* and *write* (Activity 2A, page 34); and *gh* and *mb*, as in *high* and *lamb* (Activity 1D, page 102). Make a generous list of words with silent letters on the chalkboard. Then have student pairs select a word to begin a word chain to add to the word chain bulletin board (Activity 1A, page 152).

**concept three**

A prefix is a letter or letters added to the beginning of a word.  
A suffix is a letter or letters added to the end of a word.

prefix practice, suffix practice, vocabulary development, more words, predicting spelling, writing sentences, art

**3A** Write on the chalkboard: *He's sure that it's his bike.* Then challenge students to change *sure* to *not sure* in the sentence by writing only two letters (*un*sure). Have a student change *sure* to *un*sure in the sentence. Remind students that a prefix is a letter or letters added to the beginning of a word—*un* is a prefix. Have students brainstorm more words with the *un* prefix (e.g., *unable*, *uneven*, *unused*, *unwritten*, *unwanted*, *unkind*, *unhappy*, *unclean*, *undo*, *unlucky*). Write the words on the chalkboard as students predict the spelling. Help students discover that the *un* prefix means not or opposite of.

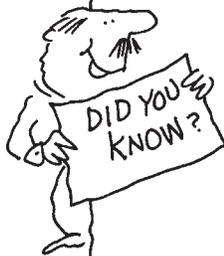
Note that prefixes change the meaning of a word. Suffixes generally do not change the meaning of a word, but change its use by changing the part of speech.



See correlated **Practice Book** lesson on p. 10.

Ask students what we call a letter or letters added to the end of a word (suffix). Write *surely* on the chalkboard. Use *surely* in oral sentences to confirm its meaning. Note that the final silent *e* is not dropped because the suffix doesn't begin with a vowel. This principle is usually true; however, one exception is *true* (truly). Have students find and write more words that end in silent *e* to which the *ly* suffix can be added (e.g., *lonely*, *completely*, *lively*).

Have students fold story paper in half to make two boxes. In one box have them write and illustrate a sentence using a word with the *un* prefix. In the other, have them write and illustrate the same sentence, but with the *un* prefix removed from the word (e.g., *It is unnecessary to call me. It is necessary to call me.*). This activity helps students contrast the meaning of words with/without the *un* prefix.

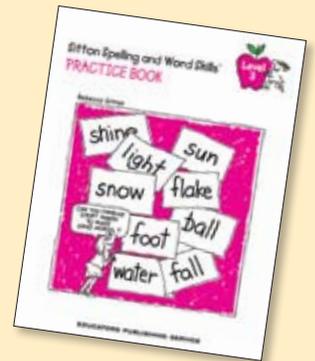


The most common spelling of /sh/ is *ti*, as in *nation*. This accounts for about 53% of the /sh/ spellings. Of course, *sh* spells this sound—26% of the time. Words with a French origin spell the sound with *ch*, for example *chic* and *chef*. Other /sh/ spellings include *ci* (*special*), *ce* (*ocean*), *ss* (*pressure*), *si* (*mission*), and *sci* (*conscious*). The /sh/ is spelled with a single *s* in only two words (or their word forms)—*sugar* and *sure*.

- Challenge students to find words in which the initial *s* spells /sh/.

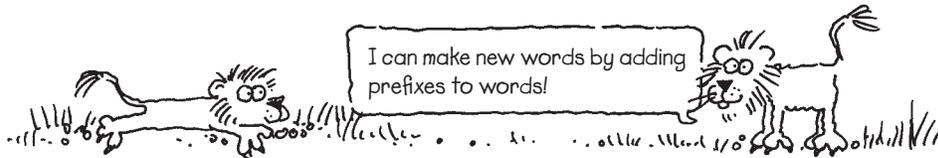


# Student Practice Books correlate to Seeds for Sowing Skills activities.



Use Student Practice Pages 49–50 to follow up instruction for:  
Activity 1A • **Activity 3A, 3B**

Sourcebook lists which of the unit's activities have correlating **Practice Book** lessons.



Add the re or un prefix to each word. Write the new word on the line. Then answer the question.

1. Add un to tied.

What might have happened when the zookeeper \_\_\_\_\_ the lion?

\_\_\_\_\_

2. Add un to usual.

What would be \_\_\_\_\_ weather for your city this time of year?

\_\_\_\_\_

3. Add re to use.

What items do you \_\_\_\_\_ at home instead of throwing them away?

\_\_\_\_\_

4. Add re to read.

Why might someone \_\_\_\_\_ a book?

\_\_\_\_\_



1. When you add the un prefix, it changes the new word to mean

\_\_\_\_\_

2. When you add the re prefix, it changes the new word to mean

\_\_\_\_\_



Find and write more words that have the un and re prefixes. Are there words to which you might add either prefix—un or re—to make new words?

Cross-referenced for easy classroom use

## Student Practice Books for Grades 1-6

Also included:

- Proofreading page for each unit
- Extension activities
- Spelling Notebook to build a collection of spelling words
- Core Words List
- Priority Words List



**3B** Write on the chalkboard: *Please tell the story again.* Read the sentence—then cross out *again*. Ask students to add a prefix to a word in the sentence that will make the sentence mean exactly the same thing (retell). Ask students what we call letters added to the beginning of a word (prefix—*re* is a prefix). Have students work in pairs to brainstorm more words with the *re* prefix (e.g., relive, replace, rewrite, reopen, remodel, restudy, replay, replant, reread, reorder, redo, reuse, refill). Award students one point for each accurate word. Make a cumulative list on the chalkboard. Note that *re* means again or back. Then have students write the words in alphabetical order.

prefix practice, writing words, more words, alphabetizing, vocabulary development

**3C** Post Teaching Poster 3. Write *tell* on the chalkboard. Have students write *tell* and suffix forms of *tell* (tells, telling, told, teller). Write the words on the chalkboard for students to self-check. Note that the *ed* suffix is not added to *tell*—instead the spelling is changed to *told* in the past tense. Provide practice with more irregular verbs by dictating these verbs for students to write their irregular past tense forms: *make, have, find, write, think, come, give, keep, know*. Then write the words on the chalkboard for students to self-check.

suffix practice, other word forms, writing words, irregular verbs, proofreading



## Build Assessment Readiness

Use these at-school and at-home exercises to prepare all students for the Skill Test.

Teaching Notes, page 343

**at-school** Ask students to write contractions. Time the session (about three minutes). Have students take turns writing one of their contractions on the chalkboard. Then choose another student to write its longer form next to it.

Skill to be tested: contractions

**at-home** Send home a copy of TAKE-HOME TASK 17 BLACKLINE MASTER, page 166, with each student to encourage parent-child partnerships.

Skill to be tested: contractions



## Build Proofreading Skills

Provide spelling application opportunities for all students.

Teaching Notes, page 344

Track students' ability to meet a minimum competency for spelling and proofreading within selected samples of their everyday writing.

- Send home papers for proofreading and, if necessary, a copy of the IDEAS FOR PROOFREADING BLACKLINE MASTER, page 390.

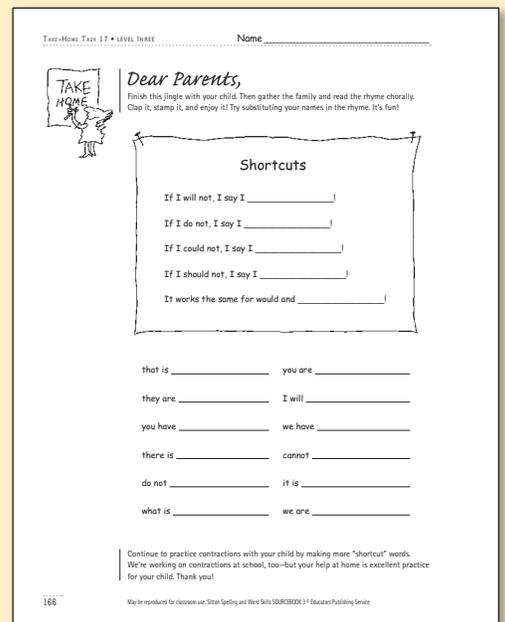
Students get more spelling practice than ever as they proofread for Priority Words in their everyday writing assignments across the curriculum.





**Test Ready** provides targeted practice for a specific skill prior to the upcoming Skill Test (see p.16). Students become better spellers when instruction is expanded to learning the language skills and concepts that form the foundation for word study.

This section has two parts, one labeled “at-school” for classroom practice, and one labeled “at-home” for homework practice. The at-home activity, called the Take Home Task, is provided as a Blackline master to send home to promote parent-child partnerships.



Take Home Task BLM (Sourcebook)



**Priority Words** develops proofreading skills in students’ daily writing, diminishing spelling errors where it most counts—their writing. Students proofread for assigned “Priority Words” and are expected to always spell them correctly in their writing. Priority Words come from the Core Words list, being those high-use words that are also commonly misspelled. This approach develops proofreading skills that students can apply to all words, but also gives specific practice with words often misspelled—even by adults.

The Priority Words List blackline master or *Spell Check*® Cards are provided to students as a proofreading reference. Priority Words are gradually assigned, and assignments can be differentiated with lower or higher expectations for some students. Additional Priority Words include frequently used words (teacher’s name, school name) or topical words related to units of study.



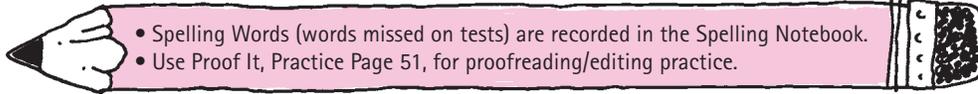
Priority Words List BLM (Sourcebook)

Proofreading skills are assessed using a small section of a randomly selected writing piece. Writing samples are not graded—students either meet the requirement or not—but the information contributes to the total spelling evaluation for each student.



My Spell Check® and Spell Check® Cards

# Assess Words and Skills



- Spelling Words (words missed on tests) are recorded in the Spelling Notebook.
- Use Proof It, Practice Page 51, for proofreading/editing practice.



## Assess Spelling Progress

Give this Cloze Story Word Test of Core Words within the frequencies 1–255 to all students. Words students miss are their Spelling Words.

Teaching Notes, page 350



### BEFORE THE CLOZE STORY WORD TEST

Students do not prestudy the words. Provide students with a copy of REVIEW 17 BLACKLINE MASTER, page 170. Tell students that this story will have them singing.



### 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.



#### *Sing a Song*

(1) There is a song you (2) knew when you were (3) little. You (4) still sing it (5) today. It is (6) sure to be sung to you (7) once a year. We are (8) told that (9) it's the most (10) often sung song! Mildred Hill, a Kentucky (11) school teacher, wrote the melody, and her sister, Patty Hill, a principal, wrote (12) its words. (13) However, long ago the words were (14) different. The song (15) began, "Good morning to all, Good morning to all." (16) Try to sing this song with these words. (17) Then write the song the way all of us (18) know it best.

Test words are listed with their frequency of use number. The lower the number, the more frequently a word is used.

Words tested:

there (37), then (53), its (76), little (92), know (100), different (139), still (153), often (186), school (194), once (206), began (215), today (249), however, (250), sure (251), knew (252), it's (253), try (254), told (255)



### AFTER THE CLOZE STORY WORD TEST

1. Have students recall and write the words to the familiar song, "Happy Birthday." Then write the words on the chalkboard for students to self-check. Discuss the meaning of melody. Follow up by challenging students to write the words to one of their favorite songs.

writing, proofreading

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

- in their Spelling Notebook (see page 353) for at-school study, and
- on a copy of the WORDS TO LEARN BLACKLINE MASTER, page 392, for at-home study.

recording words for personal study list

Send home the completed WORDS TO LEARN personal study list and, if necessary, a copy of the IDEAS FOR WORD STUDY BLACKLINE MASTER, page 391.





CLOZE STORY SKILL-BUILDING EXTENSIONS

visual skill building, writing an explanation, contractions

1. Have students circle and write the story words *it's* and *its*. Have them explain in writing how these words are used differently.

visual skill building, multiple meanings, writing sentences

2. Have students circle and write the story words *still*, *long*, and *way*. Then have students write each word in two sentences, each sentence using a different meaning for the word. Have students share their sentences.

visual skill building, writing words, alphabetizing

3. Have students find and circle the story words *when*, *were*, *wrote*, *words*, *with*, and *way*. Then have students write the words in alphabetical order.

suffix practice, more words, writing words, irregular verbs

4. Have students write the story words *sing*, *write*, and *know*. Then have them add the appropriate suffixes and write the past tense word forms. Next, have students find and write more base words for which *ed* cannot be added, but the spelling changes instead.

compound words, writing words

5. Have students write the compound word *birthday*. Then have students find and write more compound words.



Teaching Notes, page 354

Assess Skill Application

Give this assessment of spelling and related skills to all students.



BEFORE THE SKILL TEST

Direct students' attention to the Skill Test at the bottom of REVIEW 17 BLACKLINE MASTER, page 170. Read the directions as students follow along.



THE SKILL TEST

Skill tested:  
contractions



Make contractions.

it	is	that	there	not	can	do
are	will	us	let	we	who	you

*it's, that's, there's, who's, we're, who're, you're, we'll,*

*who'll, it'll, you'll, won't, isn't, aren't, can't, don't, let's*



AFTER THE SKILL TEST

Note the ability of each student to write contractions. Use the Word Test to evaluate each student's ability to discriminate between *it's/its*.



**The Skill Test** assesses students' understanding and/or application of selected spelling and language-related skills. Students have previously had multiple experiences learning and applying the skill before it is tested on the Skill Test, and the preceding Test Ready (see p.12) activities help prepare students for the test.

The Skill Test can be administered along with the Word Test or after the Word Test at a later time. It can be administered on any day of the week. The Teaching Notes in the back of the *Sourcebook* give suggestions for modifying the test for students with spelling challenges and for more capable spellers.





## Extend Spelling Assessment

Give this in-context assessment of Core Words within the frequencies 1–255 to students who need more practice or challenge.

Teaching Notes, page 355



### 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. The school play and music show will begin soon.
2. It's sure to be an important night on the stage.
3. The children were told by everyone to try very hard.
4. Their mothers and fathers knew they wanted to do their best.

Words tested:

the (1), and (3), to (5), on (14), they (19), be (21), by (27), were (34), an (39), their (42), do (45), will (46), very (93), show (184), want(ed) (193), school (194), important (195), children (200), mother(s) (226), father(s) (229), night (231), soon (236), hard (242), best (246), sure (251), knew (252), it's (253), try (254), told (255)

Extra words (see page 356):  
begin, everyone, music, play, stage



### AFTER THE SENTENCE DICTATION TEST

1. Based on what the sentences say, have students write how they think the children in the school play and music show are feeling. Have students write about a time they felt the same way. Remind students that their explanation should have a beginning, a middle, and an end.

speculating, writing

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

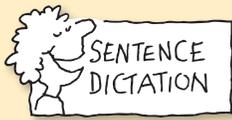
- in their Spelling Notebook (see page 358) for at-school study, and
- on a copy of the WORDS TO LEARN BLACKLINE MASTER, page 392, for at-home study.

recording words for personal study list

Send home the completed WORDS TO LEARN personal study list and, if necessary, a copy of the IDEAS FOR WORD STUDY BLACKLINE MASTER, page 391.

THE CLOZE STORY WORD TESTS AND SENTENCE DICTATION TESTS ALLOW YOU, THE TEACHER, TO BE A BETTER PRACTITIONER. THESE TESTS IDENTIFY STUDENTS' SPELLING NEEDS. HOW CAN WE MEET STUDENTS' NEEDS WITHOUT KNOWING WHAT THEY ARE?





The **Sentence Dictation Test** is an optional assessment, that challenges students as they write complete sentences to form a short story. Students' listening skills are measured, as well as their ability to use capitalization and punctuation properly.

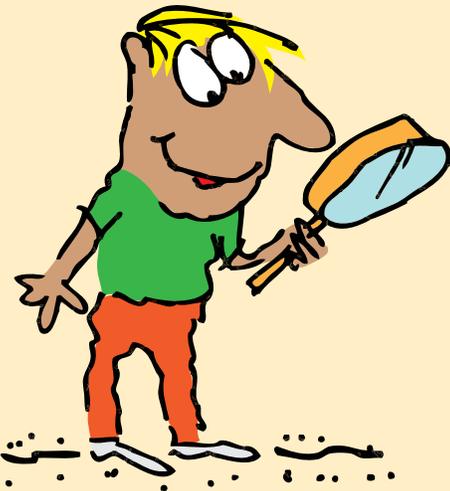
Extra Words, words that are not part of the Core Word List, are included in the test and noted in the sidenotes. The Extra Words can be written on the board to be used as a reference to reinforce visual and proofreading skills, or if a reference is not provided, they can be used to provide informal assessment of a student's ability to apply phonics skills to spell new words. They may reappear sporadically in the sentences, but they are not systematically recycled as the test words are.

As with the Word Test, students do not pre-study the words for the Sentence Dictation Test.

### Sentence Dictation Test Procedure:

- All the sentences are read aloud to students.
  - The first sentence is read, and students repeat it aloud in unison.
  - Students write the sentence.
  - The sentence is repeated, and students touch each word as it is reread.
- These steps are repeated for all sentences, and tests are collected.

As long as a spelling reference is not used, the words the students missed become their spelling words to be added to their Spelling Notebook and Words to Learn Sheet.



## Evaluating Spelling

There are many opportunities for evaluation of a student's spelling and word skills performance. You can develop an assessment model that meets your needs from among several testing options in the program.

Your model should include three assessments that are administered to all students: the student's spelling of Priority Words in their everyday writing, the Word Test, and the Skill Test. In addition to the required evaluation, there is potential for further evaluation using the following optional assessments: the Sentence Dictation Test, Exercise Express activities, and the skill-building activities in Seeds for Sowing Skills. See a Grading Options chart, an example of a grading system, at [SittonSpelling.com](http://SittonSpelling.com).

Whatever evaluation methods are used, it is important to note that the assessment in *Sitton Spelling and Word Skills*® is far more useful than the grade given in a customary Friday test. The Friday test's primary purpose is to provide a means of grading students. The purpose for each evaluation option in the *Sourcebook* is to maximize teaching and learning efficiency.

# Additional Program Information

## Explanation of the Core Words

Core Words are high-frequency writing words 1-1200, introduced in order of frequency of use. They are divided into grade levels 1–8 and are utilized in the *Sourcebook* in three different ways.

1. Core Words are used in the **Word Preview** to teach students to visualize known words and to check their ability to copy and proofread them.
2. Core Words are used in the **Seeds for Sowing Skills** section as a springboard to grow essential skills and concepts. The activities that grow from a single Core Word generate many more words so that students have word experiences leading to new understandings about their language. For example, the Core Word **it's** (253) can be the starting point for a lesson about contractions, generating a much larger list of words using the contractions for *have*, *not*, *will/shall*, *would/had*, *is/has*, and *are*.

### High Frequency Core Words for Teaching Skills and Concepts

Grade Level 1	Words 1-35	Grade Level 5	Words 501-675
Grade Level 2	Words 36-170	Grade Level 6	Words 676-850
Grade Level 3	Words 171-335	Grade Level 7	Words 851-1025
Grade Level 4	Words 336-500	Grade Level 8	Words 1026-1200

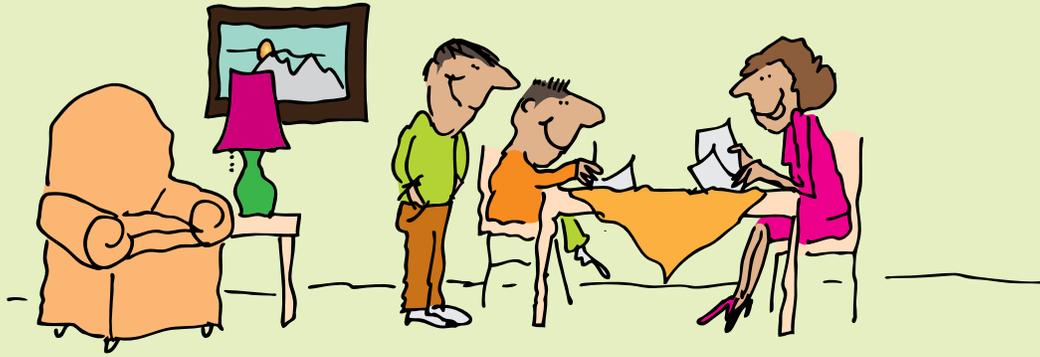
3. Core Words are used in the **Word Test** and **Sentence Dictation Test** to form the bank of words from which students are tested for spelling mastery. The Core Words used in these assessments can include any previously occurring Core Word.

### High Frequency Core Words for Recycling and Testing

Grade Level 1	Words 1-35	Grade Level 5	Words 1-675
Grade Level 2	Words 1-170	Grade Level 6	Words 1-850
Grade Level 3	Words 1-335	Grade Level 7	Words 1-1025
Grade Level 4	Words 1-500	Grade Level 8	Words 1-1200

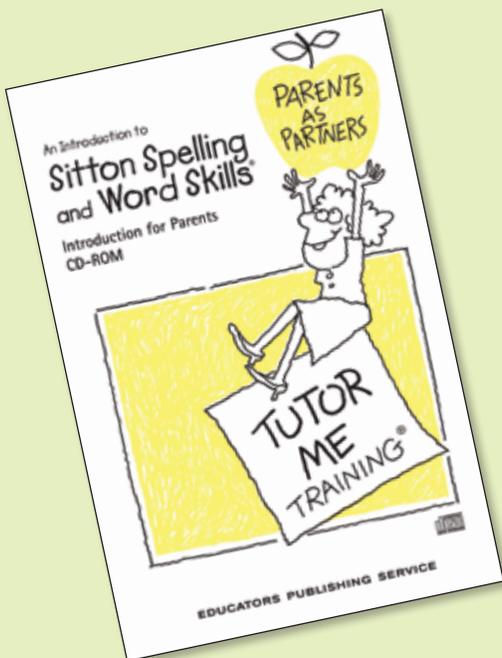
The Core Words List for each grade can be found following the Teaching Notes in the back of each *Sourcebook*.

# Parents as Partners



To establish a strong home-school connection, and to contribute to overall student success, many opportunities exist for parent and family involvement. You can inform parents about the *Sitton Spelling and Word Skills*® program and encourage their involvement in students' learning in the following ways:

- Invite parents to view the Parent Introduction CD-ROM of the *Tutor Me Training*® series to give them an informative overview of the program.
- Send home the parent letter “Introducing Spelling”, a Blackline master provided in the *Sourcebook*.
- Send home the Take Home Task, the at-home activity from the Test Ready section.
- Designate selected activities from Exercise Express and Seeds For Sowing Skills as homework.
- Send home a copy of the Words to Learn sheet, on which students have written their spelling words. Also send home a copy of the Word Study Blackline master, a letter to parents that provides suggestions for helping their children use a word study strategy.
- Send home the complete Core Words List for at-home study. Students cannot pre-study words before a specific Word Test, but parents can help students study the entire list throughout the year.



Core Words List BLM (*Sourcebook*)

Level Three Core Words  
Words with Frequencies in Writing 1–335  
\* Denotes Core Words introduced in Level 3.

a	back	close *	face
about	be	cold *	fan
above *	became *	come	fat
across *	because	could	fe
add *	been	country *	
after	before *	course *	
again	began *	cut *	
against *	being *	day	
ago *	below *	did	
air	best *	didn't *	
all	better *	different	
almost *	between	do	
along *	big	does	
also	black *	don't *	
always *	body *	done	
American *	book *	door	
an	both *	down	
and	boy *	do	
animal *	brought *	e	
another	but		
answer *	by		
any	called		
are	came		
around	can		
at	car *		
asked *	change *		
at	children *	every	
away	city *	example *	had

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Ideas for Word Study

LEVEL THREE

Dear Parents,

Here is your child's Words to Learn list. These words are basic words your child does not yet know. They are important words for your child to learn for everyday writing. Help your child learn these words so that s/he can spell them, not just for a test, but for a lifetime. Use the following ideas for word study.

Guide your child through these five word-study steps recommended by spelling research. Have your child:

- Read the word.
- Spell the word—touch each letter and say its name.
- Cover the word.
- Print the word.
- Proofread the word—touch each letter and say its name.

Make your study sessions brief. Be positive. Praise your child for the effort that is made. Then, during the next several days, have your child write the words studied. If your child can spell the words each time you ask, you've made progress! Words misspelled can be restudied using the five word-study steps.

For those words that your child spells correctly, but misses (e.g., there, their, and they're), work with your child on their correct use.

At school, we'll revisit the words on your child's Words to Learn list frequently to note the progress your child is making toward their long-term mastery. Over time, your child will master these and many other words for a lifetime. Your at-home word study with your child will make it easier for your child to reach this goal. Thank you for your help. Every child is a speller!

WORD STUDY. THINK ABOUT EVERY LETTER.

Illustration of a child holding a sign that says 'have'.

May be reproduced for classroom use. *Sitton Spelling and Word Skills SOURCEBOOK 3* © Educators Publishing Service

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Word Study BLM (*Sourcebook*)

## Frequently Asked Questions

### How long should a unit take to complete?

- Do I need to start on Monday and end on Friday?  
No - a *Sourcebook* unit may take anywhere from 5 to 10 days to complete, depending on teacher choice. The classroom teacher is the one best equipped to determine how much time students will need to learn a specific skill or concept.
- Do I need to finish the *Sourcebook* by the end of the year?  
No - the skills, concepts and words tested are recycled across *Sourcebook* levels. As the *Sourcebook* levels progress, they include Core Words from previous levels, along with newly introduced Core Words. Because of the many opportunities for differentiation, each *Sourcebook* provides activities and support appropriate for a year and a half below and above a grade level, so a teacher can comfortably start instruction with the first unit of the *Sourcebook* at the start of the school year.

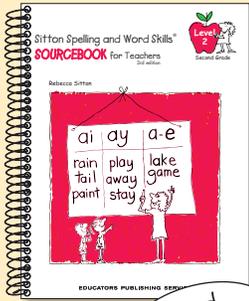
### How can I learn more about *Sitton Spelling and Word Skills*®?

- Attend one of the Sitton seminars, held nationwide, for an in depth presentation of the Sitton methodology or explore bringing a Sitton seminar to your school or district. Find a seminar coming to a location near you at [intervention.schoolspecialty.com/PD](http://intervention.schoolspecialty.com/PD)
- Visit [intervention.schoolspecialty.com/Sitton](http://intervention.schoolspecialty.com/Sitton) for a wide range of additional product information including:
  - Skills and Concepts for grades 1–8
  - *Sourcebook* Scope and Sequence for grades 1–8
  - Seminar information including registration, dates, and locations
  - Sample pages of *Sourcebooks*, *Practice Books* and additional components in the *Sitton Spelling and Word Skills*® program
- Access free teaching resources to aid in implementing the program at [SittonSpelling.com](http://SittonSpelling.com), including:
  - Instant Spelling Activities: downloadable activity ideas and worksheets, posted twice a month during the school year
  - *Appleseed* e-newsletter. Sign up to receive this informative newsletter or view archived editions.
- View a *Tutor Me Training*® CD-ROM, grade specific tutorials for teachers in grades 1–8. A Parent Introduction CD-ROM is also available.
- Locate your local sales representative by visiting [intervention.schoolspecialty.com/Reps](http://intervention.schoolspecialty.com/Reps)

### Can I talk to anyone if I have more questions?

- Call 888.WE.SPELL (937.7355) to speak to a Sitton specialist to have your specific questions answered in person or email [SittonSpelling@schoolspecialty.com](mailto:SittonSpelling@schoolspecialty.com)
- Locate your local sales representative by visiting [intervention.schoolspecialty.com/Reps](http://intervention.schoolspecialty.com/Reps)
- You can speak to someone from our Network of Educators, a list of teachers and administrators currently using *Sitton Spelling and Word Skills*® who are available via phone or email to give an educator's perspective. Visit [intervention.schoolspecialty.com/Network](http://intervention.schoolspecialty.com/Network) to view the current list of educators and their contact information.
- Arrange to speak with one of our Sitton trainers for a group conference call. Call 888.WE.SPELL (937.7355) to learn more.

# Program Components



3rd Edition!

## 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:

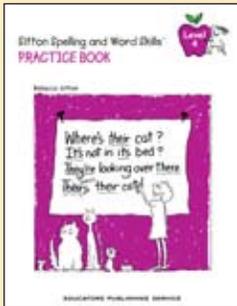
- Differentiated spelling words and activity choices
- Options for all ability learners
- Blackline master assessments and take-home tasks
- Spelling tie-ins—vocabulary, literature, phonics, usage, writing



## MY SPELL CHECK®

Grades K–2 (10 cards per package)

Colorful, durable 8.5" x 11" spelling references include 85 high-use words, plus animal, 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.



## Student PRACTICE BOOKS

Grades 1–6

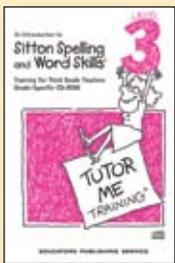
(use with 2nd or 3rd Edition Sourcebooks) Ideal for both high and low achievers, in-class practice, homework, summer activities, or a summer school program. Consumable student books extend practice, proofreading, and word exploration for every Sourcebook unit.



## 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 often-confused words. A teacher resource of 50+ activities to extend students' word experiences is included in each package.

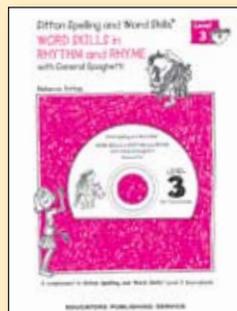


## TUTOR ME Training®

for 2nd or 3rd Edition Sourcebooks

(9 modules: Levels 1–8, plus Parent Introduction)

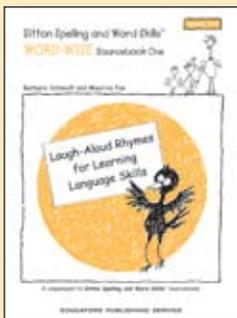
Each module includes an Overview DVD of the Series and grade-specific training on CD-ROM to equip you to begin tomorrow. Invite parents to discover how their child will be learning to spell with the Parent Introduction module.



## WORD SKILLS in RHYTHM and RHYME

Grades 1–3

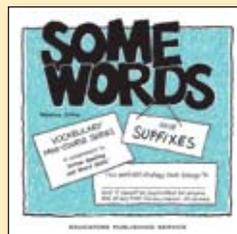
Extend the Sourcebook language experiences with exciting skill-based, chant-along rhymes introduced to students on a CD-ROM and followed up with over 100 blackline master practice pages at each level to reinforce essential language concepts.



## WORD-WISE SOURCEBOOKS™

Grades 1–6

32 language-teaching rhymes and activities on blackline masters. Book One—grades 1–2 Book Two—grades 3–4 Book Three—grades 5–6.



## SOME WORDS Vocabulary Mini-Course Series

Grades 4 and above

Use these new 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.



## 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.

# Professional Development

Tired of  
Friday Spellers?

## 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:

- Systematic, carefully designed instruction that focuses on how words work and develops essential skills applicable to all words
- 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.

Join us to learn about this unique approach to teaching spelling—one where time is spent building students' visual skills as well as spelling and language skills, creating lasting results you'll see in their writing, vocabulary, and language use!

### Two ways to experience a Sitton seminar

#### • Open Enrollment

Register for one of the seminars scheduled nationwide. Visit [intervention.schoolspecialty.com/PD](http://intervention.schoolspecialty.com/PD) to review the current list of cities and dates and register online, or call us at 888.WE.SPELL (937.7355).

#### • On-Site

Bring a Sitton seminar to your school or district! Call us at 888.WE.SPELL (937.7355) to explore this option or e-mail us at [SittonSpelling@schoolspecialty.com](mailto:SittonSpelling@schoolspecialty.com) with your questions.

#### For more information or to enroll contact us:

**Phone:** 888.WE.SPELL (937.7355) **E-mail:** [SittonSpelling@schoolspecialty.com](mailto:SittonSpelling@schoolspecialty.com)

**Website:** [intervention.schoolspecialty.com/PD](http://intervention.schoolspecialty.com/PD)