



 School Specialty  
*Literacy and Intervention*

SUPPORTING COMMON CORE STATE STANDARDS

# Sitton Spelling and Word Skills®

**Spelling Instruction that Transfers  
to Everyday Writing**

Grades 1–8



Aligned to the  
**Common Core**  
STATE STANDARDS

 A member of the  
School  
Specialty  
Family

## Meeting Common Core Standards for Spelling

*Sitton Spelling and Word Skills*® sets itself apart from other spelling programs with its unique elements that work together to provide students with spelling, language, and word skills to help them become better writers. The Sourcebook-based program allows teachers to choose the perfect match of student to instruction. *Sitton Spelling* blends seamlessly with other elements of a reading and language arts curriculum.

The Common Core State Standards (CCSS), Language Anchor Standard 2 for both K–5 and 6–12, says that students should be able to:

*“Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.”*

*Sitton Spelling* was developed to get away from the common “Friday test” spelling programs that are so prevalent in schools. *Sitton Spelling* has a more effective and structured approach. Rather than a “Friday test,” students get a formative assessment to guide instruction and identify words they have not yet mastered, as well as automatic follow-up testing to assess mastery. The words themselves are chosen from the 1,200 highest-frequency words in printed English—the words students will use again and again—words that relate to students’ everyday academic writing.

### A Real-World Approach

Furthermore, once students have mastered these words, they are *always* held accountable for spelling them correctly, whether on a test, in a class assignment, or on homework—in anything they write. This real-world approach embeds spelling into the entire curriculum and does not present spelling as a separate entity. The CCSS states:

*“The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions [such as spelling]... are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.”*

## Building Basic Concepts

*Sitton Spelling* units always feature a variety of concepts. For example, Level 3 includes instruction in frequent spelling patterns for /a/, /j/, and /o/. As early as grade 1, the CCSS state that students should: *“Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.”* The same Level teaches about suffixes. The CCSS for Grade 3 say that students should: *“Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.”*

Because *Sitton Spelling* provides a great deal of flexibility to teachers, it aligns with one of the CCSS’s key design considerations: *“Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.”*

## Helping ALL Students Meet Common Core Standards

The CCSS say this about intervention: *“The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations.”*

*Sitton Spelling* works well in an intervention setting. Because the words and concepts taught in *Sitton Spelling* are spiraled throughout the grades, the program works well for those students who are below grade-level and receiving intervention. *Sitton Spelling* also works for advanced students who need more of a challenge.

In *Sitton Spelling*, the teacher chooses those concepts that students need more work on and disregards concepts students have already mastered. This is in line with the CCSS statement that follows: *“Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know...”*