

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)

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.
- 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).

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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)

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).

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).

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)

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).

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).

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)

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).

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).