

Rebecca Sitton's Sourcebook for Teaching Spelling and Word Skills—Level 1
Scope and Sequence

Unit No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
• PHONICS—Exploring the relationship of letters/patterns to sounds for reading and spelling.																						
short vowel sounds/spellings/patterns/rules	X			X	X			X		X	X		X				X	X	X	X		
long vowel sounds/spellings/patterns/rules		X			X			X		X	X		X	X		X	X	X	X			
r-controlled vowels																						
other vowel sounds/spellings/patterns/rules		X		X												X				X		
consonant sounds/spellings/patterns/rules	X			X	X		X		X	X	X		X			X	X				X	
digraph sounds/spellings/patterns/rules	X				X		X	X	X	X	X					X				X	X	X
silent letters	X							X			X			X		X	X				X	
blends																						
unexpected spellings	X	X		X	X		X	X		X	X	X	X	X		X	X			X	X	
phonological and/or rhyming awareness	X	X		X	X	X	X	X		X	X			X	X	X	X			X	X	X
diphthongs																						
onsets/rimes	X			X	X	X	X	X	X	X	X				X	X	X			X		X
double letters	X			X					X				X							X	X	
predicting spellings	X	X		X	X		X	X		X	X	X		X	X	X	X			X	X	X
vowel/consonant substitutions	X	X		X	X		X	X		X			X								X	
letter-card word-making activities							X			X	X					X				X	X	
• READING—Participating in reading (e.g., words, sentences, poetry/rhymes, informative/narrative stories, riddles, student-made books).																						
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• WRITING OPPORTUNITIES—Participating in modeled, structured, shared, interactive, paired, and independent written communication.																						
words	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
sentences (declarative/exclamatory/interrogative)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
sentence expansion	X	X		X	X		X	X		X	X		X	X		X	X			X		
narrative writing	X		X		X			X	X	X		X				X			X		X	X
explanatory/informational/descriptive writing	X		X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
dictation			X			X			X			X			X				X			X
compounds																						
student-made books	X	X		X	X		X	X		X	X		X	X		X	X			X	X	
possessives																						
other (e.g., friendly letters/riddles/rhymes/posters)	X			X	X					X	X	X	X				X			X	X	
• WRITING CONVENTIONS—Understanding and applying the guidelines for writing correctness.																						
grammar/usage		X	X		X		X	X	X	X	X	X	X		X	X	X	X				
capitalization	X	X	X	X	X	X	X		X			X	X	X	X		X	X			X	
punctuation		X	X					X	X			X			X					X	X	X
analogies																						
apostrophe					X		X				X			X			X					
plurals (regular/irregular)	X			X						X	X	X				X						
alphabetical order	X										X			X						X		

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• SPELLING—Mastering the spelling of high-frequency words, and ensuring their long-term application in writing.																					
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• PROOFREADING—Developing editing and proofreading strategies, and ensuring their application in everyday writing.																					
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• VISUAL SKILLS—Developing the ability to visualize and remember words and their sequential letters.																					
visualizing letters of known words	X	X		X	X		X	X		X	X		X	X		X	X		X	X	
visual memory	X	X					X							X							
word shapes		X		X						X			X	X	X		X			X	
matching like shapes/words	X	X	X	X		X			X	X	X	X	X		X					X	X
words in words/word search/etc.	X						X			X	X		X		X					X	
• GENERALIZATIONS FOR SUFFIXES—Discovering how to make and use new words by applying the essential rules for the addition of suffixes.																					
s	X			X						X	X	X								X	X
ed/ing/er/est	X			X	X									X					X	X	X
abbreviations																					
irregular verbs																					
• VOCABULARY—Acquiring words to explore their purpose within our communication system.																					
word meaning	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
idiomatic usage	X													X		X					
synonyms/antonyms				X		X	X	X					X			X	X	X			X
plurals																					
homophones		X	X		X		X	X	X	X		X	X		X	X	X	X			X
homographs															X						X
contractions					X		X				X			X			X				
compound words						X	X	X		X	X					X					X
irregular verbs									X							X					X
number words		X	X	X			X	X	X	X	X		X	X	X	X	X	X	X	X	X
color words		X			X					X				X	X	X					
animal words					X	X				X	X	X	X						X	X	
comparatives/superlatives																			X		
onomatopoeic words				X																	
alliterative words																X					
clothing words										X				X							
family words or names	X	X	X				X	X	X		X	X	X	X	X				X		X
food words							X				X					X					
• WORD STUDY—Collecting, analyzing, sorting, and contrasting words, and drawing conclusions about their spelling and use.																					
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• LITERATURE—Using classic literature as a catalyst for thinking, reading, writing, and speaking (see Level 1 Sourcebook, page 214).																					
	X	X	X	X	X		X	X	X	X	X	X	X	X		X	X			X	X