

**Rebecca Sitton's Sourcebook for Teaching Spelling and Word Skills—Level 4**  
**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	22	23	24	25	26	27	28	29	30	31	32	33						
<b>• PHONICS—Exploring the relationship of letters/patterns to sounds for reading and spelling.</b>																																							
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	X	X	X		X		X	X	X		X	X	X	X					X						
other vowel sounds/spellings/patterns/rules	X	X		X	X	X	X			X			X	X	X		X	X			X				X									X					
consonant sounds/spellings/patterns/rules		X	X	X	X			X				X	X		X			X		X	X	X	X			X		X	X					X					
digraph sounds/spellings/patterns/rules			X										X									X													X				
soft-syllable sounds/spellings/patterns/rules				X						X	X		X	X		X	X	X				X	X	X		X				X									
silent letters	X		X	X	X	X		X		X		X			X		X		X		X		X		X	X			X	X	X					X			
unexpected spellings	X	X	X	X	X		X	X		X	X	X	X	X	X					X	X	X		X					X		X								
ie/ei or ou spellings												X		X	X			X						X					X	X		X							
stressed/unstressed syllables		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			X		X	X	X				X	X						
double letters	X					X	X	X	X		X		X	X		X				X			X	X	X		X		X							X	X		
letter-card word-making activities						X		X		X	X	X											X						X	X							X		
<b>• PROBLEM SOLVING—Using thinking skills.</b>																																							
logical thinking exercises		X		X	X	X		X		X	X	X				X	X			X	X	X		X				X	X		X	X							
analogies																X					X					X													
<b>• READING—Participating in reading (e.g., words, sentences, poetry/rhymes, informative/narrative stories, riddles, student-made books).</b>																																							
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
<b>• WRITING OPPORTUNITIES—Participating in modeled, structured, shared, interactive, paired, and independent written communication.</b>																																							
words	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	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	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	X	X	X	X	X	X	X	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	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
narrative/descriptive/persuasive			X	X	X				X	X	X		X		X	X	X	X	X	X	X		X	X		X											X		
explanatory/informational	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
research and writing	X	X	X	X	X		X	X	X	X		X	X			X		X			X	X		X	X		X		X					X		X	X		
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	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
other (e.g., rhymes/riddles/letters/dialogue/ads)			X	X	X	X	X	X		X	X		X		X		X		X	X	X	X		X	X		X											X	
<b>• WRITING CONVENTIONS—Understanding and applying the guidelines for writing correctness.</b>																																							
capitalization/punctuation/grammar/usage	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
apostrophe			X					X	X	X	X	X		X		X	X			X		X	X	X	X	X		X	X	X	X						X		
nouns/verbs/adjectives/adverbs	X				X	X	X			X				X	X	X	X			X	X		X	X	X		X	X	X	X	X	X	X					X	
possessives/possessive pronouns			X		X	X			X	X				X	X	X	X		X			X	X	X		X	X	X	X	X	X	X						X	
plurals (regular/irregular)									X		X	X	X	X	X		X		X			X	X	X		X	X	X	X	X	X	X						X	
comparatives/superlatives (regular/irregular)					X	X				X					X		X	X											X									X	
irregular verb forms					X	X	X	X													X																	X	
alphabetical order					X	X	X			X	X		X					X	X									X										X	

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<b>• SPELLING—Mastering the spelling of high-frequency words, and ensuring their long-term application in writing.</b>																																			
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>• PROOFREADING—Developing editing and proofreading strategies, and ensuring their application in everyday writing.</b>																																			
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>• VISUAL SKILLS—Developing strategies to visualize and remember words and their sequential letters.</b>																																			
visualizing letters of known words	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
visual skill-building exercises				X	X			X	X			X	X			X	X			X			X		X	X			X	X					
<b>• GENERALIZATIONS FOR AFFIXES—Discovering how to make and use new words by applying the essential rules for the addition of suffixes and prefixes.</b>																																			
suffixes: able, ed, er, es, est, ful, ing, less, ly, ment, ness, s, ship, sion, th, tion, ty, y	X		X	X	X	X	X	X	X		X	X	X		X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	
prefixes: anti, de, dis, ex, il, im, in, ir, mis, multi, non, re, sub, un				X	X			X	X			X			X		X	X					X	X		X	X	X		X	X				
<b>• WORD GAMES—Participating in motivational activities that build word skills and understandings.</b>																																			
	X	X	X	X	X		X		X	X	X	X	X		X		X	X			X	X	X	X	X	X	X	X		X		X			
<b>• VOCABULARY—Acquiring words to explore their purpose within our communication system.</b>																																			
word meaning and/or etymologies	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
idioms/proverbs/expressions	X	X	X			X				X	X		X			X			X		X		X		X	X		X		X		X			
similes/metaphors/hyperbole								X						X						X										X					
multiple meaning words (e.g., long, just)		X	X		X		X	X	X	X			X	X		X			X	X	X	X	X	X					X	X					
Latin/Greek word parts										X				X	X								X						X	X	X	X	X		
words from other languages					X										X						X			X					X				X		
synonyms/antonyms	X	X	X		X	X	X	X	X			X	X	X		X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	
homophones	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
homographs		X			X			X	X					X																X	X				
contractions							X		X	X	X	X		X	X	X		X	X		X	X	X	X	X		X	X	X						
compound words	X	X				X	X		X		X	X	X		X	X	X		X	X	X		X		X	X	X	X	X						
often-confused words (e.g., then/than)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
hyphenated words				X	X	X		X						X									X												
palindromes/anagrams																	X																X		
number/color/animal/weather words		X	X	X	X		X		X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
clothing/family/names/food words		X	X	X				X		X										X						X	X						X		
cities/states/geographical words					X	X	X		X			X			X				X				X			X							X		
shortcut words (e.g., abbreviations/acronyms)			X				X	X							X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
<b>• WORD STUDY—Collecting, analyzing, sorting, and contrasting words, and drawing conclusions about their spelling and use.</b>																																			
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>• LITERATURE—Using classic literature as a catalyst for thinking, reading, writing, and speaking (see Level 4 Sourcebook, page 413).</b>																																			
rhymes/poetry/songs							X			X				X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
folktales/fables/traditional stories															X	X										X			X	X					
narratives/biographies	X												X		X	X						X		X	X	X	X	X			X		X		