

Rebecca Sitton's Sourcebook for Teaching Spelling and Word Skills—Level 5
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 | 34 | 35 | | | |
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| • 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 | X | | X | | | | | | | | | X | |
| other vowel sounds/spellings/patterns/rules | 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 | | | | | | X | | | |
| digraph sounds/spellings/patterns/rules | | | | | | | | | X | X | | | | | X | | | | X | | | | | X | X | X | | | | | | | | | | X | | |
| soft-syllable sounds/spellings/patterns/rules | | | | 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 | |
| unexpected spellings | 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 | | |
| stressed/unstressed syllables | | | | 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 | 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 | |
| letter-card word-making activities | | | | | | X | | | | | | X | | | | | X | | | | | X | | X | | | X | | | | | | | | | X | | |
| • PROBLEM SOLVING—Using thinking skills. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| logical thinking exercises | | | | X | | X | | X | X | X | | X | X | | | | | | | | | | | | | | | | | X | | X | | | | | X | |
| analogies | | | X | | | | | | X | | | | | | | X | | | | | | | | | | | | | | | | | | | | | | |
| hypothesizing | 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 |
| • 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 | 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 | 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 | | 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 |
| 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 | 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 | |
| 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 | X | X | X | X | |
| • WRITING CONVENTIONS—Understanding and applying the guidelines for writing correctness. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | 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 | | |
| 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 | |
| comparatives/superlatives (regular/irregular) | | | | | | | | X | | | X | | | | | | | X | | X | | | | | | | | | | | | | | | | | | |
| irregular verb forms | | | X | | | | | | | | | | | | | | X | | X | | | | | | | | | | | | | | | X | X | | | |
| • 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 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

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| • PROOFREADING—Mastering editing strategies to increase performance on standardized tests and in everyday writing. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 |
| • VISUAL SKILLS—Developing strategies 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 | 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 | | |
| • GENERALIZATIONS FOR AFFIXES—Discovering how to make and use new words by applying the essential rules for the addition of suffixes and prefixes. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| suffixes: s/es, ed, ing, er, est, ly, ful, y, en, less, able, ness, ment, ship, some, th, sion, tion, ize, ive, e/ance | 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, en, ex, im, in, mis, multi, re, un, non, il, ir, sub, bi, pre | | X | X | | X | | | X | | X | | | X | | X | | X | X | X | | X | X | | X | X | X | X | | | | | X | X | X | | | |
| • WORD GAMES—Participating in motivational activities that build word skills and understandings. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| visual | | X | | | | | | | | | | X | | X | X | X | | X | | | | | | X | X | | | X | | X | | | | X | | | |
| vocabulary/language-related | | X | X | X | X | X | | X | | X | | X | | X | | X | | | | | X | X | X | | X | X | X | X | | | X | | X | | X | X | |
| phonics-based | | | | X | X | X | X | | X | | | X | | | | | | | X | | | | | | | | | | X | | X | X | | X | | X | |
| palindromes | | | | | | | | | | | | | | | | X | | | | | | | | | | | | | | | | | | | | | |
| spelling | | | X | | X | | | | | X | | X | | X | X | X | | X | | X | | X | | X | X | X | X | | X | X | X | | X | X | | X | |
| • VOCABULARY—Acquiring words to explore their purpose within our communication system. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | X | X | X |
| idioms/proverbs/expressions | 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 | |
| similes, metaphors, onomatopoeia, hyperbole | | | | | | | | | | | | X | | | | | | 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 | | |
| Latin/Greek word parts | X | | X | X | X | X | | X | X | | X | X | X | | X | | | | X | X | X | X | | X | | | | X | X | | X | | | | X | X | |
| words from other languages | | | X | | | | X | X | | | | | | X | | | X | X | | | | | | | | | | | | | | | | | | | |
| eponyms | | | | | | | | | | | | | 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 | |
| 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 | X | X |
| homographs | | | | | | | | X | X | X | | 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 | X | X | X | X | | X | X | X | |
| compound words | 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 | |
| numbers/colors/animals/weather/food/names | | X | | | | X | | X | | | | | | | | | | X | | X | | | | X | X | | X | X | X | X | | X | | | | X | |
| cities/states/geographical words | | | 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 | | | |
| • 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 | 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 5 Sourcebook, page 397). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| rhymes, poetry, songs | | | | X | X | X | X | | | | | X | | X | X | | | | X | | X | | X | | | | | | | | | | | | | | |
| folktales/fables/traditional stories | | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | X | | | X |
| informational | | | | | | X | X | | | | | | | | | | | | | | | | | | | X | | | X | | | | | | | | |
| narratives | | | | | | | X | | | | | X | X | | | | | | | X | | | | | | | | | X | X | X | | X | | X | | |