



Network of Educators



Rebecca Sitton's SOURCEBOOK for Teaching Spelling and Word Skills

Joyce Berube, Language Arts Supervisor K-12
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Gwinnett County Public Schools, a growing Georgia district outside Atlanta, is using the Sourcebooks in grades 1-8 in over 60 schools, all of which use Scott Foresman Reading. The program was selected by the Language Arts Committee, piloted, and adopted by the School Board for engaging Gwinnett students in more than just spelling. "We wanted a fully integrated word-skills approach to tie spelling with all the basic communication arts. One size does not fit all in our district! The flexibility of the Sourcebooks makes this an approach that is right for our teachers and students."

Angie Crabtree, Director of Lower School
Webb School
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"Thanks to the Sourcebook Series, there's dramatic change in our students' attitude about spelling and writing! The program is solidly supported by teachers and parents who witness immensely positive increases in test scores, as well as students' success in their everyday writing. The Sitton program complements our reading work in which we use a basal about 30% of the time and then work with literature and novels. It's a good match."

Kathy Harper, 3rd Grade Teacher
Charles W. Sechrist Elementary School
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"I have been looking for a meaningful spelling program for years! I use Harcourt Brace basal reading along with Accelerated Reading and Rebecca Sitton. All three work well together. I am so excited with the outstanding results. In 2007 my students made up to a 49% gain! Thank you for taking the time to develop a program that makes sense and works for special needs students."

Joanne Mott, 1st Grade Teacher
Ivywild Elementary
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"We use the DIBLES assessment and give benchmark tests every two weeks. Rebecca Sitton's materials have played a significant role in the dramatic increase in students scoring so well. Students' scores sky rocketed!"
"My first graders tell me that spelling time is their favorite part of our day!"

Jane Robertson, Teacher 1st & 2nd grade
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Jane Robertson, Arizona Teacher of the Year in 2004, has used the program with her 1st and 2nd graders for several years. Results? "Yes," Jane says. "Rather than memorizing words for a test and then forgetting them, my students learn spelling and word-skill strategies that help them understand how their language works. The essential concepts are continually recycled so that the words and skills end up in their 'long-term memory land'! I know the program works at my levels, and my colleagues see the results at their grades, too. I'm totally convinced that learning to spell with this methodology is the answer so many teachers have been seeking! We see it as a complement to all our language learning—we use it for our phonics program and then use it to support our guided reading work."

Rose Rothmier, 4th Grade Teacher
Campbell Elementary
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"Our school implemented Rebecca Sitton's Sourcebook for Teaching Spelling and Word Skills— and I was not happy about it. However, I'm glad we did! Now I am a strong advocate of the program. Even my struggling and insecure spellers are eager! Sometimes my students do not want to stop their spelling so once in awhile I allow them to continue because of their excitement and enthusiasm. They love sorting words and discussing "what works" and "what doesn't work."



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Kathleen Schlatter, 1st Grade Teacher
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“I cannot say enough good things about my experiences with the Sitton spelling methodology in my first grade class. The memorized word-list method does not work—this is a big change! Now my students are mastering the words they need and applying their spelling skills as they write every day. Not only are they better writers, but they love it!”

Jane Scurfield, 2nd Grade Teacher
 White Deer Elementary
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“I’ve been teaching for thirty years, and there are few people more skeptical than I regarding ‘new programs’ that are supposed to solve our educational woes. I was definitely not an enthusiastic supporter as we implemented the Sourcebooks, and struggled through the first few units—I didn’t like it! Then I began to see results. Now, I have third grade students who have a command of spelling, writing, and word skills like never before—and I enjoy it! I am as surprised as anyone that this program works, and wouldn’t consider using anything else. We use Harcourt Trophies for our reading series and like how the Sitton materials complement it.”

Dr. Susan Stewart, Educational Consultant
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“Call me to visit about the success I’ve seen for several years with the Sourcebook Series. It effectively meets the needs of any communications curriculum for spelling, writing, grammar, usage, mechanics, phonics, and vocabulary growth. I’ve seen it happen!”

Rae Viscovi, Director of Curriculum
 Town School for Boys
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This private school of exceptionally high-performing, competitive learners would not consider using anything but the Sourcebooks to provide their students a solid foundation for spelling. “Now our students *think* about spelling! They write better and have a far greater understanding of their language and how it works. The parents love it! Why? Because there’s no more drill on meaningless words to memorize just for a test! Over the years, the Town School has found that the Sitton program complements their Houghton Mifflin reading program well.”

Gail Webb, Curriculum Director
 Hudson Public Schools
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“We used the original edition, and now teachers are very excited about the teacher-friendly format of the current materials! We find that McGraw-Hill Reading and the Making Meaning materials work very well with Rebecca’s Sourcebook. The spelling, writing and word work are a strong compliment to our language arts.”

Danna White, 4th Grade Teacher
 Allen Creek Elementary
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“After keeping track of my 4th graders for 8 years, using the WASL and the Morrison McCall Spelling Scale, their average before using the Rebecca Sitton spelling program was 5.46 at year end. Since using the program, their average has increased to 6.68. In 2007, a whopping 91% of my students passed the WASL writing test! I credit this with Rebecca’s spelling program, and with my improvement in holding students accountable.”



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Marci Wood, 3rd Grade Teacher
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"The results of the Master's thesis study that Karla Thompson and I did prove the Sitton methodology is truly a best practice teaching methodology. The program allows students to construct their own knowledge and understanding. The most impressive aspect is that spelling skills taught in lessons transfer much more readily to students' everyday writing. I am totally committed to the Sitton program and love the excellent growth in student spelling and writing scores that we are experiencing with it. We use a basal reading series along with novel studies. I am teaching good word work with Sitton Spelling as well as grammar, proofreading, and punctuation. It allows me to teach higher level thinking skills in my reading lessons."