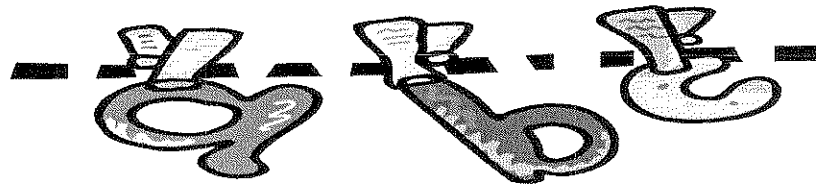




# Sitton Spelling

Forest Glen 101

January 24, 2011





# District 41's Balanced Literacy

- Balanced Literacy is a framework based firmly on the premise that all students can learn to read and write effectively. This balance between reading and writing allows students to receive the teaching needed in order to reach grade-level status, while allowing students to work at a level that is not frustrating for them.
- Balanced literacy provides many opportunities for real-life reading and writing experiences in a student-centered classroom. Children read and write each day independently and in group settings (both large and small). Word study, listening, and speaking are also emphasized in an integrated approach to teaching language arts. Each day the workshop ends with an opportunity for students to reflect and share their learning.



# District 41's Balanced Literacy

- **Word Study and Vocabulary Instruction:**

Sitton Spelling, Word Their Way, Fountas & Pinnell Phonics & Word Study

- **Reading Workshop:** Read Aloud, Share Reading, Guided Reading, Independent Daily Reading, Shared Learning and Reading Conferences.

- **Writing Workshop:** Units of Study, Choice Writing, Shared Writing, Interactive Writing, Guided Writing, Independent Daily Writing and Writing Conferences.



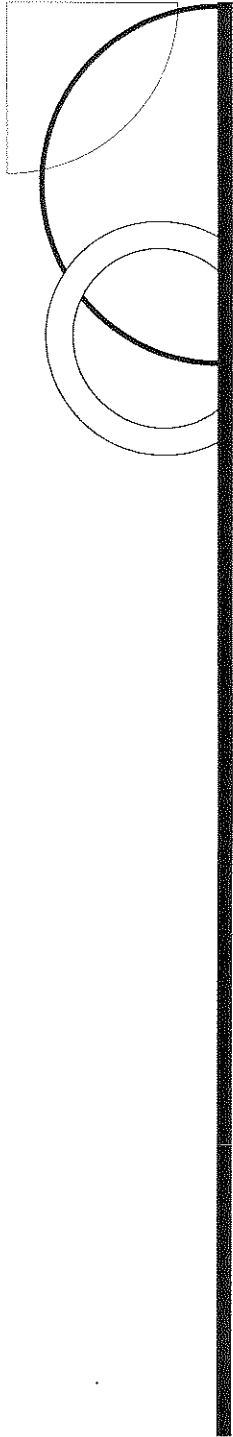
# The Philosophy of Sitton

- The goal of the Sitton Spelling program is for all students to learn to spell correctly in their everyday writing, not just for a Friday test.
- The time frame is not necessarily a Monday through Friday schedule, which allows teachers to customize instruction to meet the needs of their students.
- Students are held accountable across the curriculum for the correct spelling of priority words.
- This program recycles words and skills for long term mastery.



# Effective Strategies for Teaching Spelling

- Provide explicit spelling instruction
- Study the words and patterns children use in their writing
- Test after a study period
- Apply spelling knowledge in various types of exercises
- Study spelling patterns systematically
- Connect spelling to writing



# **A Unit at a Glance**



# Word Preview

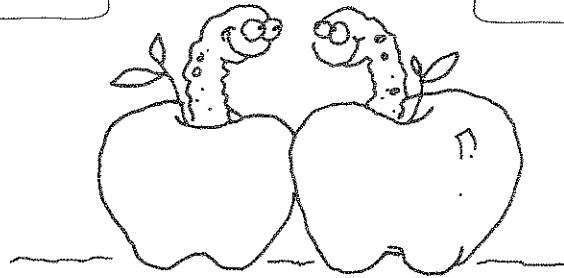
- Word Preview is a visual skill-building activity, a prerequisite for good spelling and proofreading.
- Research indicates that the ability to picture a word and its sequential letters is a skill of able spellers.
- Students have the ability to focus on each letter of a word during the proofreading process, rather than looking at words as they do for reading.
- The Word Preview provides direct instruction for the development of these skills.
- Students who have learned to apply the skills the Word Preview teaches eliminate the careless errors among known words in their everyday writing.

Name \_\_\_\_\_

## Word Preview

Write.

Rewrite.



Print the words.

Print the words again.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



# Skills & Concepts

- Activities that ensure a systematic presentation of spelling skills and concepts.
- The skills and concepts initiate the educational process to grow young, developing writers into able spellers in their writing.
- The purpose of the activities is to teach skills and concepts, enabling students to build spelling and related language understandings.
- The skills and concepts Sitton teaches students provide balance to the total language curriculum, complementing the reading and language programs already in place.







# Test Ready

- The purpose of Test Ready is to provide targeted practice for a specific skill prior to testing it on the Skill Test.
- Sitton teaches spelling within the context of language. Students become better spellers when spelling is not limited to learning words but expanded to learning the language skills and concepts that form the foundation for word study.



# Assessing Words

- The Word Test is one of two sources in each Assess Words and Skills unit for formal assessment of long-term spelling achievement of all Core Words introduced so far in the program.
- Teaching and learning spelling for the purpose of becoming an able writer are most efficient when the words students need for writing that have not been mastered are identified and targeted for study.
- Core Words in the program that each student in the program have not mastered are composed in an individualized list of spelling words, all of which are continually recycled in later tests.



# Assessing Skills

- The purpose of the Skill Test is to check the progress students make toward understanding and applying selected language skills and concepts that are critical to their long-term spelling success.
- The skills at this level form the foundation for spelling growth. Selected skills are tested to assess progress. The assessments include visual skills, phonics understandings, word patterns, suffixes, rhyming awareness and homophones.

Name \_\_\_\_\_

## REVIEW 2



### Word Test

#### The Race

\_\_\_\_\_ <sup>1</sup> is an old story about a race between a

hare and a tortoise. The hare \_\_\_\_\_ <sup>2</sup> that he would

win! To begin, the two animals put \_\_\_\_\_ <sup>3</sup> toes

\_\_\_\_\_ <sup>4</sup> the starting line. Then \_\_\_\_\_ <sup>5</sup>

\_\_\_\_\_ <sup>6</sup> off! \_\_\_\_\_ <sup>7</sup> animal

\_\_\_\_\_ <sup>8</sup> you think won? \_\_\_\_\_ <sup>9</sup> you

know \_\_\_\_\_ <sup>10</sup> tale, you know its surprise ending.

### Skill Test

Write the missing short vowels—a, e, i, o, or u.

Then write your answer to the question on a separate sheet of paper.

L\_\_\_\_t's say th\_\_\_\_t you are r\_\_\_\_nning in th\_\_\_\_s

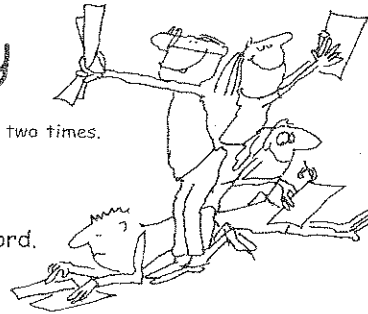
b\_\_\_\_g race. You may n\_\_\_\_t be f\_\_\_\_ster th\_\_\_\_n

a hare, but you are m\_\_\_\_ch qu\_\_\_\_cker th\_\_\_\_n a

tortoise! What m\_\_\_\_st h\_\_\_\_ppen for you to w\_\_\_\_n?

Name \_\_\_\_\_

# Word Study Strategy



Write the words for study. Then practice the words for study two times.  
Follow these steps.

- READ—Look at each letter of the word.
- SPELL—Say the name of each letter of the word.
- COVER—Cover the word so you cannot see it.
- PRINT—Print the word neatly.
- PROOFREAD—Check each letter of the word.

Words for Study	Practice	Practice
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



# Core & Priority Words

- Core Words are high-frequency words assigned to each grade level. They are used to teach skills.
- Priority Words are the highest frequency words on a frequency-of-use list of writing words.
- Priority Words are sometimes referred to as “no excuse” words, are words that students are always accountable for in their writing.
- Priority Words occur often in writing, and their accuracy is essential to the growth of spelling literacy in writing.

## Level Two Priority Words

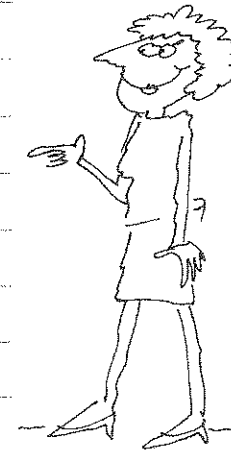
Words with Frequencies in Writing 1-35

A minimum proficiency for accurate spelling in all everyday writing.

My Priority Words are  
the words marked.

a	it
all	not
and	of
are	on
as	one
at	or
be	that
but	the
by	they
for	this
from	to
had	was
have	were
he	what
his	when
I	with
in	you
is	

THESE ARE THE  
"NO EXCUSES"  
WORDS!  
WE USE THEM  
TO PRACTICE  
PROOFREADING  
IN WRITING.



## Level Two Core Words

Words with Frequencies in Writing 1-170

• Denotes Core Words introduced in Level 2.

a	be	• down	have	• know
• about	• because	• each	he	• last
• after	• been	• end	• help	• left
• again	• between	• even	• her	• like
• air	• big	• every	• here	• line
all	but	• find	• him	• little
• also	by	• first	his	• long
• an	• called	for	• home	• look
and	• came	• found	• how	• made
• another	• can	from	I	• make
• any	• come	• get	• if	• man
are	• could	• give	in	• many
• around	• day	• go	• into	• may
as	• did	• good	is	• me
at	• different	• great	it	• men
• away	• do	had	• its	• more
• back	• does	• has	• just	• most

AS WE LEARN  
TO SPELL  
THESE WORDS,  
WE USE THEM  
TO BUILD SKILLS  
AND TO MAKE  
MORE WORDS.



• much	• out	• still	• too	• why
• must	• over	• such	• two	• will
• my	• own	• take	• under	with
• name	• part	• tell	• up	• words
• never	• people	• than	• us	• work
• new	• place	that	• use	• would
• no	• put	the	• very	• write
not	• read	• their	was	you
• now	• right	• them	• water	• your
• number	• said	• then	• way	
of	• same	• there	• we	
• off	• say	• these	• well	
• old	• see	they	• went	
on	• set	• think	were	
one	• she	this	what	
• only	• should	• three	when	
or	• small	• through	• where	
• other	• so	• time	• which	
• our	• some	to	• who	



# Challenging the Capable Speller

- Students who complete skill- building activities successfully, always spell and use all of the required Priority Words correctly in their everyday writing, score a 100% on the Word Test and apply skills tested on the Skill Tests can be challenged by:
  - ~ Writing a sentence dictation
  - ~ Sorting words
    - ~ Finding multiple meanings to words
    - ~ Making hypotheses
    - ~ Idiomatic usage
    - ~ Spelling words in their writing beyond the Priority Words.