

Spelling Continuum for Pattern Words

Instruction should begin at student's developmental level based on teacher analysis of the appropriate <i>Words Their Way</i> Spelling Inventory	Examples	Assessments	Provided and Suggested Resources Appendix A – <i>Words Their Way</i> (WTW) and CD
--	----------	-------------	---

Grading Policy: <ul style="list-style-type: none"> • 70% instructional activities (word sorts, picture sorts, labeling, weekly tests) • 30% high frequency words (dictation and/or assessed in student writing)
--

1st Grade – Late Emergent/Early Letter Name			
Initial consonants Final consonants		Picture Sorts, Word Sorts	WTW Chapter 4 Level A – Teacher Resource Guide
1st Grade – Early Letter Name - Alphabetic			
Short vowels	- CVC and VC (short a) - CVC and VC (short i) - CVC and VC (short u) - CVC and VC (short o) - CVC and VC (short e)	Word Study <ul style="list-style-type: none"> • Picture Sorts • Word Sorts • Labeling Written <ul style="list-style-type: none"> • Tests • Student Writing 	WTW – Chapter 5 Table 5-3, page 140 Table 5-4, page 145 Level A – Teacher Resource Guide
1st Grade – Middle Letter Name - Alphabetic			
Initial and final consonant digraphs in short vowel words	sh, ch, th, -ch, -sh wh word study only	Word Study <ul style="list-style-type: none"> • Picture Sorts • Word Sorts • Labeling Written <ul style="list-style-type: none"> • Tests • Student Writing 	WTW Chapter 5 Level A – Teacher Resource Guide
1st Grade – Late Letter Name - Alphabetic			
Initial consonant blends in short vowel words	sl, st, dr, bl, fr, cr, tr	Word Study <ul style="list-style-type: none"> • Picture Sorts • Word Sorts • Labeling 	WTW Chapter 5 Level A – Teacher Resource Guide

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

Spelling Continuum for Pattern Words

Instruction should begin at student’s developmental level based on teacher analysis of the appropriate <i>Words Their Way</i> Spelling Inventory	Examples	Assessments	Provided and Suggested Resources Appendix A – <i>Words Their Way</i> (WTW) and CD
---	-----------------	--------------------	--

Grading Policy: <ul style="list-style-type: none"> • 70% instructional activities (word sorts, picture sorts, labeling, weekly tests) • 30% high frequency words (dictation and/or assessed in student writing)
--

2nd Grade – Late Letter Name - Alphabetic

Final consonant blends in short vowel words	Including -st , -nt, -mp, -nd, -ng, -nk,	Word Study <ul style="list-style-type: none"> • Picture Sorts • Word Sorts • Labeling 	WTW Appendix E Level B – Teacher Resource Guide
Regular short vowel patterns with double consonant endings	ss, ff, ll, ck	Written <ul style="list-style-type: none"> • Tests • Student Writing 	

2nd Grade – Early Within Word Pattern

Common long vowel patterns - CVCe	make, hope, kite, cube	Word Study <ul style="list-style-type: none"> • Picture Sorts • Word Sorts • Labeling Written <ul style="list-style-type: none"> • Tests • Student Writing 	WTW Chapter 6 Table 6-1, page 175 Table 6-2, page 180 Level B – Teacher Resource Guide
Common and less common long vowel patterns <ul style="list-style-type: none"> • Long a • Long i • Long o • Long u • Long e 	pail, may fly, child, tie, tight goal, mow, fold, so glue, fruit seat, feet, he	Word Study <ul style="list-style-type: none"> • Picture Sorts • Word Sorts • Labeling 	

2nd Grade – Middle Within Word Pattern

R- influenced vowels <ul style="list-style-type: none"> • -ar, -or, -ir 	far, car, jar, star for, corn, fort bird, girl, first	Word Study <ul style="list-style-type: none"> • Word Sorts • Labeling Written <ul style="list-style-type: none"> • Tests • Student Writing 	WTW Chapter 6 WTW Appendix E, page 341 Level B – Teacher Resource Guide
--	---	--	---

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

Spelling Continuum for Pattern Words

Instruction should begin at student's developmental level based on teacher analysis of the appropriate <i>Words Their Way</i> Spelling Inventory	Examples	Assessments	Provided and Suggested Resources Appendix A – <i>Words Their Way</i> (WTW) and CD
--	----------	-------------	---

R- influenced vowels <ul style="list-style-type: none"> -are, -air, -ear, -eer, -ire, -ier, -ore, -oar, -ure 	Fire, more, hair, deer, sure	Word Study <ul style="list-style-type: none"> Word Sorts Labeling 	
---	------------------------------	---	--

Grading Policy: <ul style="list-style-type: none"> 70% instructional activities (word sorts, picture sorts, labeling, weekly tests) 30% high frequency words (dictation and/or assessed in student writing)
--

3rd Grade – Late Within Word Pattern			
Diphthongs and other ambiguous vowels	oi, oy, ou, ow, aw, au, al	Word Study <ul style="list-style-type: none"> Word Sorts Labeling Written <ul style="list-style-type: none"> Tests Student Writing 	WTW Chapter 6 Table 6-2, page 180-181, Appendix E Level B – Teacher Resource Guide Level C – Teacher Resource Guide
Complex consonants	kn, wr, gn, sh, shr, th, thr, scr, str, spr, spl, squ, hard/soft c and g, dge, ge, ch, tch, ce, se, ve, ge		
Single syllable homophones	Be/bee, mail/male, ant/aunt, week/weak		Appendix E page 343

3rd Grade – Early Syllables and Affixes			
Compound words	pancake, sidewalk	Word Study <ul style="list-style-type: none"> Word Sorts Labeling Written <ul style="list-style-type: none"> Tests Student Writing 	WTW Chapter 7 Table 7-3, page 217 Level C – Teacher Resource Guide
Two syllable words ending with y, ey, ie	happy, dizzy, monkey		
Plural endings –s and -es	books, dishes		
Unusual plurals	goose/geese, knife/knives		
Two syllable words, VCCV	sudden, winter, number		
Inflectional endings: <ul style="list-style-type: none"> Sort by sound of –ed suffix Doubling e drop No change Change final y to i and add –ed or –s 	walked, wagged stopping, shopped skating, skated walking, nailed cried, plays		

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

Spelling Continuum for Pattern Words

Instruction should begin at student’s developmental level based on teacher analysis of the appropriate <i>Words Their Way</i> Spelling Inventory	Examples	Assessments	Provided and Suggested Resources Appendix A – Words Their Way (WTW) and CD
--	----------	-------------	--

Grading Policy: <ul style="list-style-type: none"> • 70% instructional activities (word sorts, picture sorts, labeling, weekly tests) • 30% high frequency words (dictation and/or assessed in student writing)
--

4th Grade – Middle Syllables and Affixes			
Two syllable words with ambiguous vowels <ul style="list-style-type: none"> • oy, oi, ou, ow • au, aw, al 	annoy, poison, about author, awkward	Word Study <ul style="list-style-type: none"> • Word Sorts • Labeling Written	WTW Chapter 7 Table 7-3, page 217 Level D – Teacher Resource Guide
R- influenced vowels in accented syllables <ul style="list-style-type: none"> • R- influenced a • R- influenced o 	marble, parents forest, explore	Written <ul style="list-style-type: none"> • Tests • Student Writing 	
Final unaccented syllables <ul style="list-style-type: none"> • -le, -el, -il, -al • -er, -ar, -or • -cher, -ture, -sure, -ure • -en, -on, -an, -ain • /j/ sound 	able, angel, civil barber, beggar, actor teacher, culture frighten, apron badger, major		
Two syllable homophones	pedal, petal, peddle		
Special consonants <ul style="list-style-type: none"> • Hard and soft g and c • Silent consonants • ph and gh • qu 	gutter/giant, circle/camel written, knuckle, rhythm dolphin, laughter question, antique		
4th Grade – Late Syllables and Affixes			
Prefixes <ul style="list-style-type: none"> • re-, pre-, dis-, mis-, un-, ex-, non-, fore- • number prefixes – uni-, bi- 	pretest, recopy, unkind, forehead unicycle, bisect	Word Study <ul style="list-style-type: none"> • Word Sorts • Labeling Written	WTW Chapter 7 Table 7-3, page 217 Level D – Teacher Resource Guide
Simple suffixes that influence the meanings of words <ul style="list-style-type: none"> • -y (adj.), -ly, -ily (adv.) • -er, -est (comparative) • -ful, -ness, -less 	jumpy, gladly, easily faster, fastest painful, illness, penniless	Written <ul style="list-style-type: none"> • Tests • Student Writing 	
Homographs	present, present		

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

Spelling Continuum for Pattern Words

Instruction should begin at student’s developmental level based on teacher analysis of the appropriate <i>Words Their Way</i> Spelling Inventory	Examples	Assessments	Provided and Suggested Resources Appendix A – <i>Words Their Way</i> (WTW) and CD
---	-----------------	--------------------	--

Grading Policy: <ul style="list-style-type: none"> • 70% instructional activities (word sorts, picture sorts, labeling, weekly tests) • 30% high frequency words (dictation and/or assessed in student writing)
--

5th /6th Grade – Derivational Relations (Spelling/meaning connection)			
Consonant alternations <ul style="list-style-type: none"> • Silent and sounded 	limb/limber sign/signal	Word Study <ul style="list-style-type: none"> • Word Sorts • Labeling 	WTW Chapter 8 Table 8-1, page 234 Level E – Teacher Resource Guide Zaner-Bloser 6th grade edition
Vowel alternations <ul style="list-style-type: none"> • Long to short • Long to schwa /ə/ • Schwa /ə / to short 	mine/mineral relate/relative mental/mentality	Written <ul style="list-style-type: none"> • Tests • Student Writing 	
Adding –ion, -ian (with and without spelling changes)	elect/election music/musician create/creation		
Greek and Latin word study <ul style="list-style-type: none"> • Number prefixes • Common roots • Common prefixes 	di/bi, tetra/quad photo, tele, port, dict post-, sub-, over-		
Advanced suffix study <ul style="list-style-type: none"> • Accented to unaccented • Accent and doubling • -able and -ible 	familiar/familiarity prefer/preferred (2 nd syllable accented) edit/editing (1 st syllable accented) breakable, terrible		

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.