

Rationale

This suggested spelling sequence is designed to help teachers systematically implement **grade-level** word study/spelling instruction. The research and theory underlying the recommendations made here have been detailed in the books, Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction – Fifth Edition (Bear, Invernizzi, Templeton, and Johnston) and Phonemic Awareness: The Skills that They Need to Help Them Succeed! (Hegarty). Guides are organized by the units contained in the book, Common Core Curriculum Maps, Grades K-5 (Jossey-Bass). These suggestions are intended to address specific foundational skills (K-1) and language standards (K-5) from the Common Core State Standards, providing a means to create a strong common word study/spelling foundation for students across the district. This suggested sequence is intended to be whole group, grade-level instruction. Differentiation can, and should, occur with small groups of students.

It is important to note that this suggested spelling sequence is not to be considered implicitly or explicitly a list of mandated words and patterns. Rather, teachers should feel free to use this suggested sequence as a guide for implementing word study/spelling instruction. While Words Their Way and the accompanying word sort books were used in developing the sequence, teachers should not feel limited to those resources.

Additional possible resources:

- Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction by Kathy Ganske
- Month by Month Phonics books by Patricia Cunningham
- Tim Rasinski: Vocabulary Development and Word Study Instruction
http://www.timrasinski.com/presentations/vocabulary_presentation.pdf
- Spelling City: <http://www.spellingcity.com/>
- ELA word study website: <http://www.sandi.net/Page/6883>