Grades 1–6
Guided Spelling

An Uncommon Response to the Common Core

Developing Thoughtful Spellers
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An Uncommon Response to the Common Core—Spelling

The Common Core State Standards define what all students are expected to know and be able to do, but “not how teachers should teach.”¹ The Guided Spelling™ program is a curriculum designed for grades 1–6 with the primary goal of developing knowledgeable, independent, and thoughtful spellers. The program incorporates the CCSS vision for language and writing standards that emphasize the accuracy of expression.

**The Common Core State Standards expect students to:**

- Gain control over conventions of grammar, usage, and mechanics to use language to convey meaning effectively
- Know and apply grade-level phonics and word-analysis skills
- Write texts to examine and convey ideas and information clearly and accurately
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach


**Electronic Correlation Database**

DSC offers an in-depth correlation to the Standards of DSC’s literacy programs to help teachers create lessons that prepare students for success. This online database is searchable by standard, program unit, and lesson. To access it, visit devstu.org/ccss.
I practice words with my partner.

The Guided Spelling™ program creates thoughtful spellers who develop the knowledge and understanding to spell and write many more words than they can possibly memorize.

A thoughtful speller uses his or her understanding of word parts and sounds deliberately and intentionally when reading and writing independently.

The Guided Spelling program provides:

• Differentiated spelling instruction that offers students strategies to spell a variety of word types in their writing
• Instructional support for phonemic segmentation at primary levels
• Methods for memorizing sight words and developing study skills at upper levels
• Guidance for spelling words that follow a consistent pattern
• Guidance for students to ask themselves questions about words, letters, and word parts

The Guided Spelling program invites students to:

• Participate in discussions about spelling strategies and challenges
• Segment and spell by sounds, recognize patterns within words, add inflections, spell by syllables, and add prefixes and suffixes to base words
• Do the thinking and be aware of the decisions they make when reading and spelling words they encounter
• Engage in frequent review of spelling words and concepts
Developing Thoughtful Spellers

The Guided Spelling™ program asks more of students than just memorizing words and passing tests. The program creates thoughtful spellers who develop the knowledge and understanding to spell and write many more words than they can possibly memorize.

**Thoughtful spellers:**
- Segment words and spell by sounds
- Know common spelling patterns and use them correctly
- Apply generalizations when adding inflections
- Use strategies for spelling by syllables
- Add prefixes and suffixes to base words
- Have memorized the spelling of many words

- Know when they don’t know how to spell a word and use resources to help them
- Apply their spelling knowledge as they read and write independently

A thoughtful speller uses his or her understanding of word parts and sounds deliberately and intentionally when reading and writing independently.

“With the traditional basal program, students are given a list, and they sort the words and write them in sentences. But that’s about all the real thinking that they do with the words. With Guided Spelling, they have to think through the difficulties and how to solve them. I guide them through how to break words into syllables and how to pronounce even the syllables that they cannot hear. The guidance teaches them to ask themselves questions about the words, letters, and word parts. I like the thinking it trains the kids to do. Traditional programs don’t do that.”

— Bobbi Williams, grade 5 teacher
What Is Guided Spelling?

The Guided Spelling™ program is a method of learning to spell that invites students to do the thinking and become increasingly aware of the decisions that need to be made to read and spell words they encounter.

Applying Spelling Strategies

Students practice applying spelling strategies by writing words as the teacher provides support and guidance.

Guidance for spelling words follows a consistent pattern:
1. The teacher introduces the word in context.
2. As students spell the word, the teacher guides them to think about how to spell it correctly.
3. The teacher provides feedback.
4. The students correct any misspellings.

Spelling concepts and words are frequently reviewed in the program. Each new spelling concept is emphasized during guided spelling for two weeks and appears in future lessons as well. Students revisit words multiple times during subsequent review weeks.

The Guided Spelling program asks students to use all of their spelling knowledge in a metacognitive and deliberate manner. They anticipate the pitfalls of the English language. They know which spelling strategies to use in particular situations. They know when they don’t know how to spell a word, and they know what resources to consult for assistance.

“With Guided Spelling it guides you along. You go step-by-step through each word. It’s easier. With the other spelling programs they just say, ‘Write this word.’ And you have to guess how the word is spelled.”

— Caroline, grade 5 student
What’s So Special?

The Guided Spelling™ program is a unique instructional tool that teaches students how the English language works through the study of patterns, sounds, inflectional endings, and word parts. Students develop personal confidence as they learn through understanding, instead of conventional guessing and memorizing.

Strategies for Spelling Think, Pattern, and Sight Words

The Guided Spelling program teaches strategies for spelling the different types of words students will encounter in their reading and that they will need in their writing. They learn what they need to think about before adding inflectional endings, prefixes, or suffixes. They also learn various common spellings of sounds, which gives them an advantage in spelling. The program teaches students three kinds of words: think words, pattern words, and sight words.

Think Words

Think words are words that can be spelled without memorization. Students who know consonants and short-vowel sounds can spell most short-vowel words without memorizing them. After they learn the generalizations for adding inflectional endings, they can also spell hundreds of words like stops, stopped, filled, ended, and dishes.

Pattern Words

Pattern words are words that include sounds that have more than one common spelling. In Guided Spelling, students learn which spelling is correct for each word. For example, coat has the common spelling oa for the sound /ɔ/, but o_e and ow are also common spellings for the sound /ɔ/.

Sight Words

Sight words are irregular words that have letters or letter combinations that represent sounds in uncommon ways. Strategies for memorizing sight words, such as been, are taught and practiced throughout the program.

High-frequency Words

Students memorize the high-frequency words that have been selected from research studies of high-frequency words in school curriculum materials. By the end of grade 3, students who understand the spelling concepts and have memorized the weekly words will be able to spell most of the single-syllable words in the 1,000 most frequent words cited by these studies (see page 8).
Differentiated Instruction

The Guided Spelling program is designed for whole-class instruction; the structure of the program allows students at different levels to learn together. Instruction may also be differentiated, beginning in grade 2, to meet the needs of students struggling with grade-level content and those who need an extra challenge. Individual needs are met by varying the number of words studied each week. In the “Words Used This Week” list at the beginning of each week, stars indicate words for below-grade-level spellers; students who are struggling can concentrate on studying just these words. Extra “challenge words” are also provided for advanced spellers.

Support for Phonemic Segmentation

Grade 1 of the Guided Spelling program includes extensive instruction in phonemic segmentation. Many beginning spellers have a difficult time perceiving the sounds in a word. Students learn to identify each sound (phoneme) in a word and learn how to write the letters in sequence. For example: The word sat consists of the sounds /s/ + /ă/ + /t/.

Instruction in Memorization

Methods for memorizing words are taught explicitly in the program through modeling, practice of memory steps, and instruction in how to study. Beginning in grade 2, students also learn to use mnemonics (memory aids). Students keep records of words they’ve missed so they’ll know which words they particularly need to study.

“Memorizing for me is really hard, actually. I can barely memorize anything. It’s easier to learn the syllables than just practice writing words. The teacher helps you on that. I like the Guided Spelling way because you don’t have to memorize—you just know it is the right way ’cause you learned it.”

— Mike, grade 5 student
Research Basis

The Guided Spelling™ program integrates elements from four researched principles—developmental stages of spelling, word frequency, basal spelling instruction, and explicit instruction.

Developmental Stages of Spelling
Schlagal (2001), Henderson, Templeton (Henderson and Templeton, 1986), and others have studied and described six specific stages of increasing proficiency for developing spellers—from nonphonetic to derivational constancy. Other investigators (for example, Invernizzi and Hayes, 2004) strongly recommend that spelling instruction facilitate progress through these stages. The sequence of concepts introduced in Guided Spelling is carefully aligned and structured to support students at each stage of development:

- Nonphonetic stage
- Semiphonetic stage
- Phonetic stage
- Within Word Pattern stage
- Syllable Juncture stage
- Derivational Constancy stage

Word Frequency
Students study words from the highest-frequency words in school materials, taken from two studies that analyzed more than 22 million words from 6,000 school curricular materials to identify the highest-frequency words encountered by students.

Traditional Basal Approach
The Guided Spelling program includes the following familiar features from traditional basal spelling instruction:

- A weekly word list to study
- Daily practice with the words
- A weekly test
- Frequent review
- Instruction in study methods

Explicit Instruction
Based on the principles of systematic, explicit instruction, the lessons include:

- Presentation of material in small steps
- Modeling
- Guided student practice
- Detailed explanations
- Regular feedback and correction

References


Week at a Glance

The *Guided Spelling*™ program has a 5-day lesson plan for 15 minutes each day. It uses a gradual-release model of guidance that moves from explicit, direct instruction and guidance from the teacher on Monday to independent spelling response by the student on Friday.

**Five Days of Spelling Activities**

**Day 1**  Introduction of spelling concepts and new words
**Days 2–4**  Guided spelling activities with regular and irregular words
**Day 5**  Spelling test on the words of the week

The weekly plan of the *Guided Spelling* program includes multiple ways for students to learn and apply spelling strategies:

**Board/Projector Work**
The teacher introduces each word in a sentence, has students repeat the word, and then asks questions or provides other guidance to help them spell it correctly. After students finish writing each word, the teacher models the correct spelling using the board or a projector. Students check their work and make corrections.

**Choral Response**
Throughout guided spelling, students respond in unison to questions. Spelling is strongly influenced by the writer’s pronunciation. As students repeat the teacher’s pronunciation, it helps them spell and provides feedback for the teacher.

**Spelling-Sound Wall Cards or Chart**
The wall cards at grades 1–2 and the chart at grades 3–6 help students organize complex spelling sounds and patterns. Each element represents a spelling-sound relationship and lists the multiple common spellings for the same sound. The students reference the wall information repeatedly throughout the week.

**Student Spelling Book**
The Student Spelling Book presents the new words for each week and review words from the previous week, provides pages for use during daily guided spelling, and offers an optional enrichment activity for applying and reinforcing the concepts learned. (In grades 4–6, the optional enrichment activities are found in the Blackline Masters book.)

**Homework**
Weekly homework provides support for memorizing words in preparation for the weekly test.

For orders, information, and samples, visit devstu.org or call 800.666.7270.
What’s Included

Grade-level packages include:
• Teacher’s Manual
• Spelling-Sound Wall Cards (grades 1–2)
• Spelling-Sound Chart (grades 3–6)
• Blackline Masters
• Student Spelling Books (25 for grades 1–3, 30 for grades 4–6; consumable)

Grade-level Packages
Complete Guided Spelling Program, Grades 1–6 GS-CP16
Grade 1 Classroom Package GS-CP1
Grade 2 Classroom Package GS-CP2
Grade 3 Classroom Package GS-CP3
Grade 4 Classroom Package GS-CP4
Grade 5 Classroom Package GS-CP5
Grade 6 Classroom Package GS-CP6

NOTE: For current pricing, please contact your local DSC representative, visit devstu.org/guided-spelling, or call 800.666.7270.

Also Available
Guided Spelling™ CD-ROM
For subsequent years of Guided Spelling instruction, optional grade-level CD-ROMs contain all the reproducible materials needed for teachers and students. The CD-ROM is an alternative to purchasing consumable materials.
**Grade-level Components**

**Teacher’s Manual**
The Teacher’s Manual includes support and direction for a full year of spelling work with word lists, background, advisory notes, and extensive guiding.

**Blackline Masters**
The Blackline Masters book includes all the reproducible materials for the program, including weekly homework pages for the students and reduced versions of the spelling-sound wall cards or chart. Some grades also include a reproducible poster that supports classroom instruction and a transparency form for daily guided spelling.

**Student Spelling Book**
Weekly lesson material for students is available in the Student Spelling Books. A “Dictionary and Personal Word List” is provided at the back of the book in grades 2–6. In grades 4–6, books also include generalizations for adding suffixes and a list of frequently misspelled words. Consumable.

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**Spelling-Sound Wall Cards (Grades 1–2)**

**Spelling-Sound Chart (Grades 3–6)**
These visual resources play a critical role in helping students organize the complexities of spelling and phonics. Each illustration on the cards or chart represents one sound that serves as a mnemonic to help students easily locate common spellings for that sound.

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**NOTE:** For a list of components available separately, please contact your local DSC representative, visit devstu.org/guided-spelling, or call 800.666.7270.
Spelling Content, Grades 1–6

The *Guided Spelling*™ program content follows a developmental sequence, progressing from alphabetic spelling to patterns to morphemic spelling. Each level emphasizes high-frequency spelling patterns and irregular words. The following charts show the developmental sequence over the entire program.

### Overview of Guided Spelling, Grades 1–3

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<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
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<td><strong>Phonemic Spelling Knowledge</strong></td>
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<td>Consonants</td>
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<td>Short vowels</td>
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<td>Consonant digraphs</td>
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<td>Long vowel-consonant-e</td>
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<td>Vowel digraphs</td>
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<td>r-controlled vowels</td>
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<td>Syllable types (constructions)</td>
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<td>Syllable boundaries</td>
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<td><strong>Morphemic Spelling Knowledge</strong></td>
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<td>Single-syllable doubling</td>
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<td>Dropping e</td>
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<td>Changing y to i</td>
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<td>Polysyllabic doubling</td>
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<td>Spelling words that do not require memorization (called “think words” in grades 1–3)</td>
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<td>Spelling irregular words</td>
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<td>Using related words</td>
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Word Histories
Beginning in grade 4, the Teacher’s Manual provides notes on the history of some spelling words. Students are introduced to ways words have changed over time as well as the influences of other languages on English. For instance, *crocodile* came from Greek words that meant *pebble-worm*. The Greeks noticed that this worm-like creature would lie in the sun on the pebbles by the side of the water.
Grade 1 Content Examples

In grade 1 of the *Guided Spelling™* program, students learn how to segment and spell short vowel words. They learn strategies for memorizing the spelling of high-frequency irregular words. They study and memorize 30 high-frequency irregular words.

**Phonemic Spelling Knowledge**

- Consonants, for example, *sat, pin, dug, mix*
- Short vowels, for example, *back, fed, sit, on, hug*
- Consonant digraphs, for example, *shut, chip, that, when, sing*

**Morphemic Spelling Knowledge**

- Adding *s*, for example, *gets, socks*

**Spelling Strategies**

- Phonemic segmentation, for example, /fän/ → /f/+/ä/+/n/
- Spelling think words, for example, /s/+/ä/+t/ → *sat; /sh/+ï/+p/ → ship*
- Spelling irregular words by letter name, for example, *do, d-o; what, w-h-a-t*
Grade 2 Content Examples

In grade 2 of the *Guided Spelling™* program, students focus on complex vowel patterns in single-syllable words. They also learn to add inflectional endings and recognize when to double the final consonant or drop the final *e* before adding endings. Students learn strategies for spelling and memorizing regular and irregular words. They master 100 regular words and 100 irregular words.

**Phonemic Spelling Knowledge**
- Short vowels, for example, *back, went, will, not, just*
- Consonant digraphs and clusters, for example, *fish, thing, next, much, when*
- Long vowel-consonant-*e*, for example, *made, these, use*
- Vowel digraphs, for example, *green, rain, road, food*
- *r*-controlled vowels, for example, *far, short, her, girl, turn*

**Morphemic Spelling Knowledge**
- Adding *s*, for example, *helps, parts*
- Adding -*es*, for example, *wishes, classes, inches*
- Doubling the final consonant, for example, *stopped, running, getting*
- Adding -*ed* and -*ing* to final-*e* words, for example, *named, taking*

**Spelling Strategies**
- Spelling think words, for example, */ā*/+/s+/+/k/→*ask*
  → *stopped*
- Spelling pattern words, for example, determining which spelling of */ā/* to use in *wait* or which spelling of */ō/* to use in *own*
- Spelling irregular words by letter name, for example, *could, c-o-u-l-d; eight, e-i-g-h-t*

**Other Spelling Knowledge**
- Homophones, for example, *here/hear, their/there/they’re*
- Compound words, for example, *weekend, rainbow*
- Contractions, for example, *it’s, isn’t, I’ll*
- Numbers from *one* to *ten*
Grade 3 Content Examples

In grade 3 of the Guided Spelling program, students learn vowel patterns in both single-syllable and polysyllabic words. They spell endings that involve doubling the final consonant, dropping the e, changing y to i, and forming possessives. Students learn strategies for spelling and memorizing single-syllable, polysyllabic, and irregular words. They master 200 regular words and 100 irregular words.

Phonemic Spelling Knowledge

- Consonant digraphs and clusters, for example, kept, drip, match, bridge
- Short vowels, for example, flat, fresh, which, box, must
- Long vowel-consonant-e, for example, phone, nine, strange
- Vowel digraphs, for example, mean, stood, south, wait
- r-controlled vowels, for example, under, bird, burn, large, forty
- Introduction to types of syllables, for example, under, October, inside, during, fifteen, simple, operation

Morphemic Spelling Knowledge

- Adding s and -es, for example, facts, passes, dishes
- Doubling the final consonant before adding endings, for example, planned, sitting
- Adding s, -ed, and -ing to final-e words, for example, shapes, chased, writing
- Adding endings to words that end with consonant-y, for example, puppies, cried, flying
- Spelling possessives, for example, boy’s, girls’, men’s
- Introduction to prefixes and suffixes: re-, un-, -ly, -ful

Spelling Strategies

- Spelling think words, for example, scratches, clapping, stayed, cat’s, tries
- Spelling pattern words, for example, determining which spelling of /a/ to use in main or which spelling of /e/ to use in team
- Spelling irregular words by letter name, for example, guess, g-u-e-s-s; climb, c-l-i-m-b
- Polysyllabic spelling, for example, fifty→fif-ty; over→o-ver

Other Spelling Knowledge

- Homophones, for example, tail/tale, knew/new, week/weak
- Compound words, for example, anywhere, thunderstorm
- Contractions, for example, who’s, she’ll
- Abbreviations, for example, St., Wed., Aug.
- Weekdays, for example, Wednesday, Saturday
- Months, for example, February, December
- Numbers, for example, fourteen, twenty
Grade 4 Content Examples

In grade 4 of the Guided Spelling™ program, students learn strategies for spelling polysyllabic words that include various types of syllables, syllable boundaries, and schwas. They learn the generalizations for adding suffixes, and they spell words with common prefixes and suffixes. They spell possessives, unusual plurals, and frequently misspelled words. They master 375 high-frequency words.

Phonemic Spelling Knowledge
- Review of vowels, for example, tracks, complete, corner, fright, drew, amount, destroy
- Schwas and other unaccented vowels, for example, second, open, thousand, button
- Syllable boundaries, for example, un.til, fin.ish, i.de.a
- Syllable types (constructions), for example, hundred, pilot, complete, better, approach, example

Morphemic Spelling Knowledge
- Generalizations for adding suffixes, including inflectional endings such as -ed and -ing:
  - Single-syllable doubling, for example, dropped, quitting
  - Dropping e, for example, dividing, excited, believable
  - Changing y to i, for example, replied, activities, easiest
  - Polysyllabic doubling, for example, beginning, controlled, unforgettable
- Spelling possessives, for example, today’s, nations’, women’s
- Common prefixes, for example, un-, re-, dis-, non-, mis-, pre-
- Common suffixes, for example, -ful, -less, -ness, -er, -or, -est

Other Spelling Knowledge
- Frequently misspelled words, for example, though, field, of course
- Homophones, for example, through/threw
- Contractions, for example, can’t, won’t, it’s
- Unusual plurals, for example, halves, teeth, potatoes
- Word history, for example, squirrel comes from words meaning little shadow-tail

Spelling Strategies
- Polysyllabic spelling, for example, remember→re.mem.ber, sudden→sud.den
- Using related words, for example, act→action, discuss→discussion

For orders, information, and samples, visit devstu.org or call 800.666.7270.
Grade 5 Content Examples

In grade 5 of the Guided Spelling™ program, students extend their knowledge of polysyllabic spelling and the generalizations for adding suffixes. They utilize the strategy of using related words as spelling clues; for example, *operate* is a clue for *operation*. They spell possessives, prefixes, suffixes, Greek and Latin roots, and unusual plurals, and review frequently misspelled words. They master 375 high-frequency words.

**Phonemic Spelling Knowledge**
- Review of vowels, for example, *knock, twice, goal, concern, choice*
- Schwas and other unaccented vowels, for example, *buffalo, magnet, opposite, cotton*
- Syllable boundaries, for example, *in.tend, de.tail, shad.ow, li.on*
- Syllable types (constructions), for example, *twenty, paper, extreme, record, county, gentle*
- Word parts, for example, *-ive, -ture, -age, -able, -ous, -ent, -ance*

**Morphemic Spelling Knowledge**
- Generalizations for adding suffixes, including inflectional endings such as *-ed* and *-ing*:
  - Single-syllable doubling, for example, *skipped, swimmer, muddy*
  - Dropping *e*, for example, *requiring, supposed, smoky, guidance*
  - Changing *y* to *i*, for example, *satisfied, colonial, hungrier*
- Polysyllabic doubling, for example, *permitting, preferred, flatten*
- Possessive nouns and pronouns, for example, *sister’s, nurses’, children’s, its, ours*

**Other Spelling Knowledge**
- Frequently misspelled words, for example, *sense, thought, piece*
- Homophones, for example, *its/it’s*
- Contractions, for example, *who’s, o’clock, that’ll*
- Unusual plurals, for example, *wolves, oxen, mice, tomatoes*
- Word history, for example, English *cheese* and Spanish *queso* both come from the Latin word *caseus*

**Spelling Strategies**
- Polysyllabic spelling, for example, *immediately*—*im-m-e-di-ate-ly*
- Using related words as spelling clues:
  - Clues for unaccented vowels, for example, *colony*—*colonial*
  - Clues for *-tion or -sion*, for example, *operate*—*operation; divide*—*division*
Grade 6 Content Examples

In grade 6 of the Guided Spelling™ program, students review polysyllabic spelling, generalizations for adding suffixes, and the strategy of using related words as spelling clues. They expand their knowledge of prefixes, suffixes, and Greek and Latin roots. Frequently misspelled words and possessives are reviewed. They master 375 high-frequency words.

Phonemic Spelling Knowledge

- Review of vowels, for example, *graph*, *rice*, *claim*, *absorb*, *doubt*
- Schwas and other unaccented vowels, for example, *common*, *private*, *citizen*, *college*
- Syllable boundaries, for example, *extend*, *volume*, *demand*, *realize*
- Syllable types (constructions), for example, *expand*, *climate*, *concentrate*, *absorb*, *compound*, *principle*
- Word parts, for example, *-ment*, *-ive*, *-ture*, *-ible*, *-ant*, *-ence*

Morphemic Spelling Knowledge

- Generalizations for adding suffixes, including inflectional endings such as *-ed* and *-ing*:
  - Single-syllable doubling, for example, *dripped*, *foggy*, *dimmer*, *flatten*
  - Dropping *e*, for example, *comparing*, *purest*, *scary*, *desirable*
  - Changing *y* to *i*, for example, *identified*, *companies*, *cloudiness*, *angrily*
  - Polysyllabic doubling, for example, *occurring*, *forbidden*, *propeller*
- Possessive nouns and pronouns, for example, *prince’s*, *ladies’*, *women’s*, *theirs*
- Prefixes, for example, *in-*, *ir-*, *im-*, *mid-*, *post-*, *over-*, *en-*
- Suffixes, for example, *-ity*, *-dom*, *-ize*, *-some*, *-ship*, *-ward*
- Greek and Latin roots, for example, *ject*, *rect*, *press*, *offic*, *soci*, *gess*

Other Spelling Knowledge

- Frequently misspelled words, for example, *used to*, *might have*, *since*
- Homophones, for example, *council/counsel*
- Constructions, for example, *we’ve*, *she’d’ve*
- Word history, for example, long ago the *k* in *knot* was pronounced
- Words from other languages, for example, *pajamas* comes from a Hindi word

Spelling Strategies

- Polysyllabic spelling, for example, *alphabetize* → *al-pha-bet-ize*
- Using related words as spelling clues:
  - Clues for unaccented vowels, for example, *industrial* → *industry*
  - Clues for *-tion* or *-sion*, for example, *conclude* → *conclusion*; *pollute* → *pollution*
The Role of Homework

In the Guided Spelling™ program, weekly homework helps students in memorizing the spelling of the current and previous weeks’ words by applying the memory steps practiced in daily guided spelling. Weekly homework sheets are provided in the Blackline Masters book for duplication.

Knowing and Memorizing

Unlike traditional spelling programs that rely completely on memorization and routine drill activities, the Guided Spelling program combines an understanding of sounds, patterns, prefixes and suffixes, and root words with guidance and spelling strategies applied in class and at home. Memorization is only one of the strategies that students use.

Memory Steps

Homework provides the opportunity to practice the memory steps learned in class on new and review words, further reinforcing the student’s list of known words. The memory steps are especially helpful with irregular words to which the other spelling strategies do not apply.

Practice the memory steps for each word.

- **Step 1**: Read, spell out loud, and study.
- **Step 2**: Cover, say, spell out loud, and check.
- **Step 3**: Cover, say, write, and check.

This practice is essential in helping students memorize the high-frequency words they’ll use in combination with their spelling knowledge to read or correctly spell words they’ll encounter in the future.
Week 8 Homework

Practice the memory steps for each word.

Step 1: Read, spell out loud, and study.
Step 2: Cover, say, spell out loud, and check.
Step 3: Cover, say, write, and check.

<table>
<thead>
<tr>
<th>NEW WORDS</th>
<th>REVIEW WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>*1. fifty</td>
<td>7. funny</td>
</tr>
<tr>
<td>*2. plenty</td>
<td>8. judge</td>
</tr>
<tr>
<td>*3. happy</td>
<td>*9. gold</td>
</tr>
<tr>
<td>*4. quickly</td>
<td>*10. push</td>
</tr>
<tr>
<td>5. body</td>
<td>11. floor</td>
</tr>
<tr>
<td>6. empty</td>
<td>12. break</td>
</tr>
</tbody>
</table>

1. 
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24. 

Challenge Words: hungry, angry, sorry, industry

For orders, information, and samples, visit devstu.org or call 800.666.7270.
Assessment

Teachers assess students’ spelling progress by interpreting students’ daily progress and weekly test performance and by adapting instruction for group and individual needs that arise.

Daily
As the teacher provides the guidance in guided spelling, students are engaged as they respond chorally, providing the teacher with auditory feedback to interpret student understanding of the concepts being taught.

Weekly
Weekly tests provide another look at student performance, especially the application words, which are fresh words that have not been memorized and which provide the students with an opportunity to apply the concepts they have learned to new words.

Six-week Reviews
Every sixth week is a review week in the Guided Spelling program. Each review week includes:
- A pretest
- A proofreading activity
- Partner study time
- Whole-class spelling discussion
- An end-of-week test
In this highly participatory week, the teacher observes written and oral examples of student spelling proficiency.

Transferring Spelling Knowledge to Writing
The impact of spelling instruction is evident in student writing. Students must be able to apply the concepts they have learned in the spelling lessons to words that they have not encountered in class. Every day in the program, students practice using the spelling strategies on words beyond the weekly word list. Students’ spelling power shows up in their writing as they become increasingly self-sufficient.
Partner Study

Though the Guided Spelling™ program uses direct and regular guidance from the teacher, the importance of partner work is evident across grade levels. In grade 1, students share drawings and complete word-building activities with a partner. Beginning in grade 2, students regularly study review words with a partner. Students in grades 4–6 engage in frequent partner work to practice expressing the reasoning behind English spelling, such as explaining to each other why they dropped the final e in a word before adding a suffix.

Week 6  Day 3

Partner Study

Teacher Background

During partner study time, the students will study for the review test with a partner. Have the students work with their partners from Day 2. First model the procedure with a partner. Then have a few pairs model the procedure for the class. As partners practice the procedure for partner study, circulate and help pairs as needed.

The pre-spelling activities this week prepare the students for spelling contractions in Week 8 by helping them hear contractions and identify the words they come from.

Partner Study

Open your spelling books to page 33. Today you will work with a partner to study the spelling words.

Select a student to act as your partner. Explain and model the procedure for working with a partner as described below.

Choose a word to study, and tell your partner the number and word, for example, “Number 4: will.” Then ask your partner to put his finger under number 4, will.

Cover the word and spell it out loud: w-i-l-l. Ask your partner to check as you spell the word and to say whether it is spelled correctly.

If you did not spell the word correctly, cover the word and spell it together.

If you missed the word, write S in front of the word to remind you to study it.

Switch roles and have your partner choose a word to study; model the partner study procedure with the new word. Then have the students work with their partners and take turns choosing and spelling words. Circulate as partners work, observe the students, and help them as necessary to study the words together. Encourage the students to choose words that are hard for them.
**Related Programs from DSC**

**SIPPS®**

*Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words.* The SIPPS program is a flexible and powerful program for grades K–12 that can make a difference in a single year. Teachers work in small groups with students who require intervention to build decoding and spelling skills as well as fluency. A streamlined placement assessment allows the teacher to place students exactly where they need to be and teach them only what they need to know. Students progress as quickly as they are able to go.

**Being a Writer™**

The *Being a Writer* program is a yearlong writing curriculum—the first program of its kind to bring together the latest research in teaching writing with support for students’ social and ethical development. The program provides a curriculum for grades K–6 that uses trade books, genre units, and models of writing to teach the craft of writing. In the writing community, students work in pairs, groups, and as a class to listen to and discuss writing, brainstorm ideas for writing, and share their own writing with one another.

**Making Meaning®**

This yearlong K–8 read-aloud program combines the latest research in reading comprehension with support for students’ growth as caring and principled people. The program teaches students to use comprehension strategies to make sense of text. Academic and social learning are seamlessly integrated in the program, each reinforcing the impact of the other. For grades K–6, *Making Meaning® Vocabulary* is an optional supplement that provides daily 15-minute lessons featuring engaging, interactive activities that teach high-utility words found in *Making Meaning* read-aloud texts.

**Caring School Community®**

The *Caring School Community (CSC)* program is a nationally recognized, research-based K–6 program that builds classroom and school community. It focuses on strengthening students’ connectedness to school—an important element for promoting academic motivation and achievement, and for reducing drug use, violence, and delinquency. A positive school culture gives students the academic edge and the prevention edge.

**Words in Action™**

The *Words in Action* program is based on the latest research about word work. The 15-minute daily lessons combine direct instruction in word meaning and independent word-learning strategies with engaging activities that teach student to think deeply about words and use them in conversations in and outside the classroom.

**AfterSchool KidzLit®**

The *AfterSchool KidzLit* program is an academic reading-enrichment program for grades K–8. It is designed to excite students about books and big ideas while building literacy skills and character. Students hear great books read aloud and then make connections to their own lives through discussions, dramatics, art, movement, and writing.

For more information, please visit our website at devstu.org.
Our Mission

Developmental Studies Center (DSC) is a nonprofit educational publisher dedicated to children’s academic, ethical, and social development. Since 1980, DSC has developed school-based and after-school programs that help children develop capacities to think deeply and critically so they will continue learning throughout their lives and strengthen their commitment to such values as kindness, helpfulness, personal responsibility, and respect for others.

We Believe

In Building Community
• By giving students a voice, encouraging their confidence and autonomy
• By engendering a sense of belonging and attachment to school
• By teaching students to work cooperatively and responsibly
• By developing cross-age buddy relationships and activities for families

In Preparing Teachers
• With materials that scaffold their learning
• With tools and strategies that build gradually in complexity
• With assessment and reflection activities to improve teacher practice

In Academic Rigor for All Students
• That invites students to construct meaning
• That demands that students do the thinking
• That partner work deepens the understanding and learning

In the Power of the Principal
• To provide resources and support for ongoing instructional leadership
• To use tools that model the values and set the vision and expectations
• To play a key role in effective program implementation

In Professional Development
• That reflects the constructivist pedagogy of our materials through interactive workshops
• That facilitates the effective use of cooperative structures to support thinking and interaction
• That engages participants in building the skills and understanding to implement our work

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Developing Thoughtful Spellers

Developing Thoughtful Spellers


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