

# Readiwriter Spelling

## Curriculum alignment for Saskatchewan English Language Arts Outcomes and Indicators



Kindergarten to Grade 6

Readiwriter

Spelling

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## Curriculum alignment for **Saskatchewan English Language Arts** **Outcomes and Indicators** Kindergarten to Grade 6

### Introduction

At 3P Learning, we are committed to providing students, teachers and schools with high-quality learning resources that align with the most up-to-date curricula.

Our team of educators has created a spelling course that aligns with the requirements of the *Saskatchewan English Language Arts Outcomes and Indicators*, so you can be assured that your students have access to relevant and targeted content. This document outlines the curriculum alignment and acts as a useful guide when using **Readiwriter Spelling** in your school.

Word lists and activities are aligned to the relevant spelling outcome and indicator of the **Compose and Create** English Language Arts goal for Kindergarten to Grade 6. Additional recommended word lists are also provided and can be accessed in Readiwriter to support students.

Each spelling word list is available in three levels (core, entry, and exit) to assist teachers in providing differentiated content. In addition to the 11 000 words and hundreds of word lists, teachers also have access to grade-level courses that can be tailored to suit their specific class. Teachers can also **create or import their own word list, spelling courses, and edit individual word** lists when modifications and extensions are required. There are also ready-to-go complete sets of Dolch and Fry's word lists to target spelling of high-frequency words and sight words.

Note: The order of the word lists in each course differs from the order presented in this document.

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# Kindergarten

ELA Goal	Outcomes and Indicators
<b>Compose and Create</b>	<p><b>CCK.4</b>  <b>Create messages using a combination of pictures, symbols, and letters.</b></p> <p>(c) Use language cues and conventions to construct and communicate meaning when “writing”:</p> <ul style="list-style-type: none"> <li>• use and apply the different functions of language (pragmatic)</li> <li>• manipulate sounds and words in shared, guided, and independent activities (lexical/semantic)</li> <li>• explore sounds and rhymes (graphophonic)</li> <li>• use various tools and techniques to represent ideas (other cues and conventions).</li> </ul>
Readiwriter course word lists and activities	Additional recommended word lists
<p>VC and CVC words: s, a, t, p            VC and CVC words: + i, n            VC and CVC words: + m, d</p> <p>an words            at words            in words            it words            ig words            ot words            ip words            et words            op words            ug words            un words            ut words            ill words</p> <p>CVC words: + g, o, c, k            CVC words: + ff, ll, ss</p> <p>Pre-primer Dolch word list 1a            Pre-primer Dolch word list 1b            Pre-primer Dolch word list 1c            Primer Dolch words list 1a            Primer Dolch words list 1b            Primer Dolch words list 1c            Primer Dolch words list 1d</p>	<p>CVC words: + g, o, c, k            CVC words: + ck, e, u, r            CVC words: + h, b, f, l            CVC words: + ff, ll, ss            CVC words: + j, v, w, x            CVC words: + y, z, zz, qu</p> <p>short a words 1a            short a words 1b            short e words 1a            short e words 1b            short i words 1a            short i words 1b            short o words 1a            short o words 1b            short u words 1a            short u words 1b</p> <p>ad words            ed words            en words            in words            ip words            ot words            ob words            ut words            ag words            am words</p>

# Kindergarten

ELA Goal	Outcomes and Indicators	
<b>Compose and Create</b>	<p><b>CCK.4</b>  <b>Create messages using a combination of pictures, symbols, and letters.</b></p> <p>(c) Use language cues and conventions to construct and communicate meaning when “writing”:</p> <ul style="list-style-type: none"> <li>• use and apply the different functions of language (pragmatic)</li> <li>• manipulate sounds and words in shared, guided, and independent activities (lexical/semantic)</li> <li>• explore sounds and rhymes (graphophonic)</li> <li>• use various tools and techniques to represent ideas (other cues and conventions).</li> </ul>	
<b>Readiwriter course word lists and activities</b>		<b>Additional recommended word lists</b>
<p><b>Activities</b>  <i>Magic Boxes</i>  <i>Finish the Sentence</i>  <i>Syllable Sushi</i>  <i>Look Say Cover Write Check</i>  <i>Word List Workout</i></p>		<p>ap words            ell words            onset and all            an words with blends            at words with blends            ell words with blends            in words with blends            ip words with blends            op words with blends            ug words with blends</p>

# Grade 1

ELA Goal	Outcomes and Indicators	
<b>Compose and Create</b>	<p><b>CC1.4</b>  <b>Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences.</b></p> <p>(c) Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when writing.</p>	
	<b>Readiwriter course word lists and activities</b>	<b>Additional recommended word lists</b>
		<p><b>Short vowels</b></p> <p>short a words 1b  short e words 1b  short o words 1b  short u words 1b</p> <p>short a words with or without blends  short e words with or without blends  short i words with or without blends  short o words with or without blends  short u words with or without blends</p> <p><b>Long vowels</b></p> <p>a_e making long a words  i_e making long i words  o_e making long o words  u_e making long u words</p> <p>ame words  ale words  ake words  ate words  eat words  ice words  ine words  oke words</p> <p><b>Vowel teams</b></p> <p>ai making long a words 2  ay making long a words 1  ay making long a words  oa making long o words  oe making long o words</p>

# Grade 1

ELA Goal	Outcomes and Indicators	
<b>Compose and Create</b>	<p><b>CC1.4</b>  <b>Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences.</b></p> <p>(c) Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when writing.</p>	
<b>Readiwriter course word lists and activities</b>		<b>Additional recommended word lists</b>
<p>ai making long a  ow words 1  polysyllabic CVCC words  th words  aw words  tch words  bl, cl, fl initial blends  sc, sk, sm initial blends  nd, nt, nk final blends  mp, pt final blends  Dolch 1st Grade word list 1b  Dolch 1st Grade word list 1c  Dolch 1st Grade word list 1a  Fry's 1-100 word list 1  Fry's 1-100 word list 2  Fry's 1-100 word list 3  Fry's 1-100 word list 4  Fry's 1-100 word list 5  Fry's 1-100 word list 6  Fry's 1-100 word list 7  Fry's 1-100 word list 8  Fry's 1-100 word list 9  Fry's 1-100 word list 10</p> <p><b>Activities</b>  <i>Magic Boxes</i>  <i>Finish the Sentence</i>  <i>Syllable Sushi</i>  <i>Look Say Cover Write Check</i>  <i>Word List Workout</i></p>		<p>ue making long u words</p> <p>ill words with blends  all words  ash words  final ck words  ff words  ll words  ss words  zz words</p> <p>gl, pl, sl initial blends  br, cr, dr initial blends  fr, gr, pr, tr initial blends  sn, sp, st initial blends  sw, tw initial blends  ng digraph words  nk final blends  ft, ct final blends  ld, lp final blends  lt, lf final blends  st, sk, sp final blends  est words  ump words  ank words  ink words  unk words</p> <p>or making the /or/ sound  ir making /er/ sound</p>

# Grade 1

ELA Goal	Outcomes and Indicators	
<b>Compose and Create</b>	<b>CC1.4</b> <b>Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences.</b>  (c) Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when writing.	
	Readiwriter course word lists and activities	Additional recommended word lists
		days of the week numbers to 10 numbers 11 to 20 months of the year  add -s to a verb 1 add -es to a verb 1 add s to a verb 2 add -es to a verb 2

# Grade 2

ELA Goal	Outcomes and Indicators
<b>Compose and Create</b>	<p><b>CC2.4</b>  <b>Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.</b></p> <p>(c) Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and communicate meaning when writing.</p>
Readiwriter course word lists and activities	Additional recommended word lists
<p>short a words with or without blends  short i words with or without blends  short o words with or without blends  short u words with or without blends  short e words with or without blends</p> <p>a_e making long a words 1  i_e making long i words 1  o_e making long o words 1  u_e making long u words 1  e_e making long e words</p> <p>add -es to make plurals 1  add -s to a verb 1  add -ing no change 1b  add -er with no change  add -s to words ending in ey  add -ed to words ending in y  double and add -est  add suffixes to words ending in x</p> <p>ch words  sh words  th words</p> <p>ay making long a words 2  oy words 1</p> <p>words ending in ck with blends  words ending in ve  qu words  ie making long i words</p>	<p><b>Apostrophes</b>  contractions 1  contractions 2  contractions 3  apostrophes 1</p> <p>add -s to make plurals 2  add -es to make plurals 1  add -es to make plurals 2  add -es to a verb 1  add -s to a verb 2  add -es to a verb</p> <p><b>Patterns</b>  short a words with or without blends  short e words with or without blends  short i words with or without blends  short o words with or without blends  short u words with or without blends</p> <p>oi and oy words  ge saying /j/ words  dge saying /j/ words  ge saing /j/ before a, o, or u  ph words  k before e, i and y words  qu words  wh words  kn or gn words  wr words</p>

# Grade 2

ELA Goal	Outcomes and Indicators	
<b>Compose and Create</b>	<p><b>CC2.4</b>  <b>Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.</b></p> <p>(c) Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and communicate meaning when writing.</p>	
<b>Readiwriter course word lists and activities</b>	<b>Additional recommended word lists</b>	
<p>igh making long i words            ea making long e words            ee making long e words            ur making /er/ sound            ir making /ur/ sound            er making /ur/ sound            se or ze at the end of a word                ore words                air words 1            ea making the short e sound            ge saying /j/ words in final position                gl, pl, sl initial blends                spl, spr, str initial blends                prefix un-                add -ly no change 1</p> <p>Dolch 2nd Grade word list 1a            Dolch 2nd Grade word list 1b            Dolch 2nd Grade word list 1c</p> <p>    days of the week                months of the year</p> <p>Fry's 101-200 word list 1            Fry's 101-200 word list 2            Fry's 101-200 word list 3            Fry's 101-200 word list 4            Fry's 101-200 word list 5            Fry's 101-200 word list 6            Fry's 101-200 word list 7</p>	<p>words ending in el            words ending in il            words ending in le            words ending in ve</p> <p><b>Prefixes</b>            prefix un-            prefix re-            prefix mis-            prefix dis-</p> <p>ai making long a words 1            ay making long a words 2            ay making long a words 3              a_e making long a 1            e_e making long e words            ee making long e words            ea making long e words            ea making short e words            ie making long e words            y making long e words            i_e making long i words 1            ie making long i words            igh making long i words            o_e making long o words 1            u_e making long u words 1            ai making long a words 2              y making long i words                oo making short /oo/                oo making long /oo/ sound</p>	

# Grade 2

ELA Goal	Outcomes and Indicators	
<b>Compose and Create</b>	<p><b>CC2.4</b>  <b>Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.</b></p> <p>(c) Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and communicate meaning when writing.</p>	
<b>Readiwriter course word lists and activities</b>	<b>Additional recommended word lists</b>	
<p>Fry's 101-200 word list 8            Fry's 101-200 word list 9            Fry's 101-200 word list 10</p> <p><b>Activities</b>  <i>Finish the Sentence</i>  <i>Word Facts</i></p>	<p>or making /or/ sound</p> <p><b>Consonant blends</b>            st, sk, sp final blends            nd, nt, nk final blends            mp, pt final blends            ld, lp final blends            lt, lf final blends            ft, ct final blends            nk final blends            spl, spr, str initial blends</p> <p><b>Digraphs/trigraphs</b>            final sh words with or without blends            final ch words with or without blends            igh making long l sound            tch words</p> <p><b>R-controlled vowels</b>            air words            ear words            ar words 1            ur words            ir making /er/            ur making /er/            are making the /air/ sound</p> <p><b>Suffixes</b>            add -s to a verb 1            add -es to a verb 1</p>	

# Grade 2

ELA Goal	Outcomes and Indicators	
<b>Compose and Create</b>	<p><b>CC2.4</b>  <b>Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.</b></p> <p>(c) Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and communicate meaning when writing.</p>	
<b>Readiwriter course word lists and activities</b>	<b>Additional recommended word lists</b>	
	<p>add -s to a verb 2            add -es to a verb 2            add -er with no change            add -est with no change            add -en with no change            add -ly no change 1            add -ed with no change            add -ing no change 1a            add -ing no change 1b</p> <p><b>Compound words</b>            compound words 1a            compound words 1b            compound words 1c</p>	

# Grade 3

ELA Goal	Outcomes and Indicators
<b>Compose and Create</b>	<p><b>CC3.4</b>  <b>Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.</b></p> <p>(c) Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and communicate meaning when writing.</p>
Readiwriter course word lists and activities	Additional recommended word lists
<p>final sh words with or without blends            ey making long e words            add -ing to words ending in e 2            double and add suffix            double and add -ing 2            ar making the /or/ sound            al making the /aw/ sound            a making the short o sound            or making /ur/ sound            contractions 3            o making the short u sound            change f or fe to v and add -es</p> <p>words ending in le            words ending in el            words ending in al            words ending in il</p> <p>ai making long a words 3            ou making the short u sound            oi words 2            a_e making long a words 2            compound words 3            i before e rule 1            i before e rule 2            tion words            ge saying /j/ in longer words            ordinal numbers            long i words</p>	<p><b>Possessives</b>            apostrophes 1            apostrophes 2</p> <p><b>Affixes</b>            add es to make plurals 2            add es to a verb 2            change y to i and add es 2            add er to words ending in y            add er to words ending in e            double and add er</p> <p>add ing no change 2            double and add suffix            add suffixes to unstressed syllables            add -or with no change            add -ment no change            add -ness no change            add -ful no change            add -less no change            add -ly no change 2            add -ly to words ending in y            add -ly to words ending in -ful</p> <p>prefix in- 1            prefix il-            prefix im-            prefix re-            prefix de-</p>

# Grade 3

ELA Goal	Outcomes and Indicators
<b>Compose and Create</b>	<p><b>CC3.4</b>  <b>Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.</b></p> <p>(c) Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and communicate meaning when writing.</p>
Readiwriter course word lists and activities	Additional recommended word lists
<p>y making long i words            homophones 1            prefix mis-            add -less no change            prefix dis-            add -ful no change</p> <p>Dolch 3rd grade words list 1a            Dolch 3rd grade words list 1b            Dolch 3rd grade words list 1c</p> <p>Fry's 201-300 word list 1            Fry's 201-300 word list 2            Fry's 201-300 word list 3            Fry's 201-300 word list 4            Fry's 201-300 word list 5            Fry's 201-300 word list 6            Fry's 201-300 word list 7            Fry's 201-300 word list 8            Fry's 201-300 word list 9            Fry's 201-300 word list 10</p> <p><b>Activities</b>  <i>Word Facts</i>  <i>Magic Boxes</i>  <i>Syllable Sushi</i>  <i>Look Say Cover Write Check</i></p>	<p>words ending in ve            ge saying /j/ words in final position            s saying /zh/            oi words 2            oy words 2            long i words</p> <p>o making the short u sound            a making the short o sound            ai making long a words 3            long a words 1            a making long a words            oi and oy words 1            y making the short i sound            ou making the /u/ sound            i before e rule 2            long a words 2</p> <p>ei, eigh or ey making long a            oi and oy words 2            u making long /oo/ sound            ui making long /oo/ sound            ou making long /oo/ sound            long /oo/ words</p>

# Grade 4

ELA Goal	Outcomes and Indicators
<b>Compose and Create</b>	<p><b>CC4.4</b>  <b>Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.</b></p> <p>(c) Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to communicate meaning when writing.</p>
Readiwriter course word lists and activities	Additional recommended word lists
<p>ou making the short u sound  ou making long /oo/ sound  long a words 1  ui making long /oo/ sound  homophones 1  add -ing no change 2  double and add -ing 2  add -er or -or 1  French origin ch for /sh/  prefix re-  long a words 2  words ending in sure or ture  add suffixes to unstressed syllables  eer and ere words  long /oo/ words  homophones 2  words ending in sion 1  words ending in cian  words ending in tion  y making the short i sound  Fry's 401-500 word list 1  Fry's 401-500 word list 2  Fry's 401-500 word list 3  Fry's 401-500 word list 4  Fry's 401-500 word list 5  Fry's 401-500 word list 6  Fry's 401-500 word list 7  Fry's 401-500 word list 8  Fry's 401-500 word list 9  Fry's 401-500 word list 10</p>	<p><b>Frequently confused words</b>  homophones 3  homophones 4</p> <p>Fry's 301-400 word lists 1-10  Fry's 401-500 word lists 1-10</p> <p><b>Affixes</b>  number prefixes Latin and Greek  position prefixes Latin and Greek  prefix an-  prefix auto-  prefix tele-  prefix photo-  prefix auto-  add suffixes to words ending in y  double and add suffix  add suffixes to unstressed syllables  add es to make plurals 2  add es to a verb 2  change y to i and add es 2  add er to words ending in y  add er to words ending in e  double and add er  change f to v and add es  add ing no change 2  add ing to words ending in e 2  double and add ing 2  double and add suffix  add suffixes to unstressed syllables</p>

# Grade 4

ELA Goal	Outcomes and Indicators
<b>Compose and Create</b>	<p><b>CC4.4</b>  <b>Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.</b></p> <p>(c) Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to communicate meaning when writing.</p>
Readiwriter course word lists and activities	Additional recommended word lists
<p>prefix de-</p> <p>add -ness no change</p> <p>add -less no change</p> <p>add -ful no change</p> <p>add suffixes to words ending in y</p> <p>fractions and large numbers</p> <p>prefix in- 1</p> <p>add -ly to words ending in le</p> <p>French origin gue for /g/</p> <p>French origin que for /k/</p> <p>Fry's 501-600 word list 1</p> <p>Fry's 501-600 word list 2</p> <p>Fry's 501-600 word list 3</p> <p>Fry's 501-600 word list 4</p> <p>Fry's 501-600 word list 5</p> <p>Fry's 501-600 word list 6</p> <p>Fry's 501-600 word list 7</p> <p>Fry's 501-600 word list 8</p> <p>Fry's 501-600 word list 9</p> <p>Fry's 501-600 word list 10</p> <p><b>Activities</b></p> <p><i>Finish the Sentence</i></p> <p><i>Look Say Cover Write Check</i></p> <p><i>Syllable Sushi</i></p> <p><i>Magic Boxes</i></p>	<p>add -or with no change</p> <p>add -ment no change</p> <p>add -ness no change</p> <p>add -ful no change</p> <p>add -less no change</p> <p>add -ly no change 2</p> <p>add -ly to words ending in y</p> <p>add -ly to words ending in -ful</p> <p>prefix in- 1</p> <p>prefix il-</p> <p>prefix im-</p> <p>prefix re-</p> <p>prefix de-</p> <p>prefix anti-</p> <p>prefix over- and under-</p> <p>add suffixes to words ending in y</p> <p>suffix -al</p> <p>suffix -ate</p> <p>suffix -abe 1</p> <p>suffix -ible 1</p>

# Grade 5

ELA Goal	Outcomes and Indicators
<b>Compose and Create</b>	<p><b>CC5.4</b>  <b>Use a writing process to experiment with and produce multi-paragraph narrative (including stories that contain dialogue), expository (including reports, explanations, letters, and requests), and persuasive (including letters) compositions that clearly develop topic and provide transitions for the reader.</b></p> <p>(c) Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when writing.</p>
Readiwriter course word lists and activities	Additional recommended word lists
<p>homophones 1            add -or to words ending in e            add -er or -or 2            French words            prefix up- and down-            prefix over- and under-            prefix out-            add -or with no root verb            add suffixes to words ending in y            add -tion to a verb            add -ly to words ending in y            Greek origin ch for /k/            Latin origin sc for /s/            portmanteau words 1            ough words            i before e rule 5            prefix ir-            prefix sub-            prefix inter-            add -ally            add -ous            add -ous to words ending in ge            homonyms</p> <p>Fry's 601-700 word list 1            Fry's 601-700 word list 2            Fry's 601-700 word list 3            Fry's 601-700 word list 4            Fry's 601-700 word list 5</p>	<p>number prefixes Latin and Greek            position prefixes Latin and Greek            prefix an-            prefix auto-            prefix tele-            prefix photo-            prefix auto-            prefix up- and down-            prefix in- 2            prefix out-            add -or to words ending in e            add -or with no root verb            add -er or -or 1            add -er or -or 2            add suffixes to words ending in y            prefix ir-            prefix sub-            prefix inter-            add -ar with no root verb            add -tion to a verb            add -ly to words ending in -le            add -ally            add -ous            add -ous no root word            add -ous to words ending in our            add -ous to words ending in ge            adding -ous after a long e sound            suffixes -ant, -ance and -ancy            suffixes -ent, -ence and -ency</p>

# Grade 5

ELA Goal	Outcomes and Indicators
<b>Compose and Create</b>	<p><b>CC5.4</b>  <b>Use a writing process to experiment with and produce multi-paragraph narrative (including stories that contain dialogue), expository (including reports, explanations, letters, and requests), and persuasive (including letters) compositions that clearly develop topic and provide transitions for the reader.</b></p> <p>(c) Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when writing.</p>
Readiwriter course word lists and activities	Additional recommended word lists
<p>Fry's 601-700 word list 6            Fry's 601-700 word list 7            Fry's 601-700 word list 8            Fry's 601-700 word list 9            Fry's 601-700 word list 10</p> <p>words ending in tion, sion or cian            suffixes -ent, -ence and -ency            suffixes -ant, -ance and -ancy            suffix -ible            add -able to words ending in ce or ge            suffix -fy            suffix -ate            suffix -ize or -yze            homophones 3            size prefixes Latin and Greek            Italian words            words from other languages            number prefixes Latin and Greek</p> <p>Fry's 701-800 word list 1            Fry's 701-800 word list 2            Fry's 701-800 word list 3            Fry's 701-800 word list 4            Fry's 701-800 word list 5            Fry's 701-800 word list 6            Fry's 701-800 word list 7            Fry's 701-800 word list 8            Fry's 701-800 word list 9</p>	<p>suffix -able 1            suffix -able 2            suffix -ably            add -able words ending in -ce or -ge            suffix -ible            add -tion to a verb            add -ly to words ending in -le            add -ally            add -ous            add -ous no root word            add -ous to words ending in our            add -ous to words ending in ge            adding -ous after a long e sound            suffixes -ant, -ance and -ancy            suffixes -ent, -ence and -ency            suffix -able 1            suffix -able 2            suffix -ably            add -able words ending in -ce or -ge            suffix -ible            suffix -ibly            suffix -ic            suffix -al            add -ous no root word            add -ous to words ending in our            add -ous to words ending in ge            adding -ous after a long e sound            suffixes -ant, -ance and -ancy            suffixes -ent, -ence and -ency</p>

# Grade 5

ELA Goal	Outcomes and Indicators
<b>Compose and Create</b>	<p><b>CC5.4</b>  <b>Use a writing process to experiment with and produce multi-paragraph narrative (including stories that contain dialogue), expository (including reports, explanations, letters, and requests), and persuasive (including letters) compositions that clearly develop topic and provide transitions for the reader.</b></p> <p>(c) Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when writing.</p>
Readiwriter course word lists and activities	Additional recommended word lists
<p>Fry's 701-800 word list 10</p> <p><b>Activities</b>  <i>Look Say Cover Write Check</i>  <i>Magic Boxes</i>  <i>Syllable Sushi</i>  <i>Picnic Panic</i></p>	<p>suffix -able 1  suffix -able 2  suffix -ably  add -able words ending in -ce or -ge  suffix -ic  suffix -al  Greek origin ch for /k/  French origin ch for /sh/  French origin gue for /g/  French origin que for /k/ (exit)  French origin que for /k/  Latin origin sc for /s/  words ending in el  words ending in al  words ending in il  ge saying /j/ in longer words  our making schwa sound  or making schwa sound  ain making schwa sound  eer and ere words  ure making schwa sound  schwa words  words ending in sure or ture  words ending in sion 1  words ending in tion  words ending in ssion  words ending in sion 2  words ending in cian  i before e rule 3</p>

# Grade 5

ELA Goal	Outcomes and Indicators
<b>Compose and Create</b>	<p><b>CC5.4</b>  <b>Use a writing process to experiment with and produce multi-paragraph narrative (including stories that contain dialogue), expository (including reports, explanations, letters, and requests), and persuasive (including letters) compositions that clearly develop topic and provide transitions for the reader.</b></p> <p>(c) Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when writing.</p>
Rediwriter course word lists and activities	Additional recommended word lists
	<p>i before e rule 4            i before e rule 5            ay making long a words 4            a_e making long a words 3            oy words 3            long a words 3</p>

# Grade 6

ELA Goal	Outcomes and Indicators	
<b>Compose and Create</b>	<p><b>CC6.3</b>  <b>Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., figurative words), graphophonic (e.g., spelling strategies), and other cues (e.g., appropriate volume and intonation) to construct and to communicate meaning.</b></p> <p>(d) Semantic/Lexical/Morphological: Use words that are appropriate for audience, purpose, and context; avoid overused and misused words (e.g., “really good”); use reference tools to determine meaning of words; use words figuratively (e.g., personification, similes, and metaphors) and for imagery; correctly spell common words; use Canadian spelling; use a variety of strategies and resources to learn the correct spelling of words.</p>	
	<b>Readiwriter course word lists and activities</b>	<b>Additional recommended word lists</b>
	<p>add -ally  add -ous to words ending in ge  suffix -ably  suffix -ibly  suffix -age  homophones 3  size prefixes Latin and Greek  Italian words  words from other languages  homographs  consonant alternation  vowel alternation 1  vowel alternation 2  vowel alternation 3  silent letters  position prefixes Latin and Greek  phono and photo words Greek origin  phys and phobia words Greek origin  graph words Greek origin  chrono, chore, chlor words Greek origin  cycl, tele, therm words Greek origin  arch and aster words Greek origin  bio and geo words Greek origin  chronos and cracy words Greek origin  meter and logos words Greek origin</p>	<p>portmanteau words 1  homographs  homophones 5  silent letters</p> <p>suffix -age  suffix -fy  suffix -ate  suffix -ise or -yse</p> <p>consonant alternation  vowel alternation 1  vowel alternation 2  vowel alternation 3</p> <p>er making schwa sound  a making schwa sound  e making schwa sound  i making schwa sound  o making schwa sound  u making schwa sound</p> <p>tion words  words ending in tion, sion or cian  words ending in cious or tious</p>

# Grade 6

ELA Goal	Outcomes and Indicators	
<b>Compose and Create</b>	<p><b>CC6.3</b>  <b>Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., figurative words), graphophonic (e.g., spelling strategies), and other cues (e.g., appropriate volume and intonation) to construct and to communicate meaning.</b></p> <p>(d) Semantic/Lexical/Morphological: Use words that are appropriate for audience, purpose, and context; avoid overused and misused words (e.g., “really good”); use reference tools to determine meaning of words; use words figuratively (e.g., personification, similes, and metaphors) and for imagery; correctly spell common words; use Canadian spelling; use a variety of strategies and resources to learn the correct spelling of words.</p>	
	Readiwriter course word lists and activities	Additional recommended word lists
	<p>Fry's 801-900 word list 1            Fry's 801-900 word list 2            Fry's 801-900 word list 3            Fry's 801-900 word list 4            Fry's 801-900 word list 5            Fry's 801-900 word list 6            Fry's 801-900 word list 7            Fry's 801-900 word list 8            Fry's 801-900 word list 9            Fry's 801-900 word list 10            Fry's 901-1000 word list 1            Fry's 901-1000 word list 2            Fry's 901-1000 word list 3            Fry's 901-1000 word list 4            Fry's 901-1000 word list 5            Fry's 901-1000 word list 6            Fry's 901-1000 word list 7            Fry's 901-1000 word list 8            Fry's 901-1000 word list 9            Fry's 901-1000 word list 10</p> <p><b>Activities</b>  <i>Picnic Panic</i>  <i>Look Say Cover Write Check</i>  <i>Finish the Sentence</i></p>	<p>words ending in cial or tial            words ending in ce or cy            words ending in se or sy</p> <p>oi words 3            oi and oy words 4            ough words</p> <p>number prefixes Latin and Greek            size prefixes Latin and Greek            French words            Italian words            words from other languages</p> <p>prefix al-            prefix auto-            prefix a- and an-            prefix pre- and post-            add suffixes to words ending in -fer</p> <p>position prefixes Latin and Greek            phono and photo words Greek origin            phys and phobia words Greek origin            graph words Greek origin            chrono, chore, chlor words Greek origin</p>

# Grade 6

ELA Goal	Outcomes and Indicators	
<b>Compose and Create</b>	<p><b>CC6.3</b>  <b>Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., figurative words), graphophonic (e.g., spelling strategies), and other cues (e.g., appropriate volume and intonation) to construct and to communicate meaning.</b></p> <p>(d) Semantic/Lexical/Morphological: Use words that are appropriate for audience, purpose, and context; avoid overused and misused words (e.g., “really good”); use reference tools to determine meaning of words; <i>use words figuratively</i> (e.g., personification, similes, and metaphors) and for imagery; correctly spell common words; use Canadian spelling; use a variety of strategies and resources to learn the correct spelling of words.</p>	
<b>Readiwriter course word lists and activities</b>	<b>Additional recommended word lists</b>	
	<p>cycl, tele, therm words Greek origin            arch and aster words Greek origin            bio and geo words Greek origin            chronos and cracy words Greek origin            hydra, hydro, aqua words Greek and Latin            meter and logos words Greek origin            ae and oe words Greek and Latin origin 1            ae and oe words Greek or Latin origin 2</p>	

# Readiwriter

## Spelling

For more information  
contact our friendly team.

[www.3plearning.com/software/readiwriter](http://www.3plearning.com/software/readiwriter)