

# Readiwriter Spelling

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



Kindergarten to Grade 6

Readiwriter  
Spelling



# 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.

3P Learning Limited Canada

# 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</p> <p>VC and CVC words: + i, n</p> <p>VC and CVC words: + m, d</p> <p>an words</p> <p>at words</p> <p>in words</p> <p>it words</p> <p>ig words</p> <p>ot words</p> <p>ip words</p> <p>et words</p> <p>op words</p> <p>ug words</p> <p>un words</p> <p>ut words</p> <p>ill words</p> <p>CVC words: + g, o, c, k</p> <p>CVC words: + ff, ll, ss</p> <p>Pre-primer Dolch word list 1a</p> <p>Pre-primer Dolch word list 1b</p> <p>Pre-primer Dolch word list 1c</p> <p>Primer Dolch words list 1a</p> <p>Primer Dolch words list 1b</p> <p>Primer Dolch words list 1c</p> <p>Primer Dolch words list 1d</p>	<p>CVC words: + g, o, c, k</p> <p>CVC words: + ck, e, u, r</p> <p>CVC words: + h, b, f, l</p> <p>CVC words: + ff, ll, ss</p> <p>CVC words: + j, v, w, x</p> <p>CVC words: + y, z, zz, qu</p> <p>short a words 1a</p> <p>short a words 1b</p> <p>short e words 1a</p> <p>short e words 1b</p> <p>short i words 1a</p> <p>short i words 1b</p> <p>short o words 1a</p> <p>short o words 1b</p> <p>short u words 1a</p> <p>short u words 1b</p> <p>ad words</p> <p>ed words</p> <p>en words</p> <p>in words</p> <p>ip words</p> <p>ot words</p> <p>ob words</p> <p>ut words</p> <p>ag words</p> <p>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>
Readiwriter course word lists and activities	Additional recommended word lists
<p><b>Activities</b></p> <p><i>Magic Boxes</i></p> <p><i>Finish the Sentence</i></p> <p><i>Syllable Sushi</i></p> <p><i>Look Say Cover Write Check</i></p> <p><i>Word List Workout</i></p>	<p>ap words</p> <p>ell words</p> <p>onset and all</p> <p>an words with blends</p> <p>at words with blends</p> <p>ell words with blends</p> <p>in words with blends</p> <p>ip words with blends</p> <p>op words with blends</p> <p>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>
Readiwriter course word lists and activities	Additional recommended word lists
<p>short a words 1a  short e words 1a  short i words 1a  short o words 1a  short u words 1a  words ending in ck  CVC words: + ch, sh, th, ng  ill words with blends  CVC words: + ff, ll, ss  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  add -s to make plurals 1a  add -ed with no change  add -es to make plurals 1  add -ing no change 1a  add -er with no change  ee making long e words  ea making long e words  wh words  er making /ur/ sound  ur making /er/ sound  oo making short /oo/ sound  oo making long /oo/ sound  CVC words: + y, z, zz, qu  sh words  ch words  ur words  oi words</p>	<p><b>Short vowels</b>  short a words 1b  short e words 1b  short o words 1b  short u words 1b  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>  a_e making long a words  i_e making long i words  o_e making long o words  u_e making long u words  ame words  ale words  ake words  ate words  eat words  ice words  ine words  oke words</p> <p><b>Vowel teams</b>  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>
Readiwriter course word lists and activities	Additional recommended word lists
<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>	<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>
Readiwriter course word lists and activities	Additional recommended word lists
	<p>days of the week  numbers to 10  numbers 11 to 20  months of the year</p> <p>add -s to a verb 1  add -es to a verb 1  add s to a verb 2  add -es to a verb 2</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>
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  ay making long a words 2  oy words 1  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>
Readiwriter course word lists and activities	Additional recommended word lists
<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>
Readiwriter course word lists and activities	Additional recommended word lists
<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 i 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>
Readiwriter course word lists and activities	Additional recommended word lists
	<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  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  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</p> <p>ou making long /oo/ sound</p> <p>long a words 1</p> <p>ui making long /oo/ sound</p> <p>homophones 1</p> <p>add -ing no change 2</p> <p>double and add -ing 2</p> <p>add -er or -or 1</p> <p>French origin ch for /sh/</p> <p>prefix re-</p> <p>long a words 2</p> <p>words ending in sure or ture</p> <p>add suffixes to unstressed syllables</p> <p>eer and ere words</p> <p>long /oo/ words</p> <p>homophones 2</p> <p>words ending in sion 1</p> <p>words ending in cian</p> <p>words ending in tion</p> <p>y making the short i sound</p> <p>Fry's 401-500 word list 1</p> <p>Fry's 401-500 word list 2</p> <p>Fry's 401-500 word list 3</p> <p>Fry's 401-500 word list 4</p> <p>Fry's 401-500 word list 5</p> <p>Fry's 401-500 word list 6</p> <p>Fry's 401-500 word list 7</p> <p>Fry's 401-500 word list 8</p> <p>Fry's 401-500 word list 9</p> <p>Fry's 401-500 word list 10</p>	<p><b>Frequently confused words</b></p> <p>homophones 3</p> <p>homophones 4</p> <p>Fry's 301-400 word lists 1-10</p> <p>Fry's 401-500 word lists 1-10</p> <p><b>Affixes</b></p> <p>number prefixes Latin and Greek</p> <p>position prefixes Latin and Greek</p> <p>prefix an-</p> <p>prefix auto-</p> <p>prefix tele-</p> <p>prefix photo-</p> <p>prefix auto-</p> <p>add suffixes to words ending in y</p> <p>double and add suffix</p> <p>add suffixes to unstressed syllables</p> <p>add es to make plurals 2</p> <p>add es to a verb 2</p> <p>change y to i and add es 2</p> <p>add er to words ending in y</p> <p>add er to words ending in e</p> <p>double and add er</p> <p>change f to v and add es</p> <p>add ing no change 2</p> <p>add ing to words ending in e 2</p> <p>double and add ing 2</p> <p>double and add suffix</p> <p>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</p> <p>add -or to words ending in e</p> <p>add -er or -or 2</p> <p>French words</p> <p>prefix up- and down-</p> <p>prefix over- and under-</p> <p>prefix out-</p> <p>add -or with no root verb</p> <p>add suffixes to words ending in y</p> <p>add -tion to a verb</p> <p>add -ly to words ending in y</p> <p>Greek origin ch for /k/</p> <p>Latin origin sc for /s/</p> <p>portmanteau words 1</p> <p>ough words</p> <p>i before e rule 5</p> <p>prefix ir-</p> <p>prefix sub-</p> <p>prefix inter-</p> <p>add -ally</p> <p>add -ous</p> <p>add -ous to words ending in ge</p> <p>homonyms</p> <p>Fry's 601-700 word list 1</p> <p>Fry's 601-700 word list 2</p> <p>Fry's 601-700 word list 3</p> <p>Fry's 601-700 word list 4</p> <p>Fry's 601-700 word list 5</p>	<p>number prefixes Latin and Greek</p> <p>position prefixes Latin and Greek</p> <p>prefix an-</p> <p>prefix auto-</p> <p>prefix tele-</p> <p>prefix photo-</p> <p>prefix auto-</p> <p>prefix up- and down-</p> <p>prefix in- 2</p> <p>prefix out-</p> <p>add -or to words ending in e</p> <p>add -or with no root verb</p> <p>add -er or -or 1</p> <p>add -er or -or 2</p> <p>add suffixes to words ending in y</p> <p>prefix ir-</p> <p>prefix sub-</p> <p>prefix inter-</p> <p>add -ar with no root verb</p> <p>add -tion to a verb</p> <p>add -ly to words ending in -le</p> <p>add -ally</p> <p>add -ous</p> <p>add -ous no root word</p> <p>add -ous to words ending in our</p> <p>add -ous to words ending in ge</p> <p>adding -ous after a long e sound</p> <p>suffixes -ant, -ance and -ancy</p> <p>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>
Radiwriter 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>
Radiwriter 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; <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>
Radiwriter course word lists and activities	Additional recommended word lists
<p>add -ally</p> <p>add -ous to words ending in ge</p> <p>suffix -ably</p> <p>suffix -ibly</p> <p>suffix -age</p> <p>homophones 3</p> <p>size prefixes Latin and Greek</p> <p>Italian words</p> <p>words from other languages</p> <p>homographs</p> <p>consonant alternation</p> <p>vowel alternation 1</p> <p>vowel alternation 2</p> <p>vowel alternation 3</p> <p>silent letters</p> <p>position prefixes Latin and Greek</p> <p>phono and photo words Greek origin</p> <p>phys and phobia words Greek origin</p> <p>graph words Greek origin</p> <p>chrono, chore, chlor words Greek origin</p> <p>cycl, tele, therm words Greek origin</p> <p>arch and aster words Greek origin</p> <p>bio and geo words Greek origin</p> <p>chronos and cracy words Greek origin</p> <p>meter and logos words Greek origin</p>	<p>portmanteau words 1</p> <p>homographs</p> <p>homophones 5</p> <p>silent letters</p> <p>suffix -age</p> <p>suffix -fy</p> <p>suffix -ate</p> <p>suffix -ise or -yse</p> <p>consonant alternation</p> <p>vowel alternation 1</p> <p>vowel alternation 2</p> <p>vowel alternation 3</p> <p>er making schwa sound</p> <p>a making schwa sound</p> <p>e making schwa sound</p> <p>i making schwa sound</p> <p>o making schwa sound</p> <p>u making schwa sound</p> <p>tion words</p> <p>words ending in tion, sion or cian</p> <p>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 <i>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>
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; use words <i>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>
Rediwriter course word lists and activities	Additional recommended word lists
	<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>



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