

GRADE 3

SPELLING & WORD STUDY

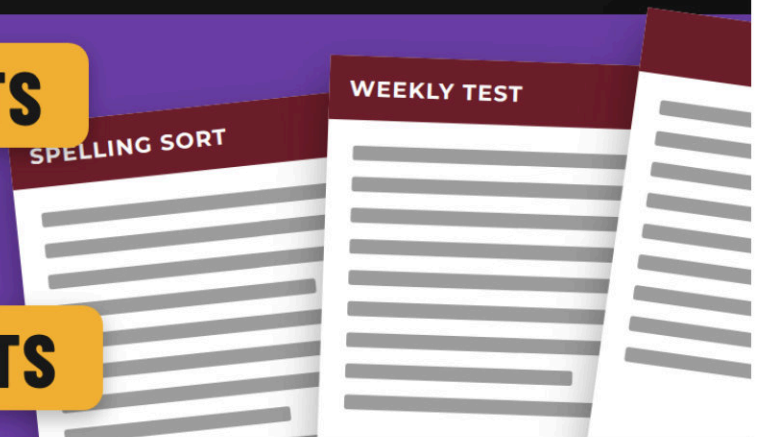
GRADE 3

SPELLING

WEEKLY SPELLING SORTS

PATTERN TESTS

DIAGNOSTIC WORKSHEETS



CATCH UP WHILE THEY KEEP UP
PENNINGTON PUBLISHING

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Differentiated Spelling Instruction Grade 3

Mark Pennington

Pennington Publishing
El Dorado Hills, CA

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Differentiated Spelling Instruction

Grade 3

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Introduction, Preparation, and Program Directions

Differentiated Spelling Instruction Grade 3 provides instructional resources for grade-level and remedial spelling patterns. With this program, teachers help students *keep up* while they *catch up* to grade-level spelling. Now, we all know that precise *grade-level* designations have no solid research basis; however, teachers recognize that conventional spelling does have an instructional sequence in which one spelling pattern is built upon another. Also, accepted learning theory would support instruction in more common spelling patterns prior to less common spelling patterns, which are found in increasingly complex multi-syllabic vocabulary.

The convenient *grade-level* designation is better defined in the primary grades, because phonics (decoding) and spelling (encoding) instruction go hand in hand. Both phonics and spelling connect letters and speech sounds (phonemes) to help students apply the alphabetic code in their reading and spelling. Although primary teachers may disagree about *how* to teach reading and spelling, there is widespread agreement that “by the end of first, second, or third grade, students should be able to...”

For most students beyond the primary years, the basic alphabetic code has been mastered, and students are building an easily retrievable *sight word* bank or sound-spelling patterns to help them read and write. This process is known as *orthographic mapping* (Ehri 2014). However, some older students still have spelling pattern gaps that need to be mastered as they learn more advanced spelling patterns. Conscientious teachers recognize the need to *differentiate* instruction.

Differentiated Spelling Instruction Grade 3 helps teachers differentiate both grade-level and remedial spelling instruction. Each weekly lesson features word list, based upon orthographic spelling patterns and conventional spelling rules. Teachers administer a spelling pretest that serves as a diagnostic, and students build their personal spelling list with not-yet mastered words. A spelling sort helps students practice the focus spelling pattern. Students complete a weekly or bi-weekly posttest and quarterly unit tests.

The comprehensive Diagnostic Spelling Assessment determines which remedial spelling patterns have not-yet been mastered, and the teacher assigns spelling pattern worksheets to individualize practice with these previous grade-level patterns. Each worksheet includes a formative assessment, and progress monitoring matrices provide evidence of the successful differentiated instruction.

The weekly spelling lessons, Diagnostic Spelling Assessment, and the corresponding spelling pattern worksheets are chiefly organized in a sounds to print approach. Rather than teaching each spelling in isolation, the speech sound (phoneme) is introduced with all of its common spellings.

Additionally, the program includes the resources teachers need to teach multi-syllabic reading and spelling with syllable transformers, syllable blending, and syllable division worksheets. These interactive activities help your students learn syllable division for proper pronunciation and spelling, accent placement and shifts, consonant and vowel sound shifts, morpheme recognition, inflections, and proper pronunciation. Students learn the derivational and etymological impact on academic vocabulary and spelling throughout these activities.

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Preparation

1. First, watch the two YouTube training videos to get an overview of the whole class and individualized instructional components.

Spelling Pattern Lessons:

<https://www.youtube.com/watch?v=PUB2USwKme0>

Diagnostic Spelling Assessment and Individualized Instruction:

<https://www.youtube.com/watch?v=CFHDtnmM7U0>

2. Next, administer the **Diagnostic Spelling Assessment**. See the **Diagnostic Spelling Assessment: Assessment Formats and Preparation, Administration, Correction, and Recording** for specific directions and digital options.

3. Grade the assessments and record (or upload) the results for each student on the Diagnostic Spelling Assessment Mastery Matrix. Post the matrix on the classroom wall with student identification numbers. Note that parents, teaching assistants, or student aides are perfectly capable of grading and recording the test data. Also note that students will be referencing the matrix for assigned worksheets and recording their own mastery, so keeping an extra *clean* copy of the matrix in the teacher's desk is essential.

4. Create student spelling folders to include pages for student writing errors and the appendix resources. If students will self-correct their individualized remedial spelling pattern worksheets (highly recommended), create several answer folders for students to access in class.

5. Introduce the basics of the spelling program to your students. Tell them that all of them can and will improve their spelling with weekly lessons and individualized practice, based upon the Diagnostic Spelling Assessment.

6. Provide a quick overview of the English spelling system to your students:

Assure students that up to 87% of English words are reliable to read and spell if the spelling patterns have been mastered (Hanna et al., 1966). Tell them that once they learn the common spelling patterns in each lesson, they will be able to recognize and apply them to other words with the same patterns. Of course, all patterns (like rules) have exceptions, and English spellings do have quite a few, but knowing the patterns and how our spelling system works is much easier than memorizing whole words.

Teach students that letters are used to spell sounds found in words, and that these sounds can be represented by one, two, three, or four letters (e.g. a, shy, sigh, dough). Remind them that the same sound can be spelled in different ways (e.g. you, too, through), and the same spelling can represent different sounds (e.g. cat, cent).

Emphasize the point that most of our challenging spelling words only have one letter which doesn't match how we say the sound. We can *sound out* and spell what matches and memorize only "the part to learn by heart."

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Program Directions

Monday

Administer the weekly spelling patterns test. Dictate the twenty grade-level spelling pattern words in the traditional word-sentence-word format on the first day of the week. Record and save the dictation on your phone or computer for make-up tests and future years. Word lists are designed to include a few “challenge level” words to promote vocabulary development within the spelling pattern (7 Minutes).

After completing the pretest, display the test and direct students to self-correct their spelling errors by circling or highlighting the misspelled sound-spellings (3 Minutes).

Students create their own personal spelling list of 15 words (10 Minutes).

Option: The personal spelling list is an ideal homework assignment. A parent signature on the completed personal spelling list helps ensure that students complete the personal spelling list in this priority order:

- Pretest errors: All words missed on the spelling pretest.
- Posttest errors: All words missed on the last spelling posttest.
- Writing errors: Teacher-marked spelling mistakes from in-class writing assignments.
- Supplemental spelling lists: Unknown words from the following appendix resources of this book to complete their list.
 - ❖ Heart Words (Includes Optional Heart Words Spelling Assessment)
 - ❖ The 450 Most Frequently Used Words
 - ❖ The 100 Most Often Misspelled Words
 - ❖ The 70 Most Commonly Confused Words

Tuesday

Display and pass out copies of the weekly lesson. Read and briefly explain the spelling focus and the spelling sort categories (3 Minutes). Many teachers find it helpful to reference mouth position and speech articulation of the sound-spellings on the Personal Sound Walls.

Students complete the spelling sort (10 Minutes).

Display the answers and have students self-correct any misspellings or misplaced spelling sorts by crossing out and adding to the correct categories. The spelling patterns are bolded on the spelling pattern answers (3 Minutes).

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Program Directions

Wednesday

Students complete remedial spelling pattern worksheets which correspond to their test errors on the Diagnostic Spelling Assessment and self-correct from the answer folders. After self-correction, students complete the formative assessment at the bottom of each worksheet (10 Minutes).

The teacher grades only the formative assessment and records mastery on the Diagnostic Spelling Assessment Mastery Matrix. For students who have not demonstrated mastery, the teacher keeps the worksheet and students are given a new copy to re-do.*

Thursday

Students study their personal spelling list for the spelling posttest. See the appendix for spelling review activities (10 Minutes Homework).

Friday

Administer the posttest. Students take out a piece of binder paper, find a partner, and exchange dictation of their personal spelling list words (10 Minutes). Students then turn in their posttests for the teacher to grade. **Options:** Some teachers will prefer to posttest at the end of each week; others choose to posttest every other week. If the bi-weekly option is chosen, students will be tested on two spelling patterns and should have a list of 20 words.

Quarterly Summative Assessments

After seven lessons, administer the summative spelling assessment to determine mastery of the seven spelling patterns. If giving bi-weekly posttests, adjust accordingly.

* Note that students are not penalized for spelling sort errors, so there is no incentive for cheating. Students learn from their mistakes. Additionally, those who simply copy from the answer folders usually fail the formative assessment and must re-do the worksheet.

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Grades 3–8 Spelling Scope and Sequence (Boldface Denotes Introductory Level)

Grade/Level 3	Grade/Level 4	Grade/Level 5	Grade/Level 6	Grade/Level 7	Grade/Level 8
Short Vowels	Short Vowels	Vowels and Consonants	Diphthongs/ <i>r</i> -controlled Vowels	Consonant Doubling	Consonant Doubling
Long Vowel <i>a</i>	Long Vowels	<i>r</i> - controlled Vowels	Consonant Doubling	<i>i</i> before <i>e</i>	<i>i</i> before <i>e</i>
Long Vowel <i>e</i>	Consonant–Final <i>e</i> and “ <i>le</i> ”	Diphthongs	<i>i</i> before <i>e</i>	Plurals	Plurals
Long Vowel <i>i</i>	Diphthongs	Schwa	Hard and Soft / <i>c</i> / and / <i>g</i> /	Drop/Keep Final <i>e</i>	Drop/Keep Final <i>e</i> and <i>y</i>
Long Vowel <i>o</i>	Consonant Digraphs	Consonant–Final <i>e</i> and “ <i>le</i> ”	Plurals	Change/Keep Final <i>y</i>	/ion/
Long Vowel <i>u</i>	<i>r</i> - controlled Vowels	Hard and Soft / <i>c</i> / and / <i>g</i> /	Drop/Keep Final <i>e</i>	/ion/	“able” and “ible”
Consonant–Final <i>e</i>	<i>y</i> / <i>y</i> /, /ē/, /ī/	/ch/ and /sh/	Change/Keep Final <i>y</i>	“ary,” “ery,” “ory,” “ury,” “ry”	“a(e)nt,” “a(e)nce,” “a(e)ncy”
REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST
<i>r</i>- controlled Vowels	Consonant Doubling	“ough” and “augh”	/f/ “ph,” “_gh,” “_lf,” and “_ft”	“able”	Commonly Confused Suffixes
Diphthongs /aw/	/j/	<i>i</i> before <i>e</i>	/ion/	“ible”	Long Schwa
Diphthongs “oo”	<i>i</i> before <i>e</i>	Starting/Ending /k/	Vowel Shift	“ant,” “ance,” “ancy”	Short Schwa
Diphthongs /oi/, /ow/	Hard and Soft / <i>c</i> /	Consonant Doubling	Consonant Shift	“ent,” “ence,” “ency”	French Spellings and Expressions
Consonant Digraphs	Hard and Soft / <i>g</i> /	Drop/Keep Final <i>e</i>	“c/tial” and “c/tious”	“est,” “ist,” and “iest”	British Spellings
<i>y</i> / <i>y</i> /, /ē/, /ī/	Plurals Ending in “s” and “es”	Change/Keep Final <i>y</i>	Consonant–Final <i>e</i> and “ <i>le</i> ”	“ice,” “ise,” “ize,” “yze”	<i>a</i> and <i>e</i> Banal
Heart Words	Plurals Ending in /x/ /ch//sh//t//s//z/	Plurals	Vowel–“se,” “ve”	“us” and “_ous”	Latin Expressions
REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW	View/Purchase Grade 3 Spelling	



Grades 3–8 Spelling Scope and Sequence (Boldface Denotes Introductory Level)

Grade/Level 3	Grade/Level 4	Grade/Level 5	Grade/Level 6	Grade/Level 7	Grade/Level 8
Schwa	Drop/Keep Final <i>e</i>	Schwa	“est,” “ist,” and “iest”	“ <i>qu</i> ” Spellings	Greek and Latin Prefixes
Consonant-“le”	/ch/ and /sh/	Double <i>l-f-s-z</i>	“ice,” “ise,” “ize,” “yze”	Accent Shift	Greek and Latin Bases
Hard and Soft <i>c</i> Sounds	“ough” and “augh”	/f/ “ph,” “_gh,” “lf,” and “ft”	“able”	Masculine and Feminine	Pronunciation Problems
Hard and Soft <i>g</i> Sounds	Starting/Ending /k/	/ion/	“ible”	“al,” “ial,” “cial,” “tial”	/zh/
<i>i</i> before <i>e</i>	Change/Keep Final <i>y</i>	“c/tial” and “c/tious”	Schwa	Diminutives	/eer/
Consonant Doubling	Schwa <i>l</i>	Vowel-“se,” “ve”	“ant,” “ance,” “ancy”	<i>a</i> and <i>e</i> Banal	/ure/
Plurals Ending in “s” and “es”	Double <i>l-f-s-z</i>	Irregular Plurals	“ant,” “ence,” “ency”	“ly” and “ally”	/air/
REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST
Plurals Ending in /x/ /ch/ /sh/ /f/ /s/ /z/	Irregular Plurals	Vowel Shift	“ary,” “ery,” “ory,” “ury,” “ry”	Pronunciation Problems	Accent Shift
Irregular Plurals	Contractions	Consonant Shift	“us” and “_ous”	Schwa	<i>w</i> -controlled Vowels
Contractions	Silent Letters	Pronunciation Problems	Pronunciation Problems	Greek and Latin Prefixes	Assmilations
Silent Letters	Heart Words	Greek and Latin Prefixes	Greek and Latin Prefixes	Greek and Latin Bases	Schwa Suffixes
Homonyms	Homonyms	Greek and Latin Bases	Greek and Latin Bases	Latin Expressions	“ti” /sh/ Suffixes
Greek and Latin Prefixes	Greek and Latin Prefixes	French Spellings	French Spellings	French Expressions	“ci” /sh/ Suffixes
Greek and Latin Bases	Greek and Latin Bases	Homonyms	British Spellings	British Spellings	“i” /ē/ Suffixes
SUMMATIVE	SUMMATIVE	SUMMATIVE	SUMMATIVE		

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NOTES:

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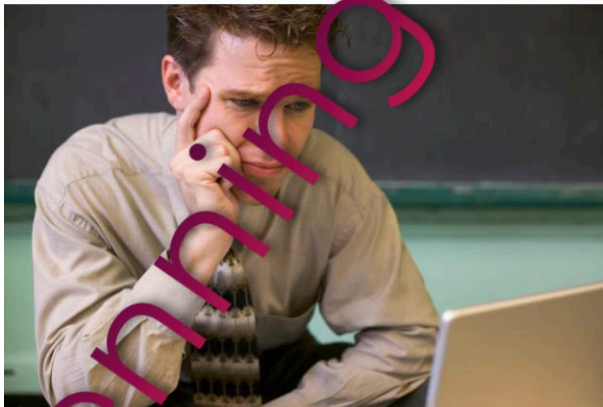
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Teacher Pages

- ✓ **Spelling Pattern Tests**
- ✓ **Lesson Answers**



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Spelling Patterns Test #1

1. blast
2. stretch
3. glitter
4. shock
5. rusty
6. spread
7. cracker
8. cranberry
9. crust
10. ridge
11. strong
12. clip
13. monster
14. fumble
15. meant
16. clutch
17. locker
18. chest
19. class
20. click

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Lesson #1 Answers

Short Vowels

Spelling Focus

The short vowel sounds are /ă/, /ĕ/, /ĭ/, /ŏ/, and /ŭ/. Short vowel sounds are found at the beginning or middle of syllables. For example, short vowels are found at the beginning of both syllables in *exact* (ĕx/ăct). Short vowels are in the middle of both syllables in *backpack* (băck/păck). Short vowels rarely end syllables.

SPELLING WORDS

1. blast
2. stretch
3. glitter
4. shock
5. rusty
6. spread
7. cracker
8. cranberry
9. crust
10. ridge
11. strong
12. clip
13. monster
14. fumble
15. meant
16. clutch
17. locker
18. chest
19. class
20. click

/ă/

blast
cracker
cranberry
class

/ĭ/

glitter
ridge
clip
click

/ŭ/

rusty
crust
fumble
clutch

/ĕ/

stretch
spread
meant
chest

/ŏ/

shock
strong
monster
locker

SPELLING TIPS

Syllable Rules

Every syllable has a vowel. If a vowel is *not* at the end of a syllable, it usually has a short vowel sound.

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Spelling Patterns Test #2

1. **stray**
2. **angle**
3. **later**
4. **freight**
5. **paid**
6. **neighbor**
7. **crayon**
8. **strain**
9. **eight**
10. **fable**
11. **plane**
12. **explain**
13. **nation**
14. **delay**
15. **ladle**
16. **stage**
17. **spade**
18. **gray**
19. **braid**
20. **weight**

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Lesson #2 Answers

Long Vowel *a*

Spelling Focus

The long vowel *a* sound (/ā/) sound can be spelled as “a,” “_ay,” “ei,” “ai,” and “a_e.” Each long vowel sound has different spellings.

SPELLING WORDS

1. stray
2. angle
3. later
4. freight
5. paid
6. neighbor
7. crayon
8. strain
9. eight
10. fable
11. plane
12. explain
13. nation
14. delay
15. ladle
16. stage
17. spade
18. gray
19. braid
20. weight

a

angle
fable
nation
ladle

ei

freight
neighbor
eight
weight

a_e

later
plane
stage
spade

_ay

stray
crayon
delay
gray

ai

paid
strain
explain
braid

SPELLING TIPS

What are the blanks in the spellings?

The blanks show where there are consonant sounds.

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Spelling Patterns Test #3

1. before
2. street
3. speech
4. predict
5. lonely
6. conceited
7. cemented
8. machine
9. country
10. leaves
11. submarine
12. conceive
13. green
14. magazine
15. detour
16. reach
17. wheel
18. ceiling
19. holy
20. appear

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Lesson #3 Answers

Long Vowel e

Spelling Focus

The long vowel *e* sound /ē/ can be spelled as “e,” “_ee,” “ea,” “_y,” “[c]ei,” and “i_e.” Each long vowel sound has different spellings.

SPELLING WORDS

1. before
2. street
3. speech
4. predict
5. lonely
6. conceited
7. cemented
8. machine
9. country
10. leaves
11. submarine
12. conceive
13. green
14. magazine
15. detour
16. reach
17. wheel
18. ceiling
19. holy
20. appear

e

before
predict
cemented
detour

ea

leaves
reach
appear

cei

conceited
conceive
ceiling

_ee

street
speech
green
wheel

_y

lonely
country
holy

i_e

machine
submarine
magazine

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Spelling Patterns Test #4

1. science
2. **might**
3. untie
4. white
5. reply
6. climb
7. **myself**
8. **pie**
9. **higher**
10. prize
11. **lies**
12. **fight**
13. terrify
14. Friday
15. necktie
16. slice
17. **thigh**
18. drive
19. supply
20. diet

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Lesson #4 Answers

Long Vowel *i*

Spelling Focus

The long vowel *i* sound (/i/) sound can be spelled as “i,” “_ie,” “_igh,” “_y,” and “_e.” Each long vowel sound has different spellings.

SPELLING WORDS

1. science
2. **might**
3. untie
4. white
5. reply
6. climb
7. myself
8. pie
9. higher
10. prize
11. lies
12. **fight**
13. terrify
14. Friday
15. necktie
16. slice
17. **thigh**
18. drive
19. supply
20. diet

i

science

climb

Friday

diet

_igh

might

higher

fight

thigh

_e

white

prize

slice

drive

_ie

untie

pie

lies

necktie

_y

reply

myself

terrify

supply

SPELLING TIPS

Why is an *i* a long *e* /ē/ sound?

When an *i* is just before a suffix that starts with a vowel. For example, *Indian*.

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Spelling Patterns Test #5

1. cola
2. **doe**
3. grown
4. clothes
5. float
6. also
7. boasting
8. mistletoe
9. alone
10. bowling
11. close
12. sodas
13. roamed
14. **goes**
15. glowed
16. foam
17. yogurt
18. stones
19. snowing
20. **toes**

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Lesson #5 Answers

Long Vowel o

Spelling Focus

The long vowel *o* sound (/ō/) sound can be spelled as “o,” “ow,” “_oe,” “oa_,” and “o_e.” Each long vowel sound has different spellings.

SPELLING WORDS

1. cola
2. doe
3. grown
4. clothes
5. float
6. also
7. boasting
8. mistletoe
9. alone
10. bowling
11. close
12. sodas
13. roamed
14. goes
15. glowed
16. foam
17. yogurt
18. stones
19. snowing
20. toe

o

cola
also
sodas
yogurt

_oe

doe
mistletoe
goes
toes

o_e

clothes
alone
close
stones

ow

grown
bowling
glowed
snowing

oa_

float
boasting
roamed
foam

SPELLING TIPS

Syllable Rule

If the vowel is at the end of the syllable, it is usually a long vowel sound.

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Spelling Patterns Test #6

1. music
2. fumes
3. fewer
4. fuel
5. jewel
6. useful
7. human
8. ewes
9. nephew
10. argue
11. view
12. perfume
13. truth
14. value
15. huge
16. cue
17. cucumber
18. immune
19. continue
20. puny

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Lesson #6 Answers

Long Vowel *u*

Spelling Focus

The long vowel *u* sound (/ū/) sound can be spelled as “u,” “_ue,” “_ew,” and “u_e.” Each long vowel sound has different spellings.

SPELLING WORDS

1. music
2. fumes
3. fewer
4. fuel
5. jewel
6. useful
7. human
8. ewes
9. nephew
10. argue
11. view
12. perfume
13. truth
14. value
15. huge
16. cue
17. cucumber
18. immune
19. continue
20. puny

u

music
human
truth
cucumber
puny

_ew

fewer
jewel
ewes
nephew
view

_ue

fuel
argue
value
cue
continue

u_e

fumes
useful
perfume
huge
immune

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Spelling Patterns Test #7

1. **cube**
2. **choke**
3. **route**
4. **playtime**
5. **cute**
6. **shake**
7. **centipede**
8. **dine**
9. **fame**
10. **homesick**
11. **supreme**
12. **while**
13. **parachute**
14. **careful**
15. **interfere**
16. **mule**
17. **completely**
18. **lonely**
19. **gate**
20. **flute**

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Lesson #7 Answers

Consonant-Final e

Spelling Focus

The final “e” (e) following a consonant (C) – long vowel (V) – consonant (C) pattern is not pronounced. This is called the CVCe pattern. For example, in *plate* the final “e” is silent. The consonant-final e spellings include “a_e,” “e_e,” “i_e,” “o_e,” long vowel u “u_e” and long /oo/ as in *rooster*.

SPELLING WORDS

1. cube
2. choke
3. route
4. playtime
5. cute
6. shake
7. centipede
8. dine
9. fame
10. homesick
11. supreme
12. while
13. parachute
14. careful
15. interfere
16. mule
17. completely
18. lonely
19. gate
20. flute

a_e

shake
fame
careful
gate

i_e

playtime
dine
while

Long Vowel u “u_e”

cube
cute
mule

e_e

centipede
supreme
interfere
completely

o_e

choke
homesick
lonely

Long /oo/ as in *rooster*

route
parachute
flute

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Spelling Patterns Lessons 1–7 Summative Assessment

Preparation

Pass out binder paper and pencils. Model how to number the test items on the board and tell students to number accordingly. Prepare your computer or smart phone to record your dictation of this test, so you won't have to repeat the test administration for test make-up. Make sure to save the audio file.

Administration

Introduce the Spelling Patterns Lessons 1–7 Summative Assessment to students. Say—

“This is a test of the spelling patterns we have studied in Spelling Patterns Lessons 1–7. Let's see if you can accurately spell the words I say out loud. I will first say the spelling word; then repeat it; then use it in a sentence; and then repeat the spelling word once more. Listen carefully because I won't repeat the words after the test is finished. Please print the spelling words.

Number 1 is *fantastic fantastic* The fantastic musical was very popular. *fantastic*”

Continue to follow this script for the rest of the test.

Correction

Correct only the specified sound-spelling pattern for each word. Do not mark other spelling errors wrong. For example, if the word is “bouff”—the student spelling of “boof” would be wrong, but “bouff” would be right. This selective grading is done to be able to isolate the sound-spelling pattern problem areas.

Helpful Hints

- Do not elongate the vowel sounds, nor say the spelling word louder than other words in the sentence.
- Keep a consistent pace of about fifteen seconds per test item. Any longer and students will lose their place or begin daydreaming.
- Don't repeat the words, unless there is a class distraction. Students who need to have a spelling word repeated are generally unsure of the spelling or lack spelling automaticity; therefore indicating a need for remediation.

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Spelling Patterns Lessons 1–7 Summative Assessment

1. fantastic	The fantastic musical was very popular.	fantastic	Short Vowels
2. medical	His medical condition worsened.	medical	
3. briskly	They walked briskly through the park.	briskly	
4. foggy	In foggy conditions, it is hard to drive.	foggy	
5. bumper	The car bumper had a large dent.	bumper	
6. thread	She found the needle and thread.	thread	
7. patriot	A patriot is one who supports his country.	patriot	Long /a/
8. payment	I received his payment last July.	payment	
9. neighbor	My neighbor wakes up early each morning.	neighbor	
10. trained	She trained long and hard for the Olympics.	trained	
11. before	Tell us before you have to go.	before	
12. seeking	The captain was seeking buried treasure.	seeking	Long /e/
13. creature	The iguana is a strange-looking creature.	creature	
14. lobbying	Student Council is lobbying for a game day.	lobbying	
15. ceilings	The apartment had very high ceilings.	ceilings	
16. bicycle	She got a bicycle for her birthday.	bicycle	
17. untie	It took me a long time to untie the knot.	untie	Long /i/
18. delight	The new neighbor is such a delight.	delight	
19. supply	A huge supply came in yesterday.	supply	
20. introduce	I would like to introduce my friend.	introduce	
21. fellowship	The hobbit joined the secret fellowship.	fellowship	
22. vetoed	The teacher vetoed the students' idea.	vetoed	Long /o/
23. soaking	When you are soaking in a tub, life is fine.	soaking	
24. musician	Our friend is an excellent musician.	musician	
25. rescued	The dog rescued the child from the river.	rescued	
26. fewer	There are fewer choices than I had thought.	fewer	Long /u/
27. lately	That happens a lot lately.	lately	
28. delete	I had to delete the file.	delete	
29. provide	She can provide all of the details.	provide	
30. hopeful	I am hopeful that she will visit soon.	hopeful	
31. compute	To compute numbers he used a calculator.	compute	Consonant– Final e
32. attitude	The student had a wonderful attitude.	attitude	

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Spelling Patterns Test #8

1. **thirst**
2. **actor**
3. **charming**
4. **turning**
5. **birthday**
6. **rainstorm**
7. **partner**
8. **church**
9. **perfect**
10. **twirl**
11. **market**
12. **porch**
13. **alert**
14. **burning**
15. **giraffe**
16. **certain**
17. **burned**
18. **clerk**
19. **carve**
20. **original**

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Lesson #8 Answers

r-controlled Vowels

Spelling Focus

The “r” controls the sound of the vowel before it and also influences the sound of the vowel that follows. The r-controlled vowels are “ar,” “er,” “ir,” “or,” and “ur.”

SPELLING WORDS

1. thirst
2. actor
3. charming
4. turning
5. birthday
6. rainstorm
7. partner
8. church
9. perfect
10. twirl
11. market
12. porch
13. alert
14. burning
15. giraffe
16. certain
17. burned
18. clerk
19. carve
20. original

ar

charming
partner
market
carve

ir

thirst
birthday
twirl
giraffe

ur

turning
church
burned
turn

er

partner
perfect
alert
certain

or

actor
rainstorm
porch
original

SPELLING TIPS

Why is the /er/ spelled differently in *theater* and *theatre*?

The first spelling is American; the second is British.

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Spelling Patterns Test #9

1. crawl
2. caught
3. **almost**
4. talking
5. **small**
6. **awkward**
7. **false**
8. **mall**
9. hauling
10. yawning
11. **softball**
12. **total**
13. **pause**
14. **alter**
15. taught
16. hawk
17. **fall**
18. **sauce**
19. dawn
20. **hallway**

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Lesson #9 Answers /aw/

Spelling Focus

Vowel diphthongs make two sounds for the vowel combination. The common /aw/ vowel diphthongs are “aw,” “au,” “al,” and “all.”

SPELLING WORDS

1. crawl
2. caught
3. almost
4. talking
5. small
6. awkward
7. false
8. mall
9. hauling
10. yawning
11. softball
12. total
13. pause
14. alter
15. taught
16. hawk
17. fall
18. sauce
19. dawn
20. hallway

aw

crawl
awkward
yawning
hawk
dawn

al

almost
talking
false
total
alter

au

caught
hauling
pause
taught
sauce

all

small
mall
softball
fall
hallway

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Spelling Patterns Test #10

1. altitude
2. duty
3. smooth
4. wooden
5. **sugar**
6. **clue**
7. super
8. shoot
9. overdue
10. **butcher**
11. shook
12. toolbox
13. **stew**
14. rumor
15. roof
16. **glued**
17. **dune**
18. **newest**
19. Neptune
20. **dew**

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Lesson #10 Answers Long /oo/ and Short /oo/

Spelling Focus

Vowel diphthongs make two sounds for the vowel combination. The /oo/ as in *rooster* vowel diphthongs are “oo,” “u,” (two sounds within the one letter) “_ue,” “u_e,” and “_ew.” The /oo/ as in *woodpecker* vowel diphthongs are “oo” and “_u_.”

SPELLING WORDS

1. altitude
2. duty
3. smooth
4. wooden
5. sugar
6. clue
7. super
8. shoot
9. overdue
10. butcher
11. shook
12. toolbox
13. stew
14. rumor
15. roof
16. glued
17. dune
18. newest
19. Neptune
20. dew

oo as in *rooster*

smooth
shoot
toolbox

_ue as in *rooster*

clue
overdue
glued

_ew as in *rooster*

stew
newest
dew

u as in *woodpecker*

sugar
butcher

u as in *rooster*

duty
super
rumor

u_e as in *rooster*

altitude
dune
Neptune

oo as in *woodpecker*

wooden
shook
roof

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Spelling Patterns Test #11

1. crowd
2. noise
3. annoy
4. couch
5. moist
6. amount
7. employ
8. fowl
9. poison
10. cloud
11. soy
12. choice
13. joyful
14. mouth
15. drown
16. hound
17. howl
18. broil
19. towel
20. destroy

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Lesson #11 Answers /oi/ and /ow/

Spelling Focus

Vowel diphthongs make two sounds for the vowel combination. The /oi/ as in *oil* vowel diphthongs are “oi” and “_oy.” The /ow/ as in *cow* vowel diphthongs are “_ow” and “ou_.”

SPELLING WORDS

1. crowd
2. noise
3. annoy
4. couch
5. moist
6. amount
7. employ
8. fowl
9. poison
10. cloud
11. soy
12. choice
13. joyful
14. mouth
15. drown
16. hound
17. howl
18. broil
19. towel
20. destroy

oi_

noise

moist

poison

choice

broil

_ow

crowd

fowl

drown

howl

towel

_oy

annoy

employ

soy

joyful

destroy

ou_

couch

amount

cloud

mouth

hound

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Spelling Patterns Test #12

1. **month**
2. **whirl**
3. **bush**
4. **wrench**
5. **graph**
6. **much**
7. **wheat**
8. **shame**
9. **phonics**
10. **smooth**
11. **when**
12. **change**
13. **pushing**
14. **thicker**
15. **telephone**
16. **shriek**
17. **what**
18. **photos**
19. **these**
20. **checker**

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Lesson #12 Answers Consonant Digraphs

Spelling Focus

Consonant digraphs are two consonants that make only one sound. The common consonant digraphs are “wh,” “th,” “ph,” “sh,” and “ch.”

SPELLING WORDS

1. month
2. whirl
3. bush
4. wrench
5. graph
6. much
7. wheat
8. shame
9. phonics
10. smooth
11. when
12. change
13. pushing
14. thicker
15. telephone
16. shriek
17. what
18. photos
19. these
20. checker

wh

whirl

wheat

when

what

ph

graph

phonics

telephone

photos

ch

wrench

much

change

checker

th

month

smooth

thicker

these

sh

bush

shame

pushing

shriek

SPELLING TIPS

What is a consonant blend (or cluster)?

A consonant blend is a team of two or three consonants, each with a different sound.

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Spelling Patterns Test #13

1. deny
2. quality
3. yellow
4. betray
5. usually
6. ceremony
7. cycles
8. today
9. slowly
10. young
11. party
12. spying
13. yourself
14. survey
15. orally
16. yak
17. attorney
18. generally
19. myself
20. happy

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Lesson #13 Answers *y* /y/, /ē/, /ī/

Spelling Focus

At the beginning of a syllable, the “y” has a hard /y/ sound as in *yak*. At the end of an unaccented syllable, the “y” has the /ē/ sound as in *baby* and *slowly*. At the end of an accented syllable, the “y” has the /ī/ sound as in *flying*. When following an /ā/ or an /ē/, the “y” is silent.

SPELLING WORDS

1. deny
2. quality
3. yellow
4. betray
5. usually
6. ceremony
7. cycles
8. today
9. slowly
10. young
11. party
12. spying
13. yourself
14. survey
15. orally
16. yak
17. attorney
18. generally
19. myself
20. happy

Hard y Sound /y/

yellow quality
young ceremony
yourself party
yak happy

_ly

usually
slowly
orally
generally

Silent y

betray
today
survey
attorney

/ī/

deny
cycles
spying
myself

SPELLING TIPS

a, e, i, o, and u and sometimes y. Why?

A y can serve as a vowel when it makes the long e /ē/ or the long i /ī/ sound.

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Spelling Patterns Test #14

1. through
2. whole
3. against
4. guess
5. answer
6. straight
7. bought
8. cough
9. beautiful
10. nothing
11. where
12. friend
13. thought
14. heart
15. people
16. mother
17. whose
18. island
19. height
20. muscle

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Lesson #14 Answers Heart Words

Spelling Focus

Heart Words are words with a part which does not follow the regular sound-spelling. Compare the irregular sound-spellings to words with similar sound-spellings and learn these parts by heart.

SPELLING WORDS

1. through
2. whole
3. against
4. guess
5. answer
6. straight
7. bought
8. cough
9. beautiful
10. nothing
11. where
12. friend
13. thought
14. heart
15. people
16. mother
17. whose
18. island
19. height
20. muscle

through

whole

against

guess

answer

straight

bought

cough

beautiful

nothing

where

friend

thought

heart

people

mother

whose

island

height

muscle

View/Purchase Grade 3 Spelling

Spelling Patterns Lessons 8–14 Summative Assessment

Preparation

Pass out binder paper and pencils. Model how to number the test items on the board and tell students to number accordingly. The test begins with #33 to continue where the Spelling Patterns Lessons 1–7 Summative Assessment ended. Teachers may choose to give both Spelling Patterns Lessons 1–7 and Lessons 8–14 Summative Assessments. Prepare your computer or smart phone to record your dictation of this test, so you won't have to repeat the test administration for test make-ups. Make sure to save the audio file.

Administration

Introduce the Spelling Patterns Lessons 8–14 Summative Assessment to students. Say—

“This is a test of the spelling patterns we have studied in Spelling Patterns Lessons 8–14. Let's see if you can accurately spell the words I say out loud. I will first say the spelling word; then repeat it; then use it in a sentence; and then repeat the spelling word once more. Listen carefully because I won't repeat the words after the test is finished. Please print the spelling words.

Number 33 is *awful* *awful* The engine made an *awful* sound. *awful*”

Continue to follow this script for the rest of the test.

Correction

Correct only the specified sound-spelling pattern for each word. Do not mark other spelling errors wrong. For example, if the word is “bouf”—the student spelling of “boof” would be wrong, but “bouff” would be right. This selective grading is done to be able to isolate the sound-spelling pattern problem areas.

Helpful Hints

- Do not elongate the vowel sounds, nor say the spelling word louder than other words in the sentence.
- Keep a consistent pace of about fifteen seconds per test item. Any longer and students will lose their place or begin daydreaming.
- Don't repeat the words, unless there is a class distraction. Students who need to have a spelling word repeated are generally unsure of the spelling or lack spelling automaticity; therefore indicating a need for remediation.

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Spelling Patterns Lessons 8–14 Summative Assessment

33. alarm	A man set off the car alarm.	alarm	
34. theater	We saw a wonderful play at the theatre.	theater	
35. firmly	The student held the handle firmly.	firmly	
36. color	She painted a different color for each room.	color	
37. curling	She liked curling her hair with her fingers.	curling	r-controlled
38. awful	The engine made an awful sound.	awful	
39. auditorium	The band played in the auditorium.	auditorium	
40. already	My teacher already knows the answer.	already	
41. falling	The child kept falling down the stairs.	falling	/aw/
42. poodle	The black poodle loved to eat ice cream.	poodle	
43. duty	Do your duty to your country.	duty	
44. overdue	Your library book is overdue.	overdue	
45. flute	She played a silver flute.	flute	
46. brewing	The coffee is always brewing at her house.	brewing	Long /ool/
47. looked	He looked older than he really was.	looked	
48. butcher	The local butcher was very skilled.	butcher	Short /ool/
49. poisoned	The chemical poisoned the water.	poisoned	
50. destroy	He had to destroy the work of art.	destroy	/oil/
51. crowded	This school is very crowded.	crowded	
52. counting	She began counting on her fingers.	counting	/ow/ (cow)
53. cartwheel	I could never do a proper cartwheel.	cartwheel	
54. hypothesis	The scientist's hypothesis was tested.	hypothesis	
55. graphics	The computer graphics were high quality.	graphics	
56. eyelashes	Her eyelashes were very long.	eyelashes	Consonant
57. channel	One television channel had a poor signal.	channel	Digraphs
58. yesterday	I think she called me yesterday.	yesterday	y
59. registry	The bride had signed up for a gift registry.	registry	
60. crying	His baby could not stop crying.	crying	

View/Purchase Grade 3 Spelling

Spelling Patterns Test #15

1. comma
2. person
3. denim
4. obtain
5. alive
6. specific
7. offend
8. pencil
9. evil
10. capital
11. happily
12. kitten
13. provide
14. concern
15. problem
16. usual
17. manager
18. system
19. cavity
20. effect

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Lesson #15 Answers Schwa

Spelling Focus

The schwa is the most common vowel sound in English. It can be spelled with all of the vowel letters. The syllable with the schwa sound must be connected to another syllable with an accented vowel. The schwa is known as a weak vowel, because it is almost always unaccented. The most common schwa sound has a sound similar to the short /u/.

SPELLING WORDS

1. comma
2. person
3. denim
4. obtain
5. alive
6. specific
7. offend
8. pencil
9. evil
10. capital
11. happily
12. kitten
13. provide
14. concern
15. problem
16. usual
17. manager
18. system
19. cavity
20. effect

a

alive
capital
comma
usual
manager

e

system
specific
kitten
problem
effect

i

cavity
happily
denim
evil
pencil

o

concern
person
provide
offend
obtain

View/Purchase Grade 3 Spelling

Spelling Patterns Test #16

1. handle
2. trickled
3. humble
4. single
5. rifle
6. measles
7. oracle
8. cattlemen
9. purple
10. fizzled
11. hassle
12. paddled
13. unbuckled
14. dribble
15. circle
16. sample
17. dangled
18. stifle
19. puzzled
20. settlement

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Lesson #16 Answers Consonant-“le”

Spelling Focus

When “le” follows a consonant, it has a schwa sound ending in the /l/ sound. The syllable with the consonant-“le” must be connected to another syllable with an accented vowel. After a short vowel, the consonant is doubled before adding the “le.”

SPELLING WORDS

1. handle
2. trickled
3. humble
4. single
5. rifle
6. measles
7. oracle
8. cattlemen
9. purple
10. fizzled
11. hassle
12. paddled
13. unbuckled
14. dribble
15. circle
16. sample
17. dangled
18. stifle
19. puzzled
20. settlement

_ble

humble

dribble

_ckle

trickled

unbuckled

_fle

rifle

stifle

_ple

purple

sample

_tle

cattlemen

settlement

_cle

oracle

circle

_dle

handle

paddled

gle

single

dangled

sle

measles

hassle

zle

fizzled

puzzled

View/Purchase Grade 3 Spelling

Spelling Patterns Test #17

1. **concerned**
2. **custom**
3. **casting**
4. **century**
5. **citizen**
6. **fancy**
7. **cities**
8. **current**
9. **calendar**
10. **bicycle**
11. **exception**
12. **courage**
13. **spicy**
14. **category**
15. **cupcakes**
16. **common**
17. **cedar**
18. **catalog**
19. **cider**
20. **colon**

[View/Purchase Grade 3 Spelling](#)

Lesson #17 Answers Hard and Soft c Sounds

Spelling Focus

The “c” followed by an “a,” “o,” or “u” has a hard sound as in *cabin*. The “c” followed by an “e,” “i,” or “y” has a soft sound as in *city*.

SPELLING WORDS

1. **concerned**
2. **custom**
3. **casting**
4. **century**
5. **citizen**
6. **fancy**
7. **cities**
8. **current**
9. **calendar**
10. **bicycle**
11. **exception**
12. **courage**
13. **spicy**
14. **category**
15. **cupcakes**
16. **common**
17. **cedar**
18. **catalog**
19. **cider**
20. **colon**

ca

casting
calendar
category
catalog

cu

custom
current
cupcakes

ci

citizen
cities
cider

co

concerned
courage
common
colon

ce

century
exception
cedar

cy

fancy
bicycle
spicy

View/Purchase Grade 3 Spelling

Spelling Patterns Test #18

1. gasoline
2. gone
3. genius
4. gums
5. guns
6. golf
7. legal
8. gecko
9. gust
10. apology
11. gotten
12. gentle
13. gallop
14. gymnast
15. elegant
16. energy
17. goblin
18. gesture
19. gutter
20. soggy

[View/Purchase Grade 3 Spelling](#)

Lesson #18 Answers Hard and Soft g Sounds

Spelling Focus

The “g” followed by an letters “a,” “o,” or “u” has a hard sound as in *goose*. The “g” followed by an “e,” “i,” or “y” has a soft sound as in *germs*.

SPELLING WORDS

1. gasoline
2. gone
3. genius
4. gums
5. guns
6. golf
7. legal
8. gecko
9. gust
10. apology
11. gotten
12. gentle
13. gallop
14. gymnast
15. elegant
16. energy
17. goblin
18. gesture
19. gutter
20. soggy

ga

gasoline
legal
gallop
elegant

gu

gums
guns
gust
gutter

gy

apology
gymnast
energy
soggy

go

gone
golf
gotten
goblin

ge

genius
gecko
gentle
gesture

SPELLING TIPS

**What sound does
“gi” make?**

The “gi” can be a
hard /g/ as in *girl* or a
soft /g/ as in *ginger*.

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Spelling Patterns Test #19

1. receive
2. neighbor
3. believe
4. weird
5. height
6. perceive
7. weigh
8. chief
9. either
10. forfeit
11. conceit
12. sleigh
13. receipt
14. caffeine
15. friend
16. eight
17. viewpoint
18. their
19. deceive
20. piece

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Lesson #19 Answers / i before e

Spelling Focus

The /ī/ and /ē/ sounds can be spelled as “_ie” or “cei.” The /ā/ can be spelled as “ei.”

SPELLING WORDS

1. receive
2. neighbor
3. believe
4. weird
5. height
6. perceive
7. weigh
8. chief
9. either
10. forfeit
11. conceit
12. sleigh
13. receipt
14. caffeine
15. friend
16. eight
17. viewpoint
18. their
19. deceive
20. piece

ie

believe
chief
friend
viewpoint
piece

ei sounding like /ā/

neighbor
weight
sleigh
eight
their

cei

receive
perceive
ceiling
receipt
deceive

Exceptions

weird
height
either
forfeit
caffeine

View/Purchase Grade 3 Spelling

Spelling Patterns Test #20

1. funny
2. cónsonant
3. rancher
4. entertain**ment**
5. rainout
6. stop**ped**
7. start**ed**
8. lift**ing**
9. shuteye
10. quick**ly**
11. cónference
12. begin**ning**
13. bookend
14. bumper
15. cómic**al**
16. abandon
17. fíction**al**
18. pickup
19. witness
20. dri**pp**ing

[View/Purchase Grade 3 Spelling](#)

Lesson #20 Answers Consonant Doubling

Spelling Focus

When adding a suffix to a base (the key meaning of a word) which ends in a consonant, double the consonant before the suffix if all three of these apply: 1. The base is accented 2. The base ends in a vowel then a consonant 3. The suffix begins with a vowel.

SPELLING WORDS

1. funny
2. cónsonant
3. rancher
4. entertainment
5. rainout
6. stopped
7. started
8. lifting
9. shuteye
10. quickly
11. cónference
12. beginning
13. bookend
14. bumper
15. cómical
16. abandon
17. fictional
18. pickup
19. witness
20. dripping

Double the Consonant

funny

stopped

beginning

dripping

Suffix Begins with Consonant

entertainment

quickly

abandon

witness

Accent Not on Ending Base

cónsonant

cónference

cómical

fictional

No Vowel-Consonant at End of Base

rancher

started

lifting

bumper

Compound Words

rainout

shuteye

bookend

pickup

SPELLING TIPS

Syllable Rule

Usually divide syllables between double consonants if they are surrounded by vowels. Don't divide between consonant digraphs and most consonant blends.

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Spelling Patterns Test #21

1. computers
2. valleys
3. delays
4. blankets
5. patios
6. keys
7. pencils
8. heroes
9. radios
10. zeroes
11. videos
12. stereos
13. replays
14. turkeys
15. goes
16. schools
17. sofas
18. zoos
19. shoes
20. echoes

[View/Purchase Grade 3 Spelling](#)

Lesson #21 Answers Plurals Ending in “s” and “es”

Spelling Focus

Most nouns form plurals by adding an “s” to the end of the word. If there is a noun with a consonant sound then an ending “o” or “y,” add “es” onto the end to form the plural.

SPELLING WORDS

1. computers
2. valleys
3. delays
4. blankets
5. patios
6. keys
7. pencils
8. heroes
9. radios
10. zeroes
11. videos
12. stereos
13. replays
14. turkeys
15. goes
16. schools
17. sofas
18. zoos
19. shoes
20. echoes

Just Add an “s” (Base Doesn’t End in o or y)

computers
blankets
pencils
schools
sofas

Base Ending in Vowel before y

valleys
delays
keys
replays
turkeys

Base Ending in Vowel before o

patios
radios
videos
stereos
zoos

Base Ending in Consonant before o

heroes
zeroes
goes
shoes
echoes

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Spelling Patterns Lessons 15–21 Summative Assessment

Preparation

Pass out binder paper and pencils. Model how to number the test items on the board and tell students to number accordingly. The test begins with #59 to continue where the Spelling Patterns Lessons 1–7 and Lessons 8–14 Summative Assessments ended. Teachers may choose to give the Spelling Patterns Lessons 1–7, Lessons 8–14, and Lessons 15–21 Summative Assessments. Prepare your computer or smart phone to record your dictation of this test, so you won't have to repeat the test administration for test make-ups. Make sure to save the audio file.

Administration

Introduce the Spelling Patterns Lessons 15–21 Summative Assessment to students. Say—

“This is a test of the spelling patterns we have studied in Spelling Patterns Lessons 15–21. Let's see if you can accurately spell the words I say out loud. I will first say the spelling word; then repeat it; then use it in a sentence; and then repeat the spelling word once more. Listen carefully because I won't repeat the words after the test is finished. Please print the spelling words.

Number 59 is *committee* *committee* The *committee* finished its task. *committee*”

Continue to follow this script for the rest of the test.

Correction

Correct only the specified sound-spelling pattern for each word. Do not mark other spelling errors wrong. For example, if the word is “bouf”—the student spelling of “boof” would be wrong, but “bouff” would be right. This selective grading is done to be able to isolate the sound-spelling pattern problem areas.

Helpful Hints

- Do not elongate the vowel sounds, nor say the spelling word louder than other words in the sentence.
- Keep a consistent pace of about fifteen seconds per test item. Any longer and students will lose their place or begin daydreaming.
- Don't repeat the words, unless there is a class distraction. Students who need to have a spelling word repeated are generally unsure of the spelling or lack spelling automaticity; therefore indicating a need for remediation.

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Spelling Patterns Lessons 15–21 Summative Assessment

61. abandon	I had to abandon the search until morning.	abandon	Schwa
62. sediment	The sediment settled to the bottle's bottom.	sediment	Consonant-le
63. bubble	She blew and then popped a huge bubble.	buggle	Hard and
64. gasoline	Is there enough gasoline in the tank?	gasoline	Soft g
65. agony	His face showed the agony of his decision.	agony	
66. gutter	The water drained down into the gutter.	gutter	
67. ginger	My favorite cookies are ginger snaps.	ginger	
68. apology	An apology would certainly be appropriate.	apology	
69. capture	Did the officer capture the prisoner?	capture	Hard and
70. coffee	The smell of fresh coffee was everywhere.	coffee	Soft c
71. cucumber	He likes cucumber in his salad.	cucumber	
72. procedure	The guard followed the procedure.	procedure	
73. cider	The apple cider was delicious.	cider	
74. cyclone	A terrible cyclone destroyed the fence.	cyclone	
75. briefly	I briefly talked it over with him.	briefly	i before e
76. neighbor	My next door neighbor is very helpful.	neighbor	
77. receiving	Have you been receiving your emails?	receiving	
78. committee	The committee finished its task.	committee	Consonant
79. fighting	The students finally stopped fighting.	fighting	Doubling
79. Spell the plural of <i>radio</i>	<i>radio</i>	<i>radio</i>	
80. Spell the plural of <i>monkey</i>	<i>monkey</i>	<i>monkey</i>	
81. Spell the plural of <i>potato</i>	<i>potato</i>	<i>potato</i>	
82. Spell the plural of <i>shoebox</i>	<i>shoebox</i>	<i>shoebox</i>	
83. Spell the plural of <i>beach</i>	<i>beach</i>	<i>beach</i>	
84. Spell the plural of <i>brush</i>	<i>brush</i>	<i>brush</i>	
85. Spell the plural of <i>class</i>	<i>class</i>	<i>class</i>	
86. Spell the plural of <i>fuzz</i>	<i>fuzz</i>	<i>fuzz</i>	
87. Spell the plural of <i>wolf</i>	<i>wolf</i>	<i>wolf</i>	Plurals

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Spelling Patterns Test #22

1. wives
2. boxes
3. lunches
4. bushes
5. shelves
6. branches
7. buzzes
8. mixes
9. wishes
10. losses
11. wolves
12. foxes
13. lashes
14. riches
15. marshes
16. taxes
17. crosses
18. arches
19. fuzzes
20. calves

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Lesson #22 Answers Plurals Ending in /x/, /ch/, /sh/, /f/, /s/, /z/

Spelling Focus

To form a plural after a noun ending in /x/, /ch/, /sh/, and /z/, add “es” to the end of the noun. To form a plural after a noun ending in /f/, change the “f” to “v” and add “es.”

SPELLING WORDS

1. wives
2. boxes
3. lunches
4. bushes
5. shelves
6. branches
7. buzzes
8. mixes
9. wishes
10. losses
11. wolves
12. foxes
13. lashes
14. riches
15. marshes
16. taxes
17. crosses
18. arches
19. fuzzes
20. calves

Base Ending in /x/

boxes
mixes
foxes
taxes

Base Ending in /sh/

bushes
wishes
lashes
marshes

Base Ending in /s/

losses
crosses

Base Ending in /ch/

lunches
branches
riches
arches

Base Ending in /f/

wives
shelves
wolves
calves

Base Ending in /z/

buzzes
fuzzes

View/Purchase Grade 3 Spelling

Spelling Patterns Test #23

1. beliefs
2. kilos
3. deer
4. children
5. mementos
6. cuffs
7. sheep
8. women
9. people
10. chefs
11. teeth
12. armadillos
13. quail
14. cliffs
15. Eskimos
16. fish
17. moose
18. kudos
19. roofs
20. mice

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Lesson #23 Answers Irregular Plurals

Spelling Focus

Some plurals do not follow the plural Focuss. Irregular plurals include the following: words that end in /f/, but don't form "ves" plurals, consonant then "o" singular nouns that don't add "es" to form plurals, vowels that change from singular to plural, and nouns that have the same singular and plural forms.

SPELLING WORDS

1. beliefs
2. kilos
3. deer
4. children
5. mementos
6. cuffs
7. sheep
8. women
9. people
10. chefs
11. teeth
12. armadillos
13. quail
14. cliffs
15. Eskimos
16. fish
17. moose
18. kudos
19. roofs
20. mice

**"_fs,"
Not "_ves"**

beliefs
cuffs
chefs
cliffs
roofs

**Vowel Changes
from Singular to
Plural**

children
women
people
teeth
mice

**Consonant before
"os"**

kilos
mementos
armadillos
Eskimos
kudos

**Same Singular and
Plural Form**

deer
sheep
quail
fish
moose

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Spelling Patterns Test #24

1. I'm
2. isn't
3. I've
4. it's
5. you're
6. aren't
7. that's
8. you've
9. we're
10. there's
11. hasn't
12. they're
13. we've
14. what's
15. haven't
16. they've
17. who's
18. don't
19. could've
20. wouldn't

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Lesson #24 Answers

Contractions: not, is, have, are, am

Spelling Focus

Contractions are shortened forms of a word or words in which a letter or letters is replaced with an apostrophe. Common words that form contractions are *not*, *is*, *have*, *are*, and *am*.

SPELLING WORDS

1. I'm
2. isn't
3. I've
4. it's
5. you're
6. aren't
7. that's
8. you've
9. we're
10. there's
11. hasn't
12. they're
13. we've
14. what's
15. haven't
16. they've
17. who's
18. don't
19. could've
20. wouldn't

not

isn't

aren't

hasn't

haven't

don't

wouldn't

have

I've

you've

we've

they've

could've

am

I'm

is

it's

that's

there's

what's

who's

are

you're

we're

they're

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Spelling Patterns Test #25

1. **comb**
2. **scientific**
3. **kneel**
4. **talking**
5. **guard**
6. **knit**
7. **thumb**
8. **yolk**
9. **scenery**
10. **guilty**
11. **cornstalk**
12. **plumbing**
13. **league**
14. **scepter**
15. **knowledge**
16. **bomb**
17. **descendent**
18. **folktale**
19. **gauge**
20. **known**

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Lesson #25 Answers Silent Letters: “mb,” “kn,” “sc,” “lk,” “u”

Spelling Focus

Certain letters are unpronounced (silent) when combined with other letters in English spelling. The *b* is silent in “mb.” The *k* is silent in “kn.” The *c* is silent in “sc.” The *l* is silent in “lk.” The *u* can also be silent when connected to other vowels.

SPELLING WORDS

1. comb
2. scientific
3. kneel
4. talking
5. guard
6. knit
7. thumb
8. yolk
9. scenery
10. guilty
11. cornstalk
12. plumbing
13. league
14. scepter
15. knowledge
16. bomb
17. descendent
18. folktale
19. gauge
20. known

mb

comb

thumb

plumbing

bomb

sc

scientific

scenery

scepter

descendent

u

guard

guilty

league

gauge

kn

kneel

knit

knowledge

known

lk

talking

yolk

cornstalk

folktale

SPELLING TIPS

Why are some letters silent?

English uses many foreign language spellings, but doesn't pronounce them.

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Spelling Patterns Test #26

1. wood	would	
2. metal	medal	
3. break	brake	
4. accept	except	
5. throne	thrown	
6. waist	waste	
7. affective	effective	
8. bare	bear	
9. advice	advise	
10. hear	here	
11. access	excess	
12. beat	beet	
13. right	write	
14. piece	peace	
15. holy	wholly	
16. affect	effect	
17. immigrate	emigrate	
18. scent	cent	sent
19. to	too	two
20. there	their	they're

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Lesson #26 Answers Homonyms

Spelling Focus

Homonyms are words that sound the same (known as *homophones*) or are spelled the same (known as *homographs*).

SPELLING WORDS

1. wood/would
2. metal/medal
3. break/brake
4. accept/except
5. throne/thrown
6. waist/waste
7. affective/effective
8. bare/bear
9. advice/advise
10. hear/here
11. access/excess
12. beat/beet
13. right/write
14. piece/peace
15. holy/wholly
16. affect/effect
17. immigrate/emigrate
18. scent/cent/sent
19. to/too/two
20. there/their/they're

Vowel Difference

wood/would
break/brake
throne/thrown
waist/waste
bare/bear
hear/here
beat/beet
piece/peace
to/too/two
there/their/they're

Consonant Difference

metal/medal
advice/advise
right/write
holy/wholly
scent/cent/
sent

Prefix Difference

accept/except
affective/effective
access/excess
affect/effect
immigrate/emigrate

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Spelling Patterns Test #27

- | | |
|-------------------------|---------------------|
| 1. repeat | again |
| 2. disappear | apart |
| 3. enable | in |
| 4. nonfiction | not |
| 5. improvise | in, into |
| 6. oversleep | above |
| 7. mislead | not |
| 8. substitute | under |
| 9. preview | before |
| 10. interact | between |
| 11. foreword | front |
| 12. depart | from |
| 13. transfer | across |
| 14. supernatural | above, large, great |
| 15. hemisphere | half |
| 16. antidote | against |
| 17. middle | middle |
| 18. understand | under |
| 19. outperform | out, beyond |
| 20. coexist | with |

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Lesson #27 Answers Most Common Greek and Latin Prefixes

Spelling Focus

These common Greek and Latin prefixes are found in thousands of academic words.

SPELLING WORDS

1. **repeat**
2. **dis**appear
3. **en**able
4. **non**fiction
5. **im**provise
6. **over**sleep
7. **mis**lead
8. **sub**stitute
9. **pre**view
10. **inter**act
11. **fore**word
12. **de**part
13. **trans**fer
14. **super**natural
15. **hem**isphere
16. **anti**dote
17. **mid**dle
18. **under**stand
19. **out**perform
20. **co**exist

WORDS WITH THE SAME PREFIXES

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

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Spelling Patterns Test #28

- | | |
|-----------------------|------------|
| 1. auditorium | to hear |
| 2. astrology | stars |
| 3. biology | life |
| 4. predict | to say |
| 5. thermometer | to measure |
| 6. minimum | small |
| 7. transmit | to send |
| 8. mission | to send |
| 9. pedal | foot |
| 10. telephone | to call |
| 11. import | to carry |
| 12. scripture | writing |
| 13. inspect | to see |
| 14. instruct | to build |
| 15. logical | word |
| 16. sympathy | feeling |
| 17. imposition | to put |
| 18. geography | earth |
| 19. conduct | to lead |
| 20. refer | to carry |

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Lesson #28 Common Greek and Latin Bases

Spelling Focus

These common Greek and Latin bases are found in thousands of academic words.

SPELLING WORDS

1. **auditorium**
2. **astrology**
3. **biology**
4. **predict**
5. **thermometer**
6. **minimum**
7. **transmit**
8. **mission**
9. **pedal**
10. **telephone**
11. **import**
12. **scripture**
13. **inspect**
14. **instruct**
15. **logical**
16. **sympathy**
17. **imposition**
18. **geography**
19. **conduct**
20. **refer**

WORDS WITH THE SAME BASES

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

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Spelling Patterns Lessons 1–28 Summative Assessment

Preparation

Pass out binder paper and pencils. Model how to number the test items on the board and tell students to number accordingly. Prepare your computer or smart phone to record your dictation of this test, so you won't have to repeat the test administration for test make-up. Make sure to save the audio file.

Administration

Introduce the Spelling Patterns Lessons 1–28 Summative Assessment to students. Say—

“This is a test of the spelling patterns we have studied this year. Let's see if you can accurately spell the words I say out loud. I will first say the spelling word; then repeat it; then use it in a sentence; and then repeat the spelling word once more. Listen carefully because I won't repeat the words after the test is finished. Please print the spelling words.”

Number 1 is *fantastic* *fantastic* The fantastic musical was very popular. *fantastic*”

Continue to follow this script for the rest of the test.

Correction

Correct only the specified sound-spelling pattern for each word. Do not mark other spelling errors wrong. For example, if the word is “bouff”—the student spelling of “boof” would be wrong, but “bouff” would be right. This selective grading is done to be able to isolate the sound-spelling pattern problem areas.

Helpful Hints

- Do not elongate the vowel sounds, nor say the spelling word louder than other words in the sentence.
- Keep a consistent pace of about fifteen seconds per test item. Any longer and students will lose their place or begin daydreaming.
- Don't repeat the words, unless there is a class distraction. Students who need to have a spelling word repeated are generally unsure of the spelling or lack spelling automaticity; therefore indicating a need for remediation.

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Spelling Patterns Lessons 1–28 Summative Assessment

1. fantastic	The fantastic musical was very popular.	fantastic	Short Vowels
2. medical	His medical condition worsened.	medical	
3. briskly	They walked briskly through the park.	briskly	
4. foggy	In foggy conditions, it is hard to drive.	foggy	
5. bumper	The car bumper had a large dent.	bumper	
6. thread	She found the needle and thread.	thread	
7. patriot	A patriot is one who supports his country.	patriot	Long /a/
8. payment	I received his payment last July.	payment	
9. neighbor	My neighbor wakes up early each morning.	neighbor	
10. trained	She trained long and hard for the Olympics.	trained	
11. before	Tell us before you have to go.	before	
12. seeking	The captain was seeking buried treasure.	seeking	Long /e/
13. creature	The iguana is a strange-looking creature.	creature	
14. lobbying	Student Council is lobbying for a game day.	lobbying	
15. ceilings	The apartment had very high ceilings.	ceilings	
16. bicycle	She got a bicycle for her birthday.	bicycle	
17. untie	It took me a long time to untie the knot.	untie	Long /i/
18. delight	The new neighbor is such a delight.	delight	
19. supply	A huge supply came in yesterday.	supply	
20. introduce	I would like to introduce my friend.	introduce	
21. fellowship	The hobbit joined the secret fellowship.	fellowship	
22. vetoed	The teacher vetoed the students' idea.	vetoed	Long /o/
23. soaking	When you are soaking in a tub, life is fine.	soaking	
24. musician	Our friend is an excellent musician.	musician	
25. rescued	The dog rescued the child from the river.	rescued	
26. fewer	There are fewer choices than I had thought.	fewer	Long /u/
27. lately	That happens a lot lately.	lately	
28. delete	I had to delete the file.	delete	
29. provide	She can provide all of the details.	provide	
30. hopeful	I am hopeful that she will visit soon.	hopeful	
31. compute	To compute numbers he used a calculator.	compute	Consonant– Final e
32. attitude	The student had a wonderful attitude.	attitude	

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Spelling Patterns Lessons 1–28 Summative Assessment

33. alarm	A man set off the car alarm.	alarm	
34. theater	We saw a wonderful play at the theatre.	theater	
35. firmly	The student held the handle firmly.	firmly	
36. color	She painted a different color for each room.	color	
37. curling	She liked curling her hair with her fingers.	curling	r-controlled
38. awful	The engine made an awful sound.	awful	
39. auditorium	The band played in the auditorium.	auditorium	
40. already	My teacher already knows the answer.	already	
41. falling	The child kept falling down the stairs.	falling	/aw/
42. poodle	The black poodle loved to eat ice cream.	poodle	
43. duty	Do your duty to your country.	duty	
44. overdue	Your library book is overdue.	overdue	
45. flute	She played a silver flute.	flute	
46. brewing	The coffee is always brewing at her house.	brewing	Long /ool/
47. looked	He looked older than he really was.	looked	
48. butcher	The local butcher was very skilled.	butcher	Short /ool/
49. poisoned	The chemical poisoned the water.	poisoned	
50. destroy	He had to destroy the work of art.	destroy	/oil/
51. crowded	This school is very crowded.	crowded	
52. counting	She began counting on her fingers.	counting	/ow/ (cow)
53. cartwheel	I could never do a proper cartwheel.	cartwheel	
54. hypothesis	The scientist's hypothesis was tested.	hypothesis	
55. graphics	The computer graphics were high quality.	graphics	
56. eyelashes	Her eyelashes were very long.	eyelashes	Consonant
57. channel	One television channel had a poor signal.	channel	Digraphs
58. yesterday	I think she called me yesterday.	yesterday	y
59. registry	The bride had signed up for a gift registry.	registry	
60. crying	His baby could not stop crying.	crying	

View/Purchase Grade 3 Spelling

Spelling Patterns Lessons 1–28 Summative Assessment

61. abandon	I had to abandon the search until morning.	abandon	Schwa
62. sediment	The sediment settled to the bottle's bottom.	sediment	Consonant-le
63. bubble	She blew and then popped a huge bubble.	buggle	Hard and
64. gasoline	Is there enough gasoline in the tank?	gasoline	Soft g
65. agony	His face showed the agony of his decision.	agony	
66. gutter	The water drained down into the gutter.	gutter	
67. ginger	My favorite cookies are ginger snaps.	ginger	
68. apology	An apology would certainly be appropriate.	apology	
69. capture	Did the officer capture the prisoner?	capture	Hard and
70. coffee	The smell of fresh coffee was everywhere.	coffee	Soft c
71. cucumber	He likes cucumber in his salad.	cucumber	
72. procedure	The guard followed the procedure.	procedure	
73. cider	The apple cider was delicious.	cider	
74. cyclone	A terrible cyclone destroyed the fence.	cyclone	
75. briefly	I briefly talked it over with him.	briefly	i before e
76. neighbor	My next door neighbor is very helpful.	neighbor	
77. receiving	Have you been receiving your emails?	receiving	
78. committee	The committee finished its task.	committee	Consonant
79. fighting	The students finally stopped fighting.	fighting	Doubling
79. Spell the plural of <i>radio</i>	<i>radio</i>	<i>radio</i>	
80. Spell the plural of <i>monkey</i>	<i>monkey</i>	<i>monkey</i>	
81. Spell the plural of <i>potato</i>	<i>potato</i>	<i>potato</i>	
82. Spell the plural of <i>shoebox</i>	<i>shoebox</i>	<i>shoebox</i>	
83. Spell the plural of <i>beach</i>	<i>beach</i>	<i>beach</i>	
84. Spell the plural of <i>brush</i>	<i>brush</i>	<i>brush</i>	
85. Spell the plural of <i>class</i>	<i>class</i>	<i>class</i>	
86. Spell the plural of <i>fuzz</i>	<i>fuzz</i>	<i>fuzz</i>	
87. Spell the plural of <i>wolf</i>	<i>wolf</i>	<i>wolf</i>	Plurals
88. Spell the plural of <i>belief</i>	<i>belief</i>	<i>belief</i>	
89. Spell the plural of <i>tornadoes</i>	<i>tornados</i>	<i>tornados</i>	
90. Spell the plural of <i>woman</i>	<i>woman</i>	<i>woman</i>	Irregular
91. Spell the plural of <i>sheep</i>	<i>sheep</i>	<i>sheep</i>	Plurals

View/Purchase Grade 3 Spelling

Spelling Patterns Lessons 1–28 Summative Assessment

Now I will first say the spelling word; then repeat it; then use it in a sentence; and then repeat the spelling word once more. Listen carefully because I won't repeat the words after the test is finished.

Number 92 is *she's* *she's* I know *she's* wrong about that fact. *she's*

92. she's	I know she's wrong about that fact.	she's
93. they're	I think they're ready to leave.	they're
94. haven't	They haven't passed any tests this year.	haven't
95. we've	If we've worked hard, we will be rewarded.	we've
96. I'm	I'm so tired today.	I'm
97. numb	My mouth is numb after my dental visit.	numb
98. conscience	Her conscience told her not to go.	conscience
99. walking	They are walking five miles tomorrow.	walking
100. guilty	Are you feeling guilty for what you did?	guilty
101. break, brake	Did you break the brake pedal?	
102. piece peace	They accepted only a piece of the peace plan.	
103. disappear	They disappear when work is assigned.	disappear
104. transfer	The child had to transfer to another school.	transfer
105. auditorium	The students gathered in the auditorium.	auditorium
106. sympathy	She had great sympathy for her loss.	sympathy

Contractions

**Silent Letters
Homonyms**

**Greek and
Latin Prefixes
Greek and
Latin Bases**

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Student Pages

- ✓ **Spelling Lessons**
- ✓ **Spelling Tips**



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Lesson #1 Short Vowels

Spelling Focus

The short vowel sounds are /ă/, /ĕ/, /ĭ/, /ŏ/, and /ŭ/. Short vowel sounds are found at the beginning or middle of syllables. For example, short vowels are found at the beginning of both syllables in *exact* (ĕx/ăct). Short vowels are in the middle of both syllables in *backpack* (băck/păck). Short vowels rarely end syllables.

Directions: Sort each spelling word into the group that best matches its sound and spelling pattern.

SPELLING WORDS

1. blast
2. stretch
3. glitter
4. shock
5. rusty
6. spread
7. cracker
8. cranberry
9. crust
10. ridge
11. strong
12. clip
13. monster
14. fumble
15. meant
16. clutch
17. locker
18. chest
19. class
20. click

/ă/

/ĕ/

/ĭ/

/ŏ/

/ŭ/

SPELLING TIPS

Syllable Rules

Every syllable has a vowel. If a vowel is *not* at the end of a syllable, it usually has a short vowel sound.

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Lesson #2 Long Vowel *a*

Spelling Focus

The long vowel *a* sound (/ā/) sound can be spelled as “a,” “_ay,” “ei,” “ai,” and “a_e.” Each long vowel sound has different spellings.

Directions: Sort each spelling word into the group that best matches its spelling pattern.

SPELLING WORDS

1. stray
2. angle
3. later
4. freight
5. paid
6. neighbor
7. crayon
8. strain
9. eight
10. fable
11. plane
12. explain
13. nation
14. delay
15. ladle
16. stage
17. spade
18. gray
19. braid
20. weight

a

_ay

ei

ai

a_e

SPELLING TIPS

What are the blanks in the spellings?

The blanks show where there are consonant sounds.

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Lesson #3 Long Vowel e

Spelling Focus

The long vowel *e* sound /ē/ can be spelled as “e,” “_ee,” “ea,” “_y,” “[c]ei,” and “i_e.” Each long vowel sound has different spellings.

Directions: Sort each spelling word into the group that best matches its spelling pattern.

SPELLING WORDS

1. before
2. street
3. speech
4. predict
5. lonely
6. conceited
7. cemented
8. machine
9. country
10. leaves
11. submarine
12. conceive
13. green
14. magazine
15. detour
16. reach
17. wheel
18. ceiling
19. holy
20. appear

e

_ee

ea

_y

cei

i_e

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Lesson #4 Long Vowel *i*

Spelling Focus

The long vowel *i* sound (/ī/) sound can be spelled as “i,” “_ie,” “_igh,” “_y,” and “_e.” Each long vowel sound has different spellings.

Directions: Sort each spelling word into the group that best matches its spelling pattern.

SPELLING WORDS

1. science
2. might
3. untie
4. white
5. reply
6. climb
7. myself
8. pie
9. higher
10. prize
11. lies
12. fight
13. terrify
14. Friday
15. necktie
16. slice
17. thigh
18. drive
19. supply
20. diet

i

_ie

_igh

_y

i_e

SPELLING TIPS

Why is an *i* a long *e* /ē/ sound?

When an *i* is just before a suffix that starts with a vowel. For example, *Indian*.

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Lesson #5 Long Vowel o

Spelling Focus

The long vowel *o* sound (/ō/) sound can be spelled as “o,” “ow,” “_oe,” “oa_,” and “o_e.” Each long vowel sound has different spellings.

Directions: Sort each spelling word into the group that best matches its spelling pattern.

SPELLING WORDS

1. cola
2. doe
3. grown
4. clothes
5. float
6. also
7. boasting
8. mistletoe
9. alone
10. bowling
11. close
12. sodas
13. roamed
14. goes
15. glowed
16. foam
17. yogurt
18. stones
19. snowing
20. toes

o

ow

_oe

oa_

o_e

SPELLING TIPS

Syllable Rule

If the vowel is at the end of the syllable, it is usually a long vowel sound.

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Lesson #6 Long Vowel *u*

Spelling Focus

The long vowel *u* sound (/ū/) sound can be spelled as “u,” “_ue,” “_ew,” and “u_e.” Each long vowel sound has different spellings.

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. music
2. fumes
3. fewer
4. fuel
5. jewel
6. useful
7. human
8. ewes
9. nephew
10. argue
11. view
12. perfume
13. truth
14. value
15. huge
16. cue
17. cucumber
18. immune
19. continue
20. puny

u

_ue

_ew

u_e

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Lesson #7 Consonant-Final e

Spelling Focus

The final “e” (e) following a consonant (C) – long vowel (V) – consonant (C) pattern is not pronounced. This is called the CVCe pattern. For example, in *plate* the final “e” is silent. The consonant-final e spellings include “a_e,” “e_e,” “i_e,” “o_e,” long vowel u “u_e” and long /oo/ as in *rooster*.

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. cube
2. choke
3. route
4. playtime
5. cute
6. shake
7. centipede
8. dine
9. fame
10. homesick
11. supreme
12. while
13. parachute
14. careful
15. interfere
16. mule
17. completely
18. lonely
19. gate
20. flute

a_e

e_e

i_e

o_e

Long Vowel u “u_e”

Long /oo/ as in *rooster*
“u_e”

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Lesson #8 *r*-controlled Vowels

Spelling Focus

The “r” controls the sound of the vowel before it and also influences the sound of the vowel that follows. The *r*-controlled vowels are “ar,” “er,” “ir,” “or,” and “ur.”

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. thirst
2. actor
3. charming
4. turning
5. birthday
6. rainstorm
7. partner
8. church
9. perfect
10. twirl
11. market
12. porch
13. alert
14. burning
15. giraffe
16. certain
17. burned
18. clerk
19. carve
20. original

ar

er

ir

or

ur

SPELLING TIPS

Why is the /er/ spelled differently in *theater* and *theatre*?

The first spelling is American; the second is British.

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Lesson #9 /aw/

Spelling Focus

Vowel diphthongs make two sounds for the vowel combination. The common /aw/ vowel diphthongs are “aw,” “au,” “al,” and “all.”

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. crawl
2. caught
3. almost
4. talking
5. small
6. awkward
7. false
8. mall
9. hauling
10. yawning
11. softball
12. total
13. pause
14. alter
15. taught
16. hawk
17. fall
18. sauce
19. dawn
20. hallway

aw

au

al

all

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Lesson #10 Long /oo/ and Short /oo/

Spelling Focus

Vowel diphthongs make two sounds for the vowel combination. The /oo/ as in *rooster* vowel diphthongs are “oo,” “u,” (two sounds within the one letter) “_ue,” “u_e,” and “_ew.” The /oo/ as in *woodpecker* vowel diphthongs are “oo” and “_u_.”

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. altitude
2. duty
3. smooth
4. wooden
5. sugar
6. clue
7. super
8. shoot
9. overdue
10. butcher
11. shook
12. toolbox
13. stew
14. rumor
15. roof
16. glued
17. dune
18. newest
19. Neptune
20. dew

oo as in *rooster*

u as in *rooster*

_ue as in *rooster*

u_e as in *rooster*

_ew as in *rooster*

oo as in *woodpecker*

u as in *woodpecker*

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Lesson #11 /oi/ and /ow/

Spelling Focus

Vowel diphthongs make two sounds for the vowel combination. The /oi/ as in *oil* vowel diphthongs are “oi” and “_oy.” The /ow/ as in *cow* vowel diphthongs are “_ow” and “ou_.”

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. crowd
2. noise
3. annoy
4. couch
5. moist
6. amount
7. employ
8. fowl
9. poison
10. cloud
11. soy
12. choice
13. joyful
14. mouth
15. drown
16. hound
17. howl
18. broil
19. towel
20. destroy

oi_

_oy

_oy

ou_

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Lesson #12 Consonant Digraphs

Spelling Focus

Consonant digraphs are two consonants that make only one sound. The common consonant digraphs are “wh,” “th,” “ph,” “sh,” and “ch.”

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. month
2. whirl
3. bush
4. wrench
5. graph
6. much
7. wheat
8. shame
9. phonics
10. smooth
11. when
12. change
13. pushing
14. thicker
15. telephone
16. shriek
17. what
18. photos
19. there
20. checker

wh

th

ph

sh

ch

SPELLING TIPS

What is a consonant blend (or cluster)?

A consonant blend is a team of two or three consonants, each with a different sound.

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Lesson #13 **y** /y/, /ē/, /ī/

Spelling Focus

At the beginning of a syllable, the “y” has a hard /y/ sound as in *yak*. At the end of an unaccented syllable, the “y” has the /ē/ sound as in *baby* and *slowly*. At the end of an accented syllable, the “y” has the /ī/ sound as in *flying*. When following an /ā/ or an /ē/, the “y” is silent.

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. deny
2. quality
3. yellow
4. betray
5. usually
6. ceremony
7. cycles
8. today
9. slowly
10. young
11. party
12. spying
13. yourself
14. survey
15. orally
16. yak
17. attorney
18. generally
19. myself
20. happy

Hard y Sound /y/

_ly

/ī/

Silent y

SPELLING TIPS

a, e, i, o, and u and sometimes y. Why?

A y can serve as a vowel when it makes the long e /ē/ or the long i /ī/ sound.

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Lesson #14 Heart Words

Spelling Focus

Heart Words are words with a part which does not follow the regular sound-spelling. Compare the irregular sound-spellings to words with similar sound-spellings and learn these parts by heart.

Directions: Underline the parts to learn by heart in each of these Heart Words.

SPELLING WORDS

1. through
2. whole
3. against
4. guess
5. answer
6. straight
7. bought
8. cough
9. beautiful
10. nothing
11. where
12. friend
13. thought
14. heart
15. people
16. mother
17. whose
18. island
19. height
20. muscle

through	whole
against	guess
answer	straight
bought	cough
beautiful	nothing
where	friend
thought	heart
people	mother
whose	island
height	muscle

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Lesson #15 Schwa

Spelling Focus

The schwa is the most common vowel sound in English. It can be spelled with all of the vowel letters. The syllable with the schwa sound must be connected to another syllable with an accented vowel. The schwa is known as a weak vowel, because it is almost always unaccented. The most common schwa sound has a sound similar to the short /u/.

Directions: Sort each spelling word into the group that best matches its spelling pattern.

SPELLING WORDS

1. comma
2. person
3. denim
4. obtain
5. alive
6. specific
7. offend
8. pencil
9. evil
10. capital
11. happily
12. kitten
13. provide
14. concern
15. problem
16. usual
17. manager
18. system
19. cavity
20. effect

a

e

i

o

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Lesson #16 Consonant-“le”

Spelling Focus

When “le” follows a consonant, it has a schwa sound ending in the /l/ sound. The syllable with the consonant-“le” must be connected to another syllable with an accented vowel. After a short vowel, the consonant is doubled before adding the “le.”

Directions: Write another word for each spelling word which includes the same suffix.

SPELLING WORDS

1. handle
2. trickled
3. humble
4. single
5. rifle
6. measles
7. oracle
8. cattlemen
9. purple
10. fizzled
11. hassle
12. paddled
13. unbuckled
14. dribble
15. circle
16. sample
17. dangled
18. stifle
19. puzzled
20. settlement

_ble

cle

_ckle

_dle

_fle

gle

_ple

sle

_tle

zle

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Lesson #17 Hard and Soft c Sounds

Spelling Focus

The “c” followed by an “a,” “o,” or “u” has a hard sound as in *cabin*. The “c” followed by an “e,” “i,” or “y” has a soft sound as in *city*.

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. concerned
2. custom
3. casting
4. century
5. citizen
6. fancy
7. cities
8. current
9. calendar
10. bicycle
11. exception
12. courage
13. spicy
14. category
15. cupcakes
16. common
17. cedar
18. catalog
19. cider
20. colon

ca

co

cu

ce

ci

cy

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Lesson #18 Hard and Soft g Sounds

Spelling Focus

The “g” followed by an letters “a,” “o,” or “u” has a hard sound as in *goose*. The “g” followed by an “e,” “i,” or “y” has a soft sound as in *germs*.

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. gasoline
2. gone
3. genius
4. gums
5. guns
6. golf
7. legal
8. gecko
9. gust
10. apology
11. gotten
12. gentle
13. gallop
14. gymnast
15. elegant
16. energy
17. goblin
18. gesture
19. gutter
20. soggy

ga

go

gu

ge

gy

SPELLING TIPS

What sound does “gi” make?

The “gi” can be a hard /g/ as in *girl* or a soft /g/ as in *ginger*.

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Lesson #19 /i before e/

Spelling Focus

The /ī/ and /ē/ sounds can be spelled as “_ie” or “_ei.” The /ā/ can be spelled as “_ei.”

Directions: Sort the spelling word pairs into the group that best matches the accent shift.

SPELLING WORDS

1. receive
2. neighbor
3. believe
4. weird
5. height
6. perceive
7. weigh
8. chief
9. either
10. forfeit
11. conceit
12. sleigh
13. receipt
14. caffeine
15. friend
16. eight
17. viewpoint
18. their
19. deceive
20. piece

ie

ei

**ei sounding
like /ā/**

Exceptions

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Lesson #20 Consonant Doubling

Spelling Focus

When adding a suffix to a base (the key meaning of a word) which ends in a consonant, double the consonant before the suffix if all three of these apply: 1. The base is accented 2. The base ends in a vowel then a consonant 3. The suffix begins with a vowel.

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. funny
2. consonant
3. rancher
4. entertainment
5. rainout
6. stopped
7. started
8. lifting
9. shuteye
10. quickly
11. conference
12. beginning
13. bookend
14. bumper
15. comical
16. abandon
17. fictional
18. pickup
19. darkness
20. dripping

Double the Consonant

No Vowel-Consonant at End of Base

Suffix Begins with Consonant

Compound Words

Accent Not on Ending Base

SPELLING TIPS

Syllable Rule

Usually divide syllables between double consonants if they are surrounded by vowels. Don't divide between consonant digraphs and

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Lesson #21 Plurals Ending in “s” and “es”

Spelling Focus

Most nouns form plurals by adding an “s” to the end of the word. If there is a noun with a consonant sound then an ending “o” or “y,” add “es” onto the end to form the plural.

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. computers
2. valleys
3. delays
4. blankets
5. patios
6. keys
7. pencils
8. heroes
9. radios
10. zeroes
11. videos
12. stereos
13. replays
14. turkeys
15. goes
16. schools
17. sofas
18. zoos
19. shoes
20. echoes

Just Add an “s”

(Base Doesn’t End in o or y)

Base Ending in Vowel before o

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Base Ending in Vowel before y

Base Ending in Consonant before o

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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Lesson #22 Plurals Ending in /x/, /ch/, /sh/, /f/, /s/, /z/

Spelling Focus

To form a plural after a noun ending in /x/, /ch/, /sh/, and /z/, add “es” to the end of the noun. To form a plural after a noun ending in /f/, change the “f” to “v” and add “es.”

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. wives
2. boxes
3. lunches
4. bushes
5. shelves
6. branches
7. buzzes
8. mixes
9. wishes
10. losses
11. wolves
12. foxes
13. lashes
14. riches
15. marshes
16. taxes
17. crosses
18. arches
19. fuzzes
20. calves

Base Ending in /x/

Base Ending in /ch/

Base Ending in /sh/

Base Ending in /f/

Base Ending in /s/

Base Ending in /z/

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Lesson #23 Irregular Plurals

Spelling Focus

Some plurals do not follow the plural Focuss. Irregular plurals include the following: words that end in /f/, but don't form "ves" plurals, consonant then "o" singular nouns that don't add "es" to form plurals, vowels that change from singular to plural, and nouns that have the same singular and plural forms.

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. beliefs
2. kilos
3. deer
4. children
5. mementos
6. cuffs
7. sheep
8. women
9. people
10. chefs
11. teeth
12. armadillos
13. quail
14. cliffs
15. Eskimos
16. fish
17. moose
18. kudus
19. roofs
20. mice

"_fs," Not "_ves"

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Consonant before "os"

Vowel Changes from Singular to Plural

Same Singular and Plural Form

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Lesson #24 Contractions: not, is, have, are, am

Spelling Focus

Contractions are shortened forms of a word or words in which a letter or letters is replaced with an apostrophe. Common words that form contractions are *not*, *is*, *have*, *are*, and *am*.

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. I'm
2. isn't
3. I've
4. it's
5. you're
6. aren't
7. that's
8. you've
9. we're
10. there's
11. hasn't
12. they're
13. we've
14. what's
15. haven't
16. they've
17. who's
18. don't
19. could've
20. wouldn't

not

is

have

are

am

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Lesson #25 Silent Letters: “mb,” “kn,” “sc,” “lk,” “u”

Spelling Focus

Certain letters are unpronounced (silent) when combined with other letters in English spelling. The *b* is silent in “mb.” The *k* is silent in “kn.” The *c* is silent in “sc.” The *l* is silent in “lk.” The *u* can also be silent when connected to other vowels.

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. comb
2. scientific
3. kneel
4. talking
5. guard
6. knit
7. thumb
8. yolk
9. scenery
10. guilty
11. cornstalk
12. plumbing
13. league
14. scepter
15. knowledge
16. bomb
17. descendent
18. folklore
19. gauge
20. known

mb

kn

sc

lk

u

SPELLING TIPS

Why are some letters silent?

English uses many foreign language spellings, but doesn't pronounce them.

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Lesson #26 Homonyms

Spelling Focus

Homonyms are words that sound the same (known as *homophones*) or are spelled the same (known as *homographs*).

Directions: Sort each of the homonyms into the group that best matches how the two words are spelled differently.

SPELLING WORDS

1. wood/would
2. metal/medal
3. break/brake
4. accept/except
5. throne/thrown
6. waist/waste
7. affective/effective
8. bare/bear
9. advice/advise
10. hear/here
11. access/excess
12. beat/beet
13. right/write
14. piece/peace
15. holy/wholly
16. affect/effect
17. immigrate/emigrate
18. scent/cent/sent
19. to/too/two
20. there/their/they're

Vowel Difference

Consonant Difference

Prefix Difference

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Lesson #27 Most Common Greek and Latin Prefixes

Spelling Focus

These common Greek and Latin prefixes are found in thousands of academic words.

Directions: Write another word for each spelling word which includes the same prefix.

SPELLING WORDS

1. repeat
2. disappear
3. enable
4. nonfiction
5. improvise
6. oversleep
7. mislead
8. substitute
9. preview
10. interact
11. foreword
12. depart
13. transfer
14. supernatural
15. hemisphere
16. antidote
17. middle
18. understand
19. outperform
20. coexist

WORDS WITH THE SAME PREFIXES

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

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Lesson #28 Common Greek and Latin Bases

Spelling Focus

These common Greek and Latin bases are found in thousands of academic words.

Directions: Write another word for each spelling word which includes the same base.

SPELLING WORDS

1. **auditorium**
2. **astrology**
3. **biology**
4. **predict**
5. **thermometer**
6. **minimum**
7. **transmit**
8. **mission**
9. **pedal**
10. **telephone**
11. **import**
12. **scripture**
13. **inspect**
14. **instruct**
15. **logical**
16. **sympathy**
17. **imposition**
18. **geography**
19. **conduct**
20. **refer**

WORDS WITH THE SAME BASES

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

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Spelling Pattern Worksheets

The Spelling Pattern Worksheets are designed to help students master the kindergarten–third grade sound-spelling patterns. Each worksheet focuses on one spelling pattern and includes sound-spelling example words, a spelling sort, rhymes or book searches, word jumbles, a short writing application, and a brief formative dictations assessment.

Each of these 64 worksheets corresponds with the spelling patterns tested on the Diagnostic Spelling Assessment. In other words, Spelling Pattern Worksheet #1 Short *i* Sound helps the student learn the sound-spelling pattern tested as #1 *bumper* on the Diagnostic Spelling Assessment.

Preparation

1. Administer the Diagnostic Spelling Assessment, correct, and chart the individual sound-spelling patterns that your students have not yet mastered on the Diagnostic Spelling Assessment Mastery Matrix. Record a slash (/) for each sound-spelling error. Leave the box blank for each correctly spelled sound-spelling.
2. Count and total the slashes (/) for each of the 64 sound-spelling patterns to determine how many of each Spelling Pattern Worksheet you will need to copy. Group the worksheets in separate file folders. Also copy some sets of the Spelling Pattern Worksheet Answers and place these in three-ring binders labeled “Spelling Pattern Worksheet Answers.”
3. Display one of the Spelling Pattern Worksheets to introduce the instructional components and explain the directions to your students. Students first read the **FOCUS** section and then complete the **SORT** and **JUMBLE** sections. Tell them *not* to complete the **RHYME (or SEARCH)** and **WRITE** sections (the formative assessments) until they have self-corrected and self-edited the **SORT** and **JUMBLE** sections in a colored pencil or pen, so that they can learn from their mistakes before completing the last sections. The formative assessments determine whether the student has or has not mastered the spelling pattern.

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Step by Step Directions to Individualize Spelling Instruction

1. Tell students to begin with the lower numbered worksheets on the recording matrices and to complete only those worksheets indicated by slashes (/). Tell them that they have already mastered those spelling patterns.
2. When a student has completed the **FOCUS**, **SORT** and **JUMBLE** sections, the student uses the “Spelling Pattern Worksheet Answers” binder to self-correct and self-edit in a colored pencil or pen. Tell students that you do not award a grade for this practice, so there would be no benefit from looking at the answers first. Remind students that we often learn from our mistakes, especially when we identify and correct them.
3. Next, the student completes the **RHYME (or SEARCH)** and **WRITE** sections and comes up to your desk to mini-conference with you for thirty seconds to review the worksheet.
4. If the student has self-corrected and self-edited the **SORT** and **JUMBLE** sections and “passed” the **RHYME (or SEARCH)** and **WRITE** formative assessments, change the slash (/) into an “X” for mastery on the appropriate box on the matrix and record an A on the student’s worksheet. Convert the A to points, if you use a point system for grading.
5. If the student did not master the rule, skill, or concept on the formative assessment, re-teach during the mini-conference. Then direct the student to re-do the worksheet or formative assessment and return for re-correction.

Helpful Hints

- Mastery criteria on the **RHYME (or SEARCH)** and **WRITE** formative assessments are decided by the teacher. If the student misses none or one of these formative assessments, and the rest are correct, the student has certainly mastered the spelling pattern. Make sure to ignore irrelevant errors, such as grammar or usage mistakes, in determining mastery; however, do mark and point these out to the student.
- Remember that a student can miss items within the spelling sorts and jumbles and still master the spelling pattern if the student has self-corrected and self-edited and the criteria have been met on the formative assessments.
- Limit the length of your mini-conference line to three students. Waiting students can sign up for their places in line on the board and then work on their next worksheet until their turn arrives to conference.
- Post the recording matrices on the wall with data listed by student names or student identification numbers. Allow students to use pencil to change the slash (/) into an “X” for mastery on the appropriate box on the matrix.
- Set an expectation as to how many Spelling Pattern Worksheets must be completed per week.

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Sound-Spelling Patterns Scope and Sequence

Short Vowel Sounds	Long <i>i</i> Sound Vowels	<i>aw</i> Sound Vowels
1. u	31. i	52. aw
2. o	32. _igh	53. au
3. i	33. _y	54. al
4. e	34. _ie	55. an
5. a		
6. ea		
	Long <i>o</i> Sound Vowels	r-controlled Vowels
Consonant–Final <i>e</i>	35. o	56. ur
	36. _oe	57. er
7. Long <i>i</i> Sound i_e	37. oa_	58. ir
8. a_e	38. ow	59. ar
9. u_e		60. or
10. o_e	Long <i>u</i> Sound Vowels	
11. u_e	39. u	Hard/Soft <i>c</i> and <i>g</i> Sounds
12. _se	40. _ew	
13. _le	41. _ue	61. Hard <i>c</i>
14. _ve		62. Soft <i>c</i>
15. Long <i>e</i> i_e	<i>oo</i> Sound as in <i>rooster</i>	63. Hard <i>g</i>
Consonant Digraph Sounds	42. oo	64. Soft <i>g</i>
16. sh	43. _ue	
17. ch and _tch	44. u	
18. th	45. _ew	
19. wh_	<i>ow</i> Sound as in <i>woodpecker</i>	
20. ph	46. oo	
Long <i>a</i> Sound Vowels	47. _u_	
21. a		
22. _ay	<i>ow</i> Sound as in <i>cow</i>	
23. ai_	48. _ow	
24. ei	49. ou_	
Long <i>e</i> Sound Vowels	<i>oi</i> Sound	
25. e	50. oi_	
26. _ee	51. _oy	
27. [c]ei		
28. _y		
29. ea		
30. Vowel		

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Spelling Pattern Worksheet #1

Short *u* Sound “u”

FOCUS The short *u* sound heard in *umbrella bird* can be spelled “u” as in *lunch*.

SORT Write each word in the correct column.

clutch
mutant

touch
brunch

dune
skunk

stuff
music

rumor
rusty

luck
pleasure

Short *u* Sound “u” Spellings

Other “u” Spellings

JUMBLE Write the word with the short *u* “u” spelling found in each jumbled word.

usckt _____ ncurhc _____

tsydu _____ tnpuemnihs* _____

*Bonus

RHYME Write a rhyme with the short *u* “u” spelling for each of these words.

truck _____ trunk _____

judge _____ bluff _____

WRITE Compose a sentence using three of your own short *u* “u” spelling words.

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Spelling Pattern Worksheet #2

Short *o* Sound “o”

FOCUS The short *o* sound heard in *otter* can be spelled “o” as in *box*.

SORT Write each word in the correct column.

tough	shock	pots	tonight	boat	onto
locker	route	loop	hope	monster	tossed

Short *o* Sound “o” Spellings

Other “o” Spellings

JUMBLE Write the word with the short *o* “o” spelling found in each jumbled word.

stoc _____ lckoc _____

lonbd _____ glsbbreoni* _____

*Bonus

RHYME Write a rhyme with the short *o* “o” spelling for each of these words.

stop _____ lost _____

knock _____ mob _____

WRITE Compose a sentence using three of your own short *o* “o” spelling words.

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Spelling Pattern Worksheet #3

Short *i* Sound “i”

FOCUS The short *i* sound heard in *iguana* can be spelled “i” as in *itch*.

SORT Write each word in the correct column.

ridge
glitter

finite
kind

tight
lie

slipping
kick

click
machine

media
stitch

Short *i* “i” Spellings

Other “i” Spellings

JUMBLE Write the word with the short *i* “i” spelling found in each jumbled word.

tcpih _____ diger _____

dhidne _____ cnobimantio* _____

*Bonus

RHYME Write a rhyme with the short *i* “i” spelling for each of these words.

bridge _____ lick _____

slid _____ clip _____

WRITE Compose a sentence using three of your own short *i* “i” spelling words.

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Spelling Pattern Worksheet #4

Short *e* Sound “e”

FOCUS The short *e* sound heard in *elephant* can be spelled “e” as in *get*.

SORT Write each word in the correct column.

error
kettle

best
neighbor

stretch
beg

perceive
greet

credit
met

meat
beside

Short *e* “e” Spellings

Other “e” Spellings

JUMBLE Write the word with the short *e* “e” spelling found in each jumbled word.

cekd _____ ttrebe _____

stceh _____ artsnrwoe* _____

*Bonus

RHYME Write a rhyme with the short *e* “e” spelling for each of these words.

check _____ red _____

let _____ peg _____

WRITE Compose a sentence using three of your own short *e* “e” spelling words.

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Spelling Pattern Worksheet #5

Short *a* Sound “a”

FOCUS The short *a* sound heard in *anteater* can be spelled “a” as in *fast*.

SORT Write each word in the correct column.

again
match

blast
article

bank
aid

class
cheetah

cranky
break

bad
cracker

Short *a* “a” Spellings

Other “a” Spellings

JUMBLE Write the word with the short *a* “a” spelling found in each jumbled word.

ntsad _____ slta _____

ckrcare _____ gdrnoutlebat* _____

*Bonus

RHYME Write a rhyme with the short *a* “a” spelling for each of these words.

stack _____ pad _____

sat _____ band _____

WRITE Compose a sentence using three of your own short *a* “a” spelling words.

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Spelling Pattern Worksheet #6

Short *e* Sound “ea”

FOCUS The short *e* sound heard in *elephant* can be spelled “ea” as in *bread*.

SORT Write each word in the correct column.

really
spread

early
measure

ready
speak

pear
meant

beautiful
deal

pleasant
bead

Short *e* “ea” Spellings

Other “ea” Spellings

SEARCH In a book find four words with short *e* “ea” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____

_____ p. _____

JUMBLE Write the word with the short *e* “ea” spelling found in each jumbled word.

dhtae _____ sadteni _____

drtea _____ asbrtkfea* _____

*Bonus

WRITE Compose a sentence using three of your own short *e* “ea” spelling words.

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Spelling Pattern Worksheet #7

Long *i* Sound “i_e”

FOCUS The long *i* sound heard in *ibex* can be spelled “i_e” as in *kite*.

SORT Write each word in the correct column.

despite	provide	tambourine	preside	profile	lime
automobile	submarine	machine	police	lifetime	beige

Long *i* “i_e” Spellings

Other “i_e” Spellings

JUMBLE Write the word with the long *i* “i_e” spelling found in each jumbled word.

tise _____ intefiin _____

nispe _____ linnudere* _____

*Bonus

RHYME Write a rhyme with the long *i* “i_e” spelling for each of these words.

fine _____ pride _____

bite _____ size _____

WRITE Compose a sentence using three of your own long *i* “i_e” spelling words.

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Spelling Pattern Worksheet #8

Long *a* Sound “a_e”

FOCUS The long *a* sound heard in *ape* can be spelled “a_e” as in *cake*.

SORT Write each word in the correct column.

pane	are	table	valley	sadder	stale
named	giraffe	state	basketball	badde	cape

Long *a* “a_e” Spellings

Other “a” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long *a* “a_e” spelling found in each jumbled word.

ctrae	_____	kmae	_____
fesa	_____	eespkkae*	_____

*Bonus

RHYME Write a rhyme with the long *a* “a_e” spelling for each of these words.

stake	_____	plate	_____
page	_____	case	_____

WRITE Compose a sentence using three of your own long *a* “a_e” spelling words.

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Spelling Pattern Worksheet #9

Long *u* Sound “u_e”

FOCUS The long *u* sound heard in *mule* can be spelled “u_e” as in *cube*.

SORT Write each word in the correct column.

compute	mule	rude	attitude	dune	indicate
dude	rebut	commune	altitude	tune	confuse

Long *u* “u_e” Spellings

Other “u_e” Spellings

JUMBLE Write the word with the long *u* “u_e” spelling found in each jumbled word.

tuec _____ buterit _____

utme _____ centmuo* _____

*Bonus

SEARCH In a book find four words with long *u* “u_e” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____

_____ p. _____

WRITE Compose a sentence using three of your own long *u* “u_e” spelling words.

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Spelling Pattern Worksheet #10

Long *o* Sound “o__e”

FOCUS The long *o* sound heard in *okapi* can be spelled “o__e” as in *rope*.

SORT Write each word in the correct column.

close	alone	groan	stones	explode	soap
those	though	stow	loaned	home	crows

Long *o* “o__e” Spellings

Other “o” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long *o* “o__e” spelling found in each jumbled word.

polse _____	kehoc _____
nobe _____	senolmeo* _____

RHYME Write a rhyme with the long *o* “o__e” spelling for each of these words.

hope _____	phone _____
broke _____	mole _____

*Bonus

WRITE Compose a sentence using three of your own long *o* “o__e” spelling words.

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Spelling Pattern Worksheet #11

oo Sound “u_e”

FOCUS The *oo* sound heard in *rooster* can be spelled “u_e” as in *rude*.

SORT Write each word in the correct column.

computers	mules	dude	parachute	prune	crude
brute	tribute	cucumber	ridicule	altitude	computer

Long *oo* “u_e” Spellings

Other “u_e” Spellings

JUMBLE Write the word with the *oo* “u_e” spelling found in each jumbled word.

elru _____ teun _____

eltfu _____ dtttieau* _____

*Bonus

SEARCH In a book find four words with *oo* “u_e” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____ p. _____

_____ p. _____ p. _____

WRITE Compose a sentence using three of your own *oo* “u_e” spelling words.

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Spelling Pattern Worksheet #12

z Sound “_se”

FOCUS The z sound heard in *zebra* can be spelled “_se” as in *hose*.

SORT Write each word in the correct column.

those	posies	dose	used	goose	please
rose	lose	loose	toes	close	case

Long z “_se” Spellings

Other “s” Spellings

JUMBLE Write the word with the z sound “_se” spelling found in each jumbled word.

shoec _____ veadis _____

ccause _____ seadies* _____

*Bonus

RHYME Write a rhyme with the z sound “_se” spelling for each of these words.

pose _____ fuse _____

wise _____ ease _____

WRITE Compose a sentence using three of your own z sound “_se” spelling words.

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Spelling Pattern Worksheet #13

l Sound “_le”

FOCUS The *l* sound heard in *lion* can be spelled “_le” as in *shuffle*.

SORT Write each word in the correct column.

gargle
label

angel
camel

raffle
carousel

mantle
mantel

stable
funnel

ladle
popsicle

l Sound “_le” Spellings

Other “l” Spellings

JUMBLE Write the word with the *l* sound “_le” spelling found in each jumbled word.

blea _____ clorae _____

ddflie _____ tttsmleene* _____

*Bonus

RHYME Write a rhyme with the *l* sound “_le” spelling for each of these words.

muffle _____ trouble _____

gable _____ huddle _____

WRITE Compose a sentence using three of your own *l* sound “_le” spelling words.

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Spelling Pattern Worksheet #14

v Sound “_ve”

FOCUS The v sound heard in *vulture* can be spelled “_ve” as in *move*.

SORT Write each word in the correct column.

Venus	invest	prevent	leaves	prove	strive
bravery	velvet	festive	convert	close	revolve

v Sound “_ve” Spellings

Other “v” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the v sound “_ve” spelling found in each jumbled word.

vahe _____	vomde _____
vitemo _____	ceviere* _____

*Bonus

RHYME Write a rhyme with the v sound “_ve” spelling for each of these words.

hive _____	shove _____
rave _____	retrieve _____

WRITE Compose a sentence using three of your own v sound “_ve” spelling words.

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Spelling Pattern Worksheet #15

e Sound “i_e”

FOCUS The long *e* sound heard in *eagle* can be spelled “i_e” as in *magazine*.

SORT Write each word in the correct column.

marine	line	site	automobile	seize	machine
tambourine	prestige	perspire	lime	vaccine	shine

Long *e* “i_e” Spellings

Other “i_e” Spellings

JUMBLE Write the word with the long *e* “i_e” spelling found in each jumbled word.

iopce _____ stpregie _____
rilatne _____ rinsbumea* _____

*Bonus

SEARCH In a book find four words with long *e* “i_e” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____ p. _____
_____ p. _____ p. _____

WRITE Compose a sentence using three of your own long *e* “i_e” spelling words.

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Spelling Pattern Worksheet #16

sh Sound “sh”

FOCUS The *sh* sound heard in *sheep* can be spelled “sh” as in *shop*.

SORT Write each word in the correct column.

shark	such	nation	shift	mission	chart
crash	gosh	musician	dashboard	pushed	mansion

sh Sound “sh” Spellings

Other Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *sh* sound “sh” spelling found in each jumbled word.

ruhsc _____ sapslh _____

shfle _____ erfshnmai* _____

*Bonus

RHYME Write a rhyme with the *sh* sound “sh” spelling for each of these words.

bush _____ trash _____

dish _____ mush _____

WRITE Compose a sentence using three of your own *sh* sound “sh” spelling words.

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Spelling Pattern Worksheet #17

ch Sound “ch” and “_tch”

FOCUS The *ch* sound heard in *cheetah* can be spelled “ch” as in *chart*.

SORT Write each word in the correct column.

shut	magician	lunch	basic	march	catch
fetch	scent	ridge	reach	chase	marsh

ch Sound “ch” and “_tch” Spellings

Other Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *ch* sound “ch” spelling found in each jumbled word.

nchbra _____ ctchru _____

ouhcc _____ chmpranet* _____

*Bonus

RHYME Write a rhyme with the *ch* sound “ch” spelling for each of these words.

each _____ ranch _____

hatch _____ stitch _____

WRITE Compose a sentence using three of your own *ch* sound “ch” spelling words.

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Spelling Pattern Worksheet #18

th Sound “th”

FOCUS The *th* sound heard in *python* can be spelled “th” as in *thank*.

SORT Write each word in the correct column.

monthly	tent	thinking	taught	thought	what
whir	smooth	stunt	bathroom	nothing	phone

th Sound “th” Spellings

Other Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *th* sound and “th” spelling found in each jumbled word.

ihtw _____ seeth _____

thsmo _____ timacsmahte* _____

*Bonus

SEARCH In a book find four words with *th* sound “th” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____	_____ p. ____
_____ p. ____	_____ p. ____

WRITE Compose a sentence using three of your own *th* sound “th” spelling words.

_____.

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Spelling Pattern Worksheet #19

hw Sound “wh_”

FOCUS The *hw* sound heard in *whale* can be spelled “wh_” as in *wheel*.

SORT Write each word in the correct column.

wish	want	watch	wheat	where	wham
whew	wrench	whirlwind	would	whichever	winter

hw Sound “wh_” Spellings

Other “w” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *hw* sound “wh_” spelling found in each jumbled word.

twah _____ henw _____

neiwh _____ nwameihel* _____

*Bonus

SEARCH In a book find four words with *hw* sound “wh_” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____ p. _____

_____ p. _____ p. _____

WRITE Compose a sentence using three of your own *hw* sound “wh_” spelling words.

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Spelling Pattern Worksheet #20

f Sound “ph”

FOCUS The *f* sound heard in *fox* can be spelled “ph” as in *phone*.

SORT Write each word in the correct column.

phrase	punch	path	phantom	sipping	phase
philosophy	panther	pinch	pouch	graphic	morph

f “ph” Spellings

Other “p” Spellings

JUMBLE Write the word with the *f* sound “ph” spelling found in each jumbled word.

pgrah _____ ncsipoh _____
noyph _____ umphtri* _____

*Bonus

SEARCH In a book find four words with *f* sound “ph” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____ _____ p. ____
_____ p. ____ _____ p. ____

WRITE Compose a sentence using three of your own *f* sound “ph” spelling words.

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Spelling Pattern Worksheet #21

Long *a* Sound “a”

FOCUS The long *a* sound heard in *ape* can be spelled “a” as in *able*.

SORT Write each word in the correct column.

fable
rain

weigh
cable

pale
baby

nation
caught

playful
mane

nature
repeat

Long *a* “a” Spellings

Other “a” Spellings

JUMBLE Write the word with the long *a* “a” spelling found in each jumbled word.

tstea _____ tnanio _____
bleats _____ gneetare* _____

*Bonus

SEARCH In a book find four words with long *a* “a” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____ _____ p. ____
_____ p. ____ _____ p. ____

WRITE Compose a sentence using three of your own long *a* “a” spelling words.

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Spelling Pattern Worksheet #22

Long *a* Sound “_ay”

FOCUS The long *a* sound heard in *ape* can be spelled “_ay” as in *may*.

SORT Write each word in the correct column.

plays	train	stray	money	delay	daily
monkey	prayer	rainy	betray	justify	clay

Long *a* “_ay” Spellings

Other “a” Spellings

JUMBLE Write the word with the long *a* “_ay” spelling found in each jumbled word.

ysta	_____	leayd	_____
yrga	_____	raysnigt*	_____

*Bonus

SEARCH In a book find four words with long *a* “_ay” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____	p. ____	_____	p. ____
_____	p. ____	_____	p. ____

WRITE Compose a sentence using three of your own long *a* “_ay” spelling words.

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Spelling Pattern Worksheet #23

Long *a* Sound “ai_”

FOCUS The long *a* sound heard in *ape* can be spelled “ai_” as in *rain*.

SORT Write each word in the correct column.

stay	mainly	eight	straight	hair	braid
explain	late	reign	basic	saying	chair

Long *a* “ai_” Spellings

Other “a” Spellings

JUMBLE Write the word with the long *a* “ai_” spelling found in each jumbled word.

dirba _____ iltar _____

maigni _____ romstnair* _____

*Bonus

RHYME Write a rhyme with the long *a* “ai_” spelling for each of these words.

strain _____ aid _____

fail _____ air _____

WRITE Compose a sentence using three of your own long *a* “ai_” spelling words.

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Spelling Pattern Worksheet #24

Long *a* Sound “ei”

FOCUS The long *a* sound heard in *ape* can be spelled “ei” as in *eight*.

SORT Write each word in the correct column.

freight
their

receive
believed

conceive
retrieve

sleigh
receipt

rein
heir

weigh
perceive

Long *a* “ei” Spellings

Other “ei” Spellings

JUMBLE Write the word with the long *a* “ei” spelling found in each jumbled word.

geibe _____ eigrn _____

ghytei _____ ogrbhenis* _____

*Bonus

SEARCH In a book find four words with long *a* “ei” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____

_____ p. _____

WRITE Compose a sentence using three of your own long *a* “ei” spelling words.

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Spelling Pattern Worksheet #25

Long *e* Sound “e”

FOCUS The long *e* sound heard in *eagle* can be spelled “e” as in *me*.

SORT Write each word in the correct column.

cedar	early	ready	detail	revis	leading
reach	measure	fever	meant	predict	beside

Long *e* “e” Spellings

Other “e” Spellings

JUMBLE Write the word with the long *e* “e” spelling found in each jumbled word.

sbedie _____ ghtldei _____

vrewie _____ tedmecen* _____

*Bonus

SEARCH In a book find four words with long *e* “e” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____ p. _____

_____ p. _____ p. _____

WRITE Compose a sentence using three of your own long *e* “e” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #26

Long *e* Sound “_ee”

FOCUS The long *e* sound heard in *eagle* can be spelled “_ee” as in *bee*.

SORT Write each word in the correct column.

indeed	speech	steady	green	piece	death
treat	greet	beaten	earth	threat	queen

Long *e* “ee” Spellings

Other “ee” Spellings

JUMBLE Write the word with the long *e* “_ee” spelling found in each jumbled word.

feeb _____ elryef _____

ekse _____ freeree* _____

*Bonus

RHYME Write a rhyme with the long *e* “_ee” spelling for each of these words.

need _____ fee _____

reef _____ peek _____

WRITE Compose a sentence using three of your own long *e* “_ee” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #27

Long *e* Sound “[c]ei”

FOCUS The long *e* sound heard in *eagle* can be spelled “[c]ei” as in *ceiling*.

SORT Write each word in the correct column.

deceive	weigh	conceive	reins	receipt	weigh
perceive	receiving	theirs	neighbor	beige	conceit

Long *e* “[c]ei” Spellings

Other “ei” Spellings

JUMBLE Write the word with the long *e* “[c]ei” spelling found in each jumbled word.

teicde	_____	cvngiede	_____
ceireve	_____	ptirece*	_____

*Bonus

SEARCH In a book find four words with long *e* “[c]ei” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____	p. ____	_____	p. ____
_____	p. ____	_____	p. ____

WRITE Compose a sentence using three of your own long *e* “[c]ei” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #28

Long *e* Sound “_y”

FOCUS The long *e* sound heard in *eagle* can be spelled “_y” as in *baby*.

SORT Write each word in the correct column.

bicycles
cyclone

early
country

ready
horrify

sly
untying

beauty
berry

fairy
goodbye

Long *e* “_y” Spellings

Other “y” Spellings

JUMBLE Write the word with the long *e* “_y” spelling found in each jumbled word.

ytud _____ tgyimh _____

daly _____ pylletcmoe* _____

*Bonus

RHYME Write a rhyme with the long *e* “_y” spelling for each of these words.

righty _____ glory _____

runny _____ smelly _____

WRITE Compose a sentence using three of your own long *e* “_y” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #29

Long *e* Sound “ea”

FOCUS The long *e* sound heard in *eagle* can be spelled “ea” as in *bean*.

SORT Write each word in the correct column.

really	early	heavy	leaves	beautiful	reading
reach	pleasure	speak	feather	weat	treat

Long *e* “ea” Spellings

Other “ea” Spellings

JUMBLE Write the word with the long *e* “ea” spelling found in each jumbled word.

etma _____ nlcea _____

reaydr _____ lpaedes* _____

*Bonus

RHYME Write a rhyme with the long *e* “ea” spelling for each of these words.

mean _____ treat _____

flea _____ plead _____

WRITE Compose a sentence using three of your own long *e* “ea” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #30

Long *e* Sound *i*-Vowel

FOCUS The long *e* sound heard in *eagle* can be spelled “i-vowel” as in *radio*.

SORT Write each word in the correct column.

panic	trio	idiot	spike	period	audio
middle	rifle	lighter	pediatrician	trial	remedial

Long *e* “i-vowel” Spellings

Other “i” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long *e* “i-vowel” spelling found in each jumbled word.

diame _____ iumdem _____

ntielen _____ viarti* _____

*Bonus

SEARCH In a book find four words with long *e* “i-vowel” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

WRITE Compose a sentence using three of your own long *e* “i-vowel” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #31

Long *i* Sound “i”

FOCUS The long *i* sound heard in *ibex* can be spelled “i” as in *bicycle*.

SORT Write each word in the correct column.

biography
white

tighter
list

nearby
license

triangle
bison

tries
sighing

bicycle
cider

Long *i* “i” Spellings

Other “i” Spellings

JUMBLE Write the word with the long *i* “i” spelling found in each jumbled word.

ratepi _____ cyirtcle _____

leBbi _____ ntelis* _____

*Bonus

SEARCH In a book find four words with long *i* “i” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

WRITE Compose a sentence using three of your own long *i* “i” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #32

Long *i* Sound “_igh”

FOCUS The long *i* sound heard in *ibex* can be spelled “_igh” as in *high*.

SORT Write each word in the correct column.

might	rise	untied	lighter	signal	high
higher	brighten	tiger	weigh	lied	slightly

Long *i* “_igh” Spellings

Other “i” Spellings

JUMBLE Write the word with the long *i* “_igh” spelling found in each jumbled word.

ghtsi _____ ghtbri _____

reghih _____ uldefightl* _____

*Bonus

SEARCH In a book find four words with long *i* “_igh” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____ p. _____

_____ p. _____ p. _____

WRITE Compose a sentence using three of your own long *i* “_igh” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #33

Long *i* Sound “_y”

FOCUS The long *i* sound heard in *ibex* can be spelled “_y” as in *my*.

SORT Write each word in the correct column.

terrify	identify	reply	mystic	supply	monkey
baby	maybe	skinny	slowly	trying	myself

Long *i* “_y” Spellings

Other “y” Spellings

JUMBLE Write the word with the long *i* “_y” spelling found in each jumbled word.

iycgrn	_____	noecyle	_____
tsujfiy	_____	flemys*	_____

*Bonus

SEARCH In a book find four words with long *i* “_y” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____	p. ____	_____	p. ____
_____	p. ____	_____	p. ____

WRITE Compose a sentence using three of your own long *i* “_y” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #34

Long *i* Sound “_ie”

FOCUS The long *i* sound heard in *ibex* can be spelled “_ie” as in *lie*.

SORT Write each word in the correct column.

marine	untie	fries	died	believe	conceive
pies	copied	tried	science	pieces	puppies

Long *i* “_ie” Spellings

Other “ie” Spellings

JUMBLE Write the word with the long *i* “_ie” spelling found in each jumbled word.

iedd _____ tdie _____

srice _____ detriun* _____

*Bonus

SEARCH In a book find four words with long *i* “_ie” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____

_____ p. _____

WRITE Compose a sentence using three of your own long *i* “_ie” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #35

Long o Sound “o”

FOCUS The long o sound heard in *okapi* can be spelled “o” as in *go*.

SORT Write each word in the correct column.

goat	coin	going	sober	boost	also
colon	soy	touch	soda	lowly	Roman

Long o “o” Spellings

Other “o” Spellings

JUMBLE Write the word with the long o “o” spelling found in each jumbled word.

neaco	_____	sloa	_____
tniolo	_____	sytiboe*	_____

*Bonus

SEARCH In a book find four words with long o “o” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____	p. ____	_____	p. ____
_____	p. ____	_____	p. ____

WRITE Compose a sentence using three of your own long o “o” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #36

Long *o* Sound “_oe”

FOCUS The long *o* sound heard in *okapi* can be spelled “_oe” as in *toe*.

SORT Write each word in the correct column.

does	oboe	mole	gone	potatoes	lonely
mistletoe	done	poetic	stereo	foes	tomatoes

Long *o* “_oe” Spellings

Other “o” Spellings

JUMBLE Write the word with the long *o* “_oe” spelling found in each jumbled word.

eots	_____	opems	_____
gsoe	_____	lufwoe*	_____

*Bonus

SEARCH In a book find four words with long *o* “_oe” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____	_____ p. ____
_____ p. ____	_____ p. ____

WRITE Compose a sentence using three of your own long *o* “_oe” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #37

Long *o* Sound “oa_”

FOCUS The long *o* sound heard in *okapi* can be spelled “oa_” as in *boat*.

SORT Write each word in the correct column.

vetoed	loaves	toaster	foamy	hour	crow
moisture	stool	store	coated	soar	oatmeal

Long *o* “oa_” Spellings

Other “o” Spellings

RHYME Write a rhyme with the long *o* “oa_” spelling for each of these words.

coat	_____	roast	_____
goad	_____	cloak	_____

JUMBLE Write the word with the long *o* “oa_” spelling found in each jumbled word.

ostac	_____	blsatoai	_____
tgoas	_____	otcpto*	_____

*Bonus

WRITE Compose a sentence using three of your own long *o* “oa_” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #38

Long o Sound “ow”

FOCUS The long o sound heard in *okapi* can be spelled “ow” as in *own*.

SORT Write each word in the correct column.

known	scowl	grow	crowd	bowling	cowboy
lowly	crown	snowed	frown	glowing	chowder

Long o “ow” Spellings

Other “ow” Spellings

JUMBLE Write the word with the long o “ow” spelling found in each jumbled word.

wngro	_____	nwigto	_____
oedwts	_____	bteowi*	_____

*Bonus

SEARCH In a book find four words with long o “ow” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____	p. ____	_____	p. ____
_____	p. ____	_____	p. ____

WRITE Compose a sentence using three of your own long o “ow” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #39

Long *u* Sound “u”

FOCUS The long *u* sound heard in *mule* can be spelled “u” as in *music*.

SORT Write each word in the correct column.

mutant	humid	tough	duet	cubicle	commuting
bugle	mustard	rusty	true	duty	cucumber

Long *u* “u” Spellings

Other “u” Spellings

JUMBLE Write the word with the long *u* “u” spelling found in each jumbled word.

nupy	_____	tnebu	_____
ccbui	_____	scaniimu*	_____

*Bonus

SEARCH In a book find four words with long *u* “u” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____	p. ____	_____	p. ____
_____	p. ____	_____	p. ____

WRITE Compose a sentence using three of your own long *u* “u” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #40

Long *u* Sound “_ew”

FOCUS The long *u* sound heard in *mule* can be spelled “_ew” as in *few*.

SORT Write each word in the correct column.

ewes
sewing

mew
feud

cue
knew

hew
pewter

cashew
chevy

fewer
view

Long *u* “_ew” Spellings

Other “ew” Spellings

JUMBLE Write the word with the long *u* “_ew” spelling found in each jumbled word.

stwefe _____ pehnwef _____
rfewcu _____ eljewre* _____

*Bonus

SEARCH In a book find four words with long *u* “_ew” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____ p. _____
_____ p. _____ p. _____

WRITE Compose a sentence using three of your own long *u* “_ew” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #41

Long *u* Sound “_ue”

FOCUS The long *u* sound heard in *mule* can be spelled “_ue” as in *cue*.

SORT Write each word in the correct column.

fuel	sue	blue	statue	glues	miscue
continue	issue	duets	clue	value	due

Long *u* “_ue” Spellings

Other “ue” Spellings

JUMBLE Write the word with the long *u* “_ue” spelling found in each jumbled word.

graue	_____	nuevea	_____
lvaue	_____	bbcuraee*	_____

*Bonus

SEARCH In a book find four words with long *u* “_ue” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____	p. ____	_____	p. ____
_____	p. ____	_____	p. ____

WRITE Compose a sentence using three of your own long *u* “_ue” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #42

oo Sound as in *rooster* “oo”

FOCUS The *oo* sound heard in *rooster* can be spelled “oo” as in *tool*.

SORT Write each word in the correct column.

brook	stood	foolish	looked	footstool	loom
roots	woolen	hooked	tooth	smooth	mistook

oo Sound as in *rooster* “oo” Spellings

Other “oo” Spellings

JUMBLE Write the word with the *oo* sound as in *rooster* “oo” spelling found in each jumbled word.

fdoo _____ nfospolu _____

toob _____ ccroaons* _____

*Bonus

RHYME Write a rhyme with the *oo* sound as in *rooster* “oo” spelling for each of these words.

hoot _____ drool _____

groom _____ moose _____

WRITE Compose a sentence using three of your own *oo* sound as in *rooster* “oo” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #43

oo Sound as in *rooster* “_ue”

FOCUS The *oo* sound heard in *rooster* can be spelled “_ue” as in *glue*.

SORT Write each word in the correct column.

duel	continued	clue	valued	glue	guess
sued	issue	statue	avenue	argued	

oo Sound as in *rooster* “_ue” Spellings

Other “ue” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *oo* sound as in *rooster* “_ue” spelling found in each jumbled word.

rtue _____ edglu _____

ldues _____ ntrueu* _____

*Bonus

SEARCH In a book find four words with *oo* sound as in *rooster* “_ue” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____

_____ p. _____

WRITE Compose a sentence using three of your own *oo* sound as in *rooster* “_ue” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #44

oo Sound as in *rooster* “u”

FOCUS The *oo* sound heard in *rooster* can be spelled “u” as in *duty*.

SORT Write each word in the correct column.

cushion
truly

butcher
duties

spun
prudent

Pluto
super

beautiful
tunic

fueling
sugar

oo Sound as in *rooster* “u” Spellings

Other “u” Spellings

JUMBLE Write the word with the *oo* sound as in *rooster* “_u” spelling found in each jumbled word.

rrmou _____ dstuetn _____

tonfu _____ cyenflu* _____

*Bonus

SEARCH In a book find four words with *oo* sound as in *rooster* “_u” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____

_____ p. _____

WRITE Compose a sentence using three of your own *oo* sound as in *rooster* “_u” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #45

oo Sound as in *rooster* “_ew”

FOCUS The *oo* sound heard in *rooster* can be spelled “_ew” as in *new*.

SORT Write each word in the correct column.

preview	sew	knew	threw	flew	jewels
blew	fewer	chewing	pew	dew	curfew

oo Sound as in *rooster* “_ew” Spellings

Other “ew” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *oo* sound as in *rooster* “_ew” spelling found in each jumbled word.

wdre _____ crecrkosw _____

tews _____ obwnren* _____

*Bonus

SEARCH In a book find four words with *oo* sound as in *rooster* “_ew” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____

_____ p. _____

WRITE Compose a sentence using three of your own *oo* sound as in *rooster* “_ew” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #46

oo Sound as in *woodpecker* “oo”

FOCUS The *oo* sound heard in *woodpecker* can be spelled “oo” as in *good*.

SORT Write each word in the correct column.

booked	hooks	loosely	brook	zookeeper	crooked
cartoon	rooster	food	wool	zoomed	understood

oo Sound as in *woodpecker* “oo”
Spellings

Other “oo” Spellings

JUMBLE Write the word with the *oo* sound as in *woodpecker* “oo” spelling found in each jumbled word.

oodst _____ nogoick _____

oohd _____ froer* _____

*Bonus

SEARCH In a book find four words with *oo* sound as in *woodpecker* “oo” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____

_____ p. _____

WRITE Compose a sentence using three of your own *oo* sound as in *woodpecker* “oo” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #47

oo Sound as in *woodpecker* “_u_”

FOCUS The *oo* sound heard in *woodpecker* can be spelled “_u_” as in *put*.

SORT Write each word in the correct column.

cushion	octopus	pushpin	trucker	dust	pussycat
butcher	museum	judicial	sugar	sunshine	cube

oo Sound “_u_” as in *woodpecker*
Spellings

Other Sound Spellings

JUMBLE Write the word with the *oo* sound as in *woodpecker* “_u_” spelling found in each jumbled word.

suph	_____	ddngpui	_____
nptui	_____	esbshruo*	_____

*Bonus

SEARCH In a book find four words with *oo* sound as in *woodpecker* “_u_” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____	_____ p. ____
_____ p. ____	_____ p. ____

WRITE Compose a sentence using three of your own *oo* sound as in *woodpecker* “_u_” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #48

ow Sound as in *cow* “_ow”

FOCUS The *ow* sound heard in *cow* can be spelled “_ow” as in *now*.

SORT Write each word in the correct column.

brown	slowly	bowling	clown	eyebrow	snowder
owner	snowstorm	stowed	plow	shown	crowned

ow as in *cow* “_ow” Spellings

Other “_ow” Spellings

JUMBLE Write the word with the *ow* as in *cow* “_ow” spelling found in each jumbled word.

wnto	_____	vowel	_____
dowry	_____	syobcow*	_____

*Bonus

SEARCH In a book find four words with *ow* sound as in *cow* “ow” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____	p. _____	_____	p. _____
_____	p. _____	_____	p. _____

WRITE Compose a sentence using three of your own *ow* as in *cow* “_ow” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #49

ow Sound as in *cow* “ou_”

FOCUS The *ow* sound heard in *cow* can be spelled “ou_” as in *out*.

SORT Write each word in the correct column.

loud	rougher	dough	cough	growl	house
couch	cloudy	bought	down	mouth	shouted

ow as in *cow* “ou_” Spellings

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *ow* as in *cow* “_ow” spelling found in each jumbled word.

supsoe _____ btdou _____

rndgou _____ levsurose* _____

*Bonus

RHYME Write a rhyme with the *ow* as in *cow* “ou_” spelling for each of these words.

pout _____ round _____

mouse _____ sour _____

WRITE Compose a sentence using three of your own *ow* as in *cow* “_ow” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #50

oi Sound “oi_”

FOCUS The *oi* sound heard in *koi* can be spelled “oi_” as in *coin*.

SORT Write each word in the correct column.

oil	joining	noisy	point	fooling	boy
radio	joyfully	fellows	going	spoiled	poison

oi Sound “oi_” Spellings

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *oi* sound “oi_” spelling found in each jumbled word.

lioc	_____	simot	_____
ilfo	_____	ivaodde*	_____

*Bonus

SEARCH In a book find four words with *oi* sound as in *koi* “oi_” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____	p. ____	_____	p. ____
_____	p. ____	_____	p. ____

WRITE Compose a sentence using three of your own *oi* sound “oi_” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #51

oi Sound “_oy”

FOCUS The *oi* sound heard in *koi* can be spelled “_oy” as in *toy*.

SORT Write each word in the correct column.

toys
enjoy

sow
boycott

choose
coal

boil
annoy

oyster
oboes

toy
noise

oi Sound “_oy” Spellings

Other Sound Spellings

JUMBLE Write the word with the *oi* sound “_oy” spelling found in each jumbled word.

yojluF _____ plemoy _____

yiboHs _____ gniyortsed* _____

*Bonus

SEARCH In a book find four words with *oi* sound as in *koi* “_oy” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____ p. _____

_____ p. _____ p. _____

WRITE Compose a sentence using three of your own *oi* sound “_oy” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #52

aw Sound “aw”

FOCUS The *aw* sound heard in *hawk* can be spelled “aw” as in *saw*.

SORT Write each word in the correct column.

laugh	awkward	drawing	although	above	crawl
straw	also	caught	yawned	master	sprawl

aw Sound “aw” Spellings

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *aw* sound “aw” spelling found in each jumbled word.

wsla _____ rwlad _____

wpan _____ bwjanoe* _____

*Bonus

RHYME Write a rhyme with the *aw* sound “aw” spelling for each of these words.

claw _____ law _____

bawl _____ fawn _____

WRITE Compose a sentence using three of your own *aw* sound “aw” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #53

aw Sound “au”

FOCUS The *aw* sound heard in *hawk* can be spelled “au” as in *fault*.

SORT Write each word in the correct column.

brawl	almost	paused	naughty	sauce	awesome
haunted	mortal	away	available	cause	launched

aw Sound “au” Spellings

Other Sound Spellings

JUMBLE Write the word with the *aw* sound “au” spelling found in each jumbled word.

hagttu _____ miurotaudi _____

ugcaht _____ neidcaue* _____

*Bonus

SEARCH In a book find four words with *aw* sound “au” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____

_____ p. ____

WRITE Compose a sentence using three of your own *aw* sound “au” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #54

aw Sound “al”

FOCUS The *aw* sound heard in *hawk* can be spelled “al” as in *also*.

SORT Write each word in the correct column.

dental	actual	mall	already	awful	fawn
funeral	hauling	fall	festival	daughter	disposal

aw Sound “al” Spellings

Other Sound Spellings

JUMBLE Write the word with the *aw* sound “al” spelling found in each jumbled word.

mastlo _____ lafse _____

malron _____ mmtlroai* _____

*Bonus

SEARCH In a book find four words with *aw* sound “al” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____

_____ p. ____

WRITE Compose a sentence using three of your own *aw* sound “al” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #55

aw Sound “all”

FOCUS The *aw* sound heard in *hawk* can be spelled “all” as in *ball*.

SORT Write each word in the correct column.

chalk	small	half	calm	faller	crawl
snowfall	haul	tall	called	caught	mall

aw Sound “all” Spellings

Other Sound Spellings

JUMBLE Write the word with the *aw* sound “all” spelling found in each jumbled word.

llaw _____ seblaba _____

llsta _____ wayllah* _____

*Bonus

SEARCH In a book find four words with *aw* sound “all” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

WRITE Compose a sentence using three of your own *aw* sound “all” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #56

r-controlled “ur”

FOCUS The *er* sound heard in *ermine* can be spelled “ur” as in *fur*.

SORT Write each word in the correct column.

burn	charcoal	surfing	stork	burst	curls
perspire	church	thirst	certainly	churned	squirm

er Sound “ur” Spellings

Other Sound Spellings

JUMBLE Write the word with the *r*-controlled “ur” spelling found in each jumbled word.

rdremu _____ runtngi _____

fsru _____ lurehr* _____

*Bonus

RHYME Write a rhyme with the *r*-controlled “ur” spelling for each of these words.

urn _____ furl _____

spurt _____ curse _____

WRITE Compose a sentence using three of your own *r*-controlled “ur” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #57

r-controlled “er”

FOCUS The *er* sound heard in *ermine* can be spelled “er” as in *her*.

SORT Write each word in the correct column.

perfect
thirty

curtain
sharp

fern
bored

hurled
charming

jerky
germ

clerk
alert

er Sound “er” Spellings

Other Sound Spellings

JUMBLE Write the word with the *r*-controlled “er” spelling found in each jumbled word.

rnest _____ eerswte _____

selrehf _____ thresfea* _____

*Bonus

SEARCH In a book find four words with the *r*-controlled “er” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____

_____ p. _____

WRITE Compose a sentence using three of your own *r*-controlled “er” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #58

r-controlled “ir”

FOCUS The *er* sound heard in *ermine* can be spelled “ir” as in *bird*.

SORT Write each word in the correct column.

spurt
cursing

start
dirty

stern
thirsty

shirt
twirl

squirt
germs

portable
whirl

er Sound “ir” Spellings

Other Sound Spellings

JUMBLE Write the word with the *r*-controlled “ir” spelling found in each jumbled word.

tisr _____ rmuisq _____
irdht _____ pingrihc* _____

*Bonus

SEARCH In a book find four words with the *r*-controlled “ir” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____ p. _____
_____ p. _____ p. _____

WRITE Compose a sentence using three of your own *r*-controlled “ir” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #59

r-controlled “ar”

FOCUS The *ar* sound heard in *armadillo* can be spelled “ar” as in *chart*.

SORT Write each word in the correct column.

farmer	early	hard	stormy	yards	herself
partner	herbs	large	curling	sharp	firmly

ar Sound “ar” Spellings

Other *r*-controlled Spellings

JUMBLE Write the word with the *r*-controlled “ar” spelling found in each jumbled word.

rmcha _____ ttsaring _____

hrksa _____ harccloa* _____

*Bonus

RHYME Write a rhyme with the *r*-controlled “ar” spelling for each of these words.

star _____ arm _____

lard _____ art _____

WRITE Compose a sentence using three of your own *r*-controlled “ar” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #60

r-controlled “or”

FOCUS The *or* sound heard in *orca* can be spelled “or” as in *orange*.

SORT Write each word in the correct column.

burn	sport	fir	pork	runner	corn
stormy	alerted	porches	shortest	backyard	furled

or Sound “or” Spellings

Other *r*-controlled Spellings

JUMBLE Write the word with the *r*-controlled “or” spelling found in each jumbled word.

rtyfo _____ bwrnen _____

rtso _____ rdebors* _____

*Bonus

RHYME Write a rhyme with the *r*-controlled “or” spelling for each of these words.

scorn _____ sword _____

tort _____ cork _____

WRITE Compose a sentence using three of your own *r*-controlled “or” spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #61

Hard *c* Sound “c[a,o,u]”, “k[e,i]”, “_ck”, “_c”

FOCUS The hard *c* sound heard in *kangaroo* can be spelled “ca” as in *cat*, “ce” as in *comb*, “cu” as in *cut*, “ke” as in *ketchup*, “ki” as in *kit*, “_ck” as in *kick*, and “_c” as in *basic*.

SORT Write each word in the correct column.

custom	lacy	cinnamon	cedar	capital	cent
kitchen	snorkel	cider	panic	check	cyclone

Hard *c* Spellings

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the hard *c* spelling found in each jumbled word.

ctahc _____	ccbreumu _____
nnekel _____	mcktaeech* _____

*Bonus

SEARCH In a book find four words with the hard *c* spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____	_____ p. ____
_____ p. ____	_____ p. ____

WRITE Compose a sentence using two of your own hard *c* spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #62

Soft *c* Sound “s” and “c[e,i,y]”

FOCUS The *s* sound heard in *seagull* can be spelled “s” as in *see*, “ce” as in *receive*, “ci” as in *city*, and “cy” as in *tricycle*.

SORT Write each word in the correct column.

customer
sense

maniac
messy

ceiling
basin

cyber
please

checkers
spicy

catch
cucumber

Soft *c* Spellings

Other “s” and “c” Spellings

JUMBLE Write the word with the soft *c* spelling found in each jumbled word.

nect _____ ycfna _____

treius _____ cmntngeei* _____

*Bonus

SEARCH In a book find four words with the soft *c* spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____ p. _____

_____ p. _____ p. _____

WRITE Compose a sentence using two of your own soft *c* spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #63

Hard g Sound “g[a,o,u]”

FOCUS The hard g sound heard in *goose* can be spelled “ga” as in *gas*, “go” as in *got*, and “gu” as in *gun*.

SORT Write each word in the correct column.

gag	germ	goggles	gutter	gian	gym
gallon	seagull	range	budget	genetic	gong

Hard g Spellings

Other “g” Spellings

JUMBLE Write the word with the hard g spelling found in each jumbled word.

gtues	_____	noge	_____
ggleru	_____	solgneia*	_____

*Bonus

SEARCH In a book find four words with the hard g spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____	p. ____	_____	p. ____
_____	p. ____	_____	p. ____

WRITE Compose a sentence using two of your own hard g spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet #64

Soft g Sound “j” , “g[e,i,y]” , __dge”

FOCUS The *j* sound heard in *jackrabbit* can be spelled “j” as in *jump*, “g” as in *gel*, “gi” as in *ginger*, “gy” as in *biology*, “dge” as in *badge*.

SORT Write each word in the correct column.

gallery	gentleman	ridge	gutter	ginger	goose
mangy	gone	jellybean	target	gassed	page

Soft g Spellings

Other “j” and “g” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the soft g spelling found in each jumbled word.

megs _____ negrela _____

anitg _____ nasgymium* _____

*Bonus

SEARCH In a book find four words with the soft g spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____ p. _____

_____ p. _____ p. _____

WRITE Compose a sentence using two of your own soft g spelling words.

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet Answers

Spelling Sort #1

clutch touch
stuff dune
luck rumor
brunch mutant
skunk music
rusty pleasure

Jumble #1

stuck dusty
crunch punishment

Spelling Sort #2

shock tough
pots tonight
onto boat
locker route
monster loop
tossed hope

Jumble #2

cost blond
clock slobbering

Spelling Sort #3

ridge finite
slipping tight
click media
glitter kind
kick lie
stitch machine

Jumble #3

pitch hidden
ridge combination

Spelling Sort #4

best error
stretch perceive
credit meat
kettle neighbor
beg greet
met beside

Jumble #4

deck better
chest narrowest

Spelling Sort #5

blast again
class bank
cranberry article
brad aid
match cheetah
cracker break

Jumble #5

stand last
cracker battleground

Spelling Sort #6

ready really
pleasant early
spread pear
measure beautiful
meant speak
deaf bead

Jumble #6

death instead
tread breakfast

Spelling Sort #7

despite tambourine
provide automobile
preside submarine
profile machine
lime police
lifetime beige

Jumble #7

site infinite
spine underline

Spelling Sort #8

pane are
table alley
stale sadder
named giraffe
state basketball
cape badge

Jumble #8

crate make
safe keepsake

Spelling Sort #9

compute rude
mule attitude
ridicule dune
rebuke dude
commune attitude
confuse tune

Jumble #9

cute tribute
mute commute

Spelling Sort #10

close groat
alone soap
stones though
explode stove
those loaned
home crows

Jumble #10

slope choke
bone lonesome

Spelling Sort #11

dude computers
parachute mules
prune tribute
crude cucumber
brute ridicule
altitude computer

Jumble #11

rule tune
flute altitude

Spelling Sort #12

those posies
used dose
please goose
rose loose
lose toes
closed case

Jumble #12

chose advise
accuse disease

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet Answers

Spelling Sort #13

gargle	angel
raffle	label
mantle	camel
stable	carousel
ladle	mantel
popsicle	funnel

Jumble #13

able	oracle
fiddle	settlement

Spelling Sort #14

leaves	Venus
prove	invest
strive	prevent
bravery	velvet
festive	convert
clove	revolve

Jumble #14

have	moved
motive	receive

Spelling Sort #15

marine	line
automobile	site
machine	seize
prestige	perspire
tambourine	lime
vaccine	shine

Jumble #15

police	prestige
latrine	submarine

Spelling Sort #16

shark	such
shift	nation
crash	mission
gosh	chart
dashboard	musician
pushed	mansion

Jumble #16

crush	splash
flesh	fisherman

Spelling Sort #17

lunch	shut
march	magician
ditch	basic
fetch	scent
reach	ridge
chase	marsh

Jumble #17

branch	crutch
couch	parchment

Spelling Sort #18

monthly	tent
thinking	taught
thought	what
smooth	whir
bathroom	stunt
nothing	phone

Jumble #18

with	these
moths	mathematics

Spelling Sort #19

wheat	wish
where	want
wham	watch
whew	wrench
whirlwind	would
whichever	winter

Jumble #19

what	when
whine	meanwhile

Spelling Sort #20

phrase	purch
phantom	path
phase	sipping
philosophy	panther
grapple	pinch
morph	pouch

Jumble #20

graph	phonics
phony	triumph

Spelling Sort #21

fable	weigh
nation	pale
nature	playful
cable	rain
baby	caught
maple	repeat

Jumble #21

taste	nation
stable	teenager

Spelling Sort #22

plays	train
stray	money
delay	daily
prayer	monkey
betray	rainy
clay	justify

Jumble #22

stay	delay
gray	straying

Spelling Sort #23

mainly	stay
straight	eight
hair	late
braid	reign
explain	basic
chair	saying

Jumble #23

braid	trail
aiming	rainstorm

Spelling Sort #24

freight	receive
sleigh	conceive
rein	believed
neigh	retrieve
their	receipt
heir	perceive

Jumble #24

beige	reign
eighty	neighbors

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet Answers

Spelling Sort #25

cedar early
detail ready
revise reading
fever reach
predict measure
beside meant

Jumble #25

beside delight
review cemented

Spelling Sort #26

indeed steady
speech piece
green death
greet treat
three beaten
queen earth

Jumble #26

beef freely
seek referee

Spelling Sort #27

deceive weigh
conceive reins
receipt sleigh
perceive theirs
receiving neighbor
conceit brige

Jumble #27

deceit deceiving
receive receipt

Spelling Sort #28

early bicycles
ready sly
beauty cyclone
fairly horrify
country untying
berry goodbye

Jumble #28

duty mighty
lady completely

Spelling Sort #29

really early
leaves heavy
reading beautiful
reach pleasure
speak feather
treat wear

Jumble #29

meat clean
dreary pleased

Spelling Sort #30

trio panic
idiot spike
period middle
audio rifle
pediatrician lighter
remedial trial

Jumble #30

media medium
lenient trivia

Spelling Sort #31

biography tighter
triangle nearby
tricycle tries
license white
bison list
cider sighing

Jumble #31

pirate tricycle
Bible silent

Spelling Sort #32

might rise
lighter untied
thigh signal
higher tiger
brighter weigh
slightly lied

Jumble #32

sight bright
higher delightful

Spelling Sort #33

terrify mystic
identify monkey
reply baby
supply maybe
trying skinny
myself slowly

Jumble #33

crying cyclone
justify myself

Spelling Sort #34

untie marine
fries believe
died conceive
pies copied
tried piece
science puppies

Jumble #34

died tied
cries untried

Spelling Sort #35

going goat
sober coin
also boost
colon soy
soda touch
Roman lowly

Jumble #35

ocean also
lotion obesity

Spelling Sort #36

does gone
oboe mole
potatoes lonely
mistletoe done
foes poetic
tomatoes stereos

Jumble #36

toes poems
goes woeful

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet Answers

Spelling Sort #37

loaves	vetoed
toaster	hour
foamy	crow
coated	moisture
soap	stool
oatmeal	store

Jumble #37

coast	sailboat
goats	topcoat

Spelling Sort #40

ewes	cue
mew	cashew
hew	sewing
fewer	feud
pewter	knew
view	chew

Jumble #40

fewest	nephew
curfew	jeweler

Spelling Sort #43

duel	continued
clue	valued
glue	issue
dues	statue
sued	argued
avenue	guess

Jumble #43

true	glued
duels	untrue

Spelling Sort #46

booked	loosely
hooks	zookeeper
brook	cartoon
crooked	rooster
wool	food
understood	zoomed

Jumble #46

stood	cooking
hood	roofer

Spelling Sort #38

known	scowl
grow	crowd
bowling	cowboy
lowly	crown
snowed	frown
glowing	chowder

Jumble #38

grown	towing
stowed	bowtie

Spelling Sort #41

fuel	sue
statue	blue
miscue	glues
continue	duets
issue	clue
value	due

Jumble #41

argue	avenue
value	barbecue

Spelling Sort #44

Pluto	cushion
truly	butcher
duties	spun
prudent	beautiful
super	fueling
tulip	sugar

Jumble #44

runner	student
futon	fluency

Spelling Sort #47

cushion	trucker
octopus	dust
pushpin	museum
pussycat	judicial
butcher	sunshine
sugar	cube

Jumble #47

push	pudding
input	rosebush

Spelling Sort #39

mutant	tough
humid	duet
cubicle	mustard
commuting	rusty
bugle	true
cucumber	duty

Jumble #39

puny	butane
cubic	musician

Spelling Sort #42

foolish	brook
footstool	stood
zoom	looked
roots	woolen
tooth	hooked
smooth	mistook

Jumble #42

food	spoonful
boot	raccoons

Spelling Sort #45

knew	preview
threw	sew
flew	jewels
blew	fewer
chewing	pew
dew	curfew

Jumble #45

drew	corkscrew
stew	newborn

Spelling Sort #48

brown	slowly
clown	bowling
eyebrow	owner
chowder	stowed
plow	snowstorm
crowned	shown

Jumble #48

town	vowel
rowdy	cowboys

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Spelling Pattern Worksheet Answers

Spelling Sort #49

loud	rougher
house	dough
couch	cough
cloudy	growl
mouth	bought
shouted	down

Jumble #49

spouse	doubt
ground	ourselves

Spelling Sort #50

oil	fooling
joining	soy
noisy	radio
point	joyfully
spoiled	fellows
poison	going

Jumble #50

coil	moist
foil	avoided

Spelling Sort #51

toys	sow
oyster	choose
coy	boil
enjoy	coal
boycott	oboes
annoy	noise

Jumble #51

joyful	employ
boyish	destroying

Spelling Sort #52

awkward	laugh
drawing	although
crawl	above
straw	also
yawned	caught
sprawl	master

Jumble #52

laws	drawl
pawn	jawbone

Spelling Sort #53

paused	brawl
naughty	almost
sauce	awesome
haunted	mortal
cause	away
launched	available

Jumble #53

taught	auditorium
caught	audience

Spelling Sort #54

dentist	mall
actual	awful
ahead	fawn
funeral	hauling
festival	fall
disposal	daughter

Jumble #54

almost	false
normal	immortal

Spelling Sort #55

small	chalk
fallen	half
snowfall	calm
tall	crawl
called	haul
mall	caught

Jumble #55

wall	baseball
stall	hallway

Spelling Sort #56

burn	charcoal
surfing	work
burst	perspire
curls	thirst
church	certainly
churned	squirm

Jumble #56

murder	turning
surf	hurler

Spelling Sort #57

perfect	curtain
fern	hurled
jerky	thirty
clerk	sharp
germ	bored
alert	charming

Jumble #57

stern	sweeter
herself	feathers

Spelling Sort #58

shirt	spurt
squirt	start
dirty	stern
thirsty	portable
twirl	cursing
whirl	germs

Jumble #58

stir	squirm
third	chirping

Spelling Sort #59

farmer	early
hard	stormy
yards	herself
partner	herbs
large	curling
sharp	firmlly

Jumble #59

charm	starting
shark	charcoal

Spelling Sort #60

sport	burn
pork	fir
corn	runner
stormy	alerted
porches	backyard
shortest	furled

Jumble #60

forty	newborn
sort	borders

View/Purchase Grade 3 Spelling

Spelling Pattern Worksheet Answers

Spelling Sort #61

custom	lacy
capital	cinnamon
kitchen	cedar
snorkel	cent
panic	cider
check	cyclone

Jumble #61

catch	cucumber
kennel	checkmate

Spelling Sort #62

ceiling	customer
cyber	maniac
sense	checkers
messy	catch
basin	please
spicy	cucumber

Jumble #62

cent	fancy
citrus	cementing

Spelling Sort #63

gag	germ
goggles	giant
gutter	gym
gallon	range
seagull	budget
gong	genetic

Jumble #63

guest	gone
gurgle	gasoline

Spelling Sort #64

gentleman	gallery
ridge	gutter
ginger	goose
mangy	gone
jellybean	target
page	gassed

Jumble #64

gems	general
giant	gymnasium

View/Purchase Grade 3 Spelling

Spelling Resources Appendix

Personal Sound Walls

Spelling is primarily an auditory skill—the sounds in words are represented by letters or combinations of letters. Proper speech articulation improves spelling accuracy. These sound walls include sounds, mouth positions for speech articulation, speech articulation songs, and common spellings.

How to Study Spelling Words

Students learn a proven technique for quickly memorizing spelling words that places these spellings into the long term memory.

Spelling Proofreading Strategies

Students learn how to proofread their own writing for spelling errors.

Supplemental Word Lists

The following word lists are appropriate to supplement the weekly personal spelling list:

- The **Heart Words Assessment** features words with one or more non-phonetic parts.
- The **Academic Words List** provides grade-level Tier 2 generalizable vocabulary words.
- **The 450 Most Frequently Used Words** includes the words most frequently found in basal reading series and student writing.
- **The 100 Most Often Misspelled Words** has been put together over the years from student writing errors in the intermediate elementary grades.
- **The 70 Most Commonly Confused Words** has the most often confused spelling-vocabulary words. Many of these commonly confused words are homophones (words that sound the same, but have two different spellings) e.g., “lead” and “led”, and some are just very similar in their sounds or spellings e.g., “advise” and “advice”.

Eight Spelling Rules and Songs

The Eight Advanced Spelling Rules provide concise explanations and example words for the most common conventional spelling rules—a useful one-page reference tool for students.

Spelling Review Games

Play these games to review before the summative assessments and when time permits.

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Personal Sound Walls

For students who struggle with making the phoneme (speech sound) to grapheme (spelling) connection, sound walls can be essential tools.

What's preventing students from learning this connection? Often, it's inaccurate or inconsistent recognition and production of the speech sounds. After all, **if you can't say 'em, you can't read 'em and you certainly can't spell 'em.**

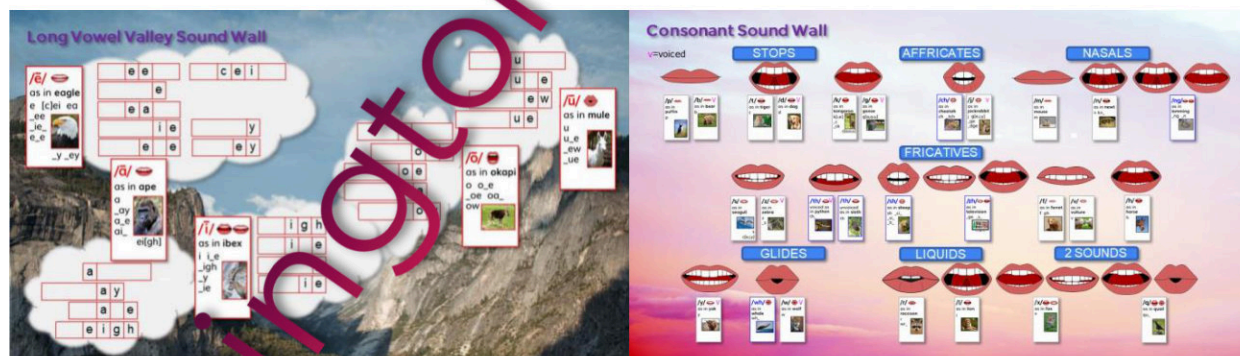
The Differentiated Spelling Instruction program provides digital sound walls for both vowels and consonants. These sound walls feature the Animal Sound-Spelling Cards with an animal photograph representing the phoneme, mouth positions for proper speech articulation, and common spellings.

Teachers may choose to display the sound walls to rehearse speech articulation when introducing each spelling lesson, or teachers may wish to print and laminate the personal sound walls for students to write their own spelling examples, using fine tip dry erase markers.

These YouTube Animal Chants provide catchy speech articulation songs to explain proper mouth formation and sound articulation, and they introduce each of the components of the Animal Sound-Spelling Cards.

Vowels: <https://www.youtube.com/watch?v=TCUEpVcTJ5o&list=PLu9-w9nYpjAVSnq7Yigbk-80nFfc5ebZq&index=9> 10:55

Consonants: https://www.youtube.com/watch?v=zypqiz_PiGI&list=PLu9-w9nYpjAVSnq7Yigbk-80nFfc5ebZq&index=14 15:30



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Vowel Valley Sound Wall

Tight Smile

Short Schwa

Puckered Lips

Slightly Opened

Long Schwa

Fully Opened

/ē/
as in eagle
e [c]ei ea
_ee
_ie
_e_e
_y _ey

/ĭ/
as in pig
i _y

/ā/
as in ape
a _ay
a_e
ai_ eigh

/ĕ/
as in gecko
e _ea

/ĕ/
as in bodger
a

/oi/
as in koi
oi_ _oy

/ow/
as in cow
_ow
ou_

/ī/
as in ibex
i _ie
_igh
_y
_je

/ō/
as in hawk
ow
ough[t]
ou
o[t]
o[ll]

/ō/
as in otter
o

/ū/
as in mule
u
u_e
_ew
_ue

/oo/
as in rooster
oo _ue _u
u_e _ew u
_eu

/oo/
as in woodpecker
oo _u_

/ō/
as in okapi
o _o_e
oe oo ow

/ū/
as in buffalo
u

/at/
as in shark
or

/or/
as in orca
or
ore

The diagram illustrates the 'Vowel Valley Sound Wall' with various vowel sounds and their corresponding mouth positions. The sounds are arranged in a valley shape, with 'Tight Smile' at the top, 'Short Schwa' on the left, 'Puckered Lips' on the right, 'Slightly Opened' in the middle, 'Long Schwa' in the center, and 'Fully Opened' at the bottom. Each sound is accompanied by a mouth diagram showing the tongue and lip positions, and a card with the phonetic symbol, example words, and a small image of a related animal or object.

[View/Purchase Grade 3 Spelling](#)

Short Vowel Valley Sound Wall

/ĭ/ 

as in pig

i

_y



	i	
	i	
	i	
	y	

/ĕ/ 

as in gecko

e _ea



	e	
	e	
	e	a
	e	a

/ă/ 

as in badger

a



	a	
	a	
	a	
	a	

/ŏ/ 

as in otter

o

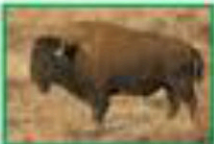


	o	
	o	
	o	
	o	

/ŭ/ 

as in buffalo

u



	u	
	u	
	u	
	u	

[View/Purchase Grade 3 Spelling](#)

Long Vowel Valley Sound Wall

/ē/

as in eagle

e [c]ei ea

_ee

ie

e_e

_y_ey

	e	e	
--	---	---	--

	c	e	i	
--	---	---	---	--

		e
--	--	---

	e	a	
--	---	---	--

		i	e
--	--	---	---

		e	e
--	--	---	---

		y
--	--	---

	e	y
--	---	---

/ā/

as in ape

a

_ay

a_e

ai_

ei[gh]

/ī/

as in ibex

i i_e

_igh

_y

_ie

	i	g	h
--	---	---	---

	i		e
--	---	--	---

			y
--	--	--	---

		i	e
--	--	---	---

	u	
--	---	--

	u		e
--	---	--	---

		e	w
--	--	---	---

	u	e
--	---	---

	o	
--	---	--

	o		e
--	---	--	---

	o	e
--	---	---

	o	a
--	---	---

	o	w
--	---	---

/ō/

as in okapi

o o_e

oe oa

ow

/ū/

as in mule

u

u_e

_ew

_ue

a	
---	--

	a	y
--	---	---

	a		e
--	---	--	---

	e	i	g	h
--	---	---	---	---

[View/Purchase Grade 3 Spelling](#)

Diphthong Valley Sound Wall

/oi/

as in koi
oi_ _oy



	o	i	
	o	i	
		o	y
		o	y

/ow/

as in cow
_ow
ou_



		o	w	
		o	w	
		o	u	
		o	u	

	a	w			
	a	u	g	h	t
		a	u		
		a	i		
		a	i	i	

/aw/

as in hawk
aw au
augh[t]
a[l]
a[ll]

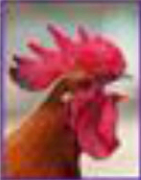


	o	o			e	w
		u	e		u	
		u	i		e	u
		u		e		

	o	
	o	o
	u	
	u	

/oo/

as in rooster
oo _ue _ui
u_e _ew u
_eu



/oo/

as in woodpecker
oo
u



[View/Purchase Grade 3 Spelling](#)

r-Controlled Vowel Valley Sound Wall

/er/

as in ermine

er
ir
ur

	e	r	
		i	r
	u	r	

/ar/

as in shark

ar

	a	r	
		a	r
	a	r	
	a	r	

/or/

as in orca

or
ore

	o	r		
		o	r	e
	o	r		
	o	r		

[View/Purchase Grade 3 Spelling](#)

Consonant Sound Wall

v=voiced

STOPS

AFFRICATES

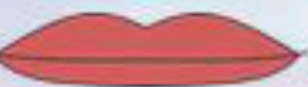
NASALS

FRICATIVES

GLIDES

LIQUIDS

2 SOUNDS



/p/ as in puffin
p

/b/ as in bear
b



/t/ as in tiger
t

/d/ as in dog
d



/k/ as in kangaroo
k

/g/ as in goose
g



/ch/ as in cheetah
ch

/j/ as in jackrabbit
j



/m/ as in mouse
m



/n/ as in newt
n



/ng/ as in lemming
ng



/s/ as in seagull
s

/z/ as in zebra
z



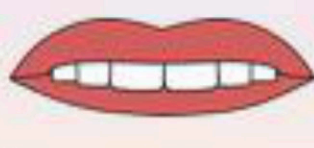
/th/ as in python
th

/th/ as in sloth
th



/sh/ as in sheep
sh

/zh/ as in television
zh



/f/ as in ferret
f

/v/ as in vulture
v



/h/ as in horse
h



/y/ as in yak
y



/wh/ as in whale
wh

/w/ as in wolf
w



/r/ as in raccoon
r



/l/ as in lion
l



/x/ as in fox
x

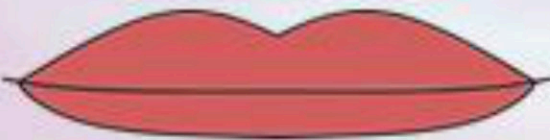


/q/ as in quail
qu

[View/Purchase Grade 3 Spelling](#)

Consonant Sound Wall Stops

v=voiced



/p/ 

as in puffin

p



p	
p	
	p
	p

/b/  v

as in bear

b

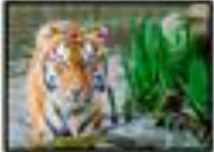


b	
b	
	b
	b

/t/ 

as in tiger

t

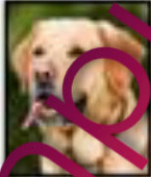


t	
t	
	t
	t

/d/  v

as in dog

d



d	
d	
	d
	d

/k/ 

as in kangaroo

k[i,e]
_c
_ck



c[a,o,u]

k	i	
k	e	
	c	k
	c	k

/g/  v

as in goose

g[a,o,u]



g	a	
g	o	
g	u	
		g
		g

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Consonant Sound Wall Affricates

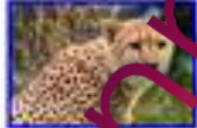
v=voiced



/ch/ 

as in
cheetah

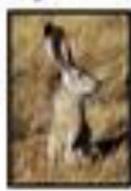
ch _tch



/j/  v

as in
jackrabbit

j g[e,i,y]
_ge
_dge



c	h
---	---

c	h	
---	---	--

	c	h
--	---	---

	t	c	h
--	---	---	---

j	
---	--

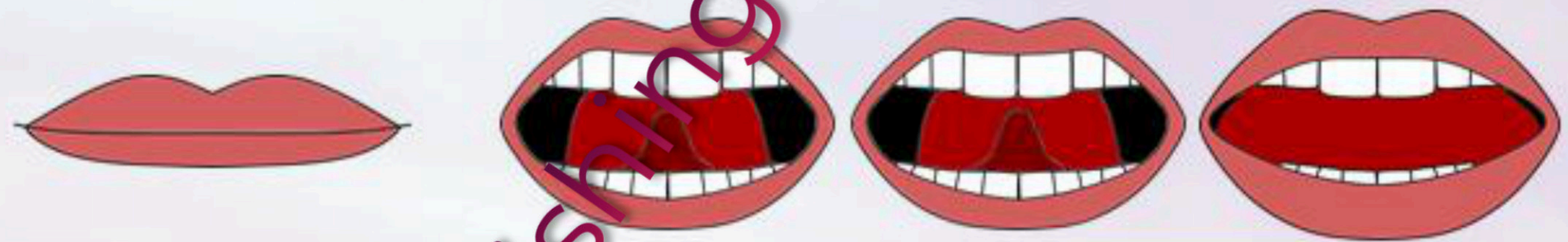
j	
---	--

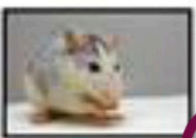
j	
---	--

j	
---	--

[View/Purchase Grade 3 Spelling](#)

Consonant Sound Wall Nasals



/m/ 
as in
mouse
m 

m	
m	
	m
	m

/n/ 
as in newt
n kn_ 

n	
k	n
	n
	n

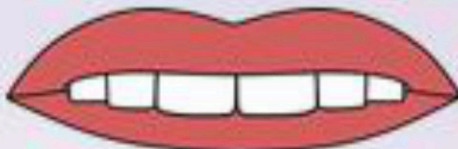
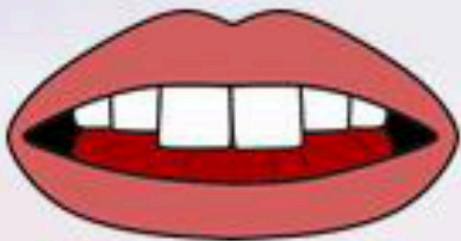
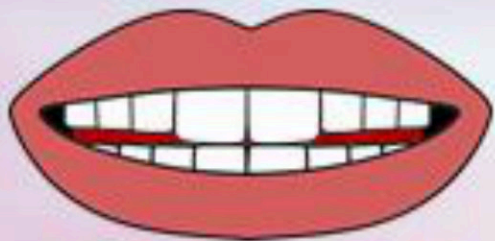
/ng/ 
as in
lemming
_ng _n 

	n	g
	n	g
	n	
	n	

[View/Purchase Grade 3 Spelling](#)

Consonant Sound Wall Fricatives

v=voiced



/s/

as in seagull

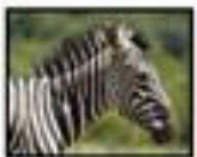


s
c[e,i,y]

s	
s	
	s
	s

/z/ v

as in zebra



z
_s

z	
z	
	z
	s

/th/ v

voiced as in python

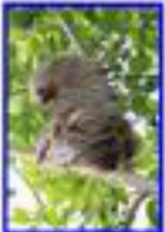


th_

t	h	
t	h	
t	h	
t	h	

/th/

unvoiced as in sloth



th

t	h	
t	h	
	t	h
	t	h

/sh/

as in sheep

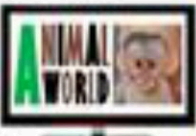


sh _ci_
si
ti

s	h	
s	h	
	s	h
	s	h

/zh/

as in television



_ge _s_

	s	
	s	i
	g	e
	g	e

/f/

as in ferret



f ph

f	
f	
	f
	p h

/v/

as in vulture



v

v	
v	
	v
	v

/h/

as in horse

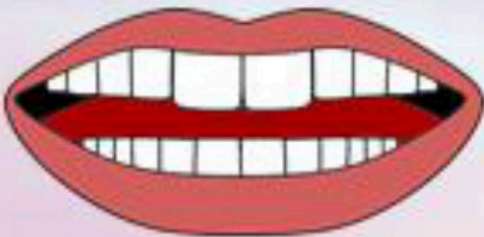


h

h	
h	
	h
	h

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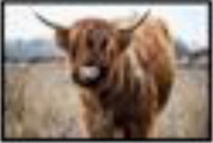
Consonant Sound Wall Glides



/y/  V

as in yak

y



y	
y	
	b y
	y i n g
	y s



/wh/ 

as in whale

wh_

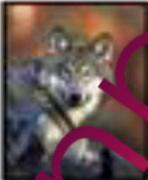


w	h	
w	h	
w	h	
w	h	

/w/ 

as in wolf

w



w	
w	
w	
w	

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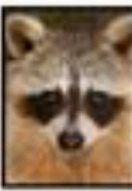
Consonant Sound Wall Liquids



/r/ 

as in
raccoon

r
wr_



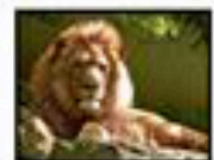
r	
r	
r	
r	



/l/ 

as in lion

l



l	
l	
	l
	l

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Consonant Sound Wall 2 Sounds



/x/  
as in fox
x 

	x
	x
	x

/q/  
as in quail
qu_ 

q	u	
q	u	
q	u	

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How to Study Spelling Words

Several short study sessions work better than one long study session to memorize a list of spelling words. Reviewing the word list shortly before a test is also important. Complete your personal spelling list when it is assigned. Follow these steps to ensure your spelling study success.

1. Read the word out loud. Pay attention to each letter as you do because proper pronunciation is key to spelling. Also, saying things out helps us memorize.
2. Read the word out loud again, but this time read syllable by syllable. Pause between each word part. Many spelling words depend upon proper syllable division and accents, so breaking apart the word is important.
3. Look slightly up and left while you spell the word syllable by syllable out loud. Memory research indicates that the best memorizers look up and left as they practice memorization. Check your spelling. Re-spell the word if you make a mistake. For longer words, spell a syllable then check, spell the next syllable then check, etc.
4. Look at the word, then print the word syllable by syllable. Printing is better spelling practice than is cursive because the printed word is in a print font, not a cursive font. Don't print in capital letters, unless of course there is a capital in the word.
5. Correct the spellings of your written spelling words by comparing to the printed word list. Check each spelling from right to left—in other words... backwards. This works best because we often don't see our own spelling mistakes when we proofread the words from left to right.
6. Correctly print any misspelled words.
7. Have a parent, brother, sister or friend dictate the words to you. If you can't find a study partner, record your own dictation and take a practice spelling test. Spell each word out loud and have your study partner tell you if your spelling is correct. If the word was spelled incorrectly, have your study partner dictate the word once more and re-spell it.
8. Have your study partner dictate the words once more. Print each word as it is dictated. Upon completion of the dictation, check each spelling from right to left and re-write any incorrect spellings.

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Spelling Proofreading Strategies

Follow these spelling proofreading strategies for editing your own stories and essays. Spelling researchers estimate that up to 50% of spelling errors can be self-corrected through effective proofreading. Try the practice exercises, then self-correct. The answers appear at the end of this lesson.

1. Proofread one paragraph at a time. Paragraphs are the writer's divisions of meaning. A new paragraph means a new topic or a new voice. Thus, the writer must deal with the old completely, before moving on to the new. Complete all of the following proofreading strategies before moving on to the next paragraph when reviewing a multi-paragraph story or essay.

Directions: Silently read the three paragraphs all the way through. Then, re-read one paragraph at a time, consciously looking for and marking errors with a slash (/). Most writers will find more errors when they focus on proofreading one paragraph at a time.

Practice

"Come look at what's going on, but hurry," I said. I was certain that her fears were exaggerated as usual. But, I obediently went outside in to the darkness.

Amanda pointed up to the darkening sky and said, "This is very strange, indeed."

I found it hard too except what I saw in that sky. The old familiar moon was partially covered by an eclipse and had turned blood red.

2. Read the paragraph out loud. Pronunciation informs spelling and will provide an auditory check with the writer's own oral language skills read for grammar, usage, and word choice.

Directions: Read the following silently at a normal reading pace. Then read it out loud. Most will find that pronunciation helps the reader identify the correct words from the spelling errors.

Practice

Wunz ah pawn ah tyem, dare wur deez tree leddel peegz zat lift en dah zaym playz. Eggsulee, day lift en dare owen homz en dah viludg. Wun uv deez howez s wuz mayd uv ster aw, uhnudder ov stah ix, weth dah rest wun billt owd uv ber ix.

Wun mornen de viludg wulf kaym dew balow dez peegz howz s downen. De furest wunz kaym downen eze, end de ber ik howz wud ant fahel. De dum wulf klhimd uhp awn de ruf ant juppd downen dah cha enne. Dah tree leddel peegz hadah boyleenk pahot uv wahder waytink en de fierplaz. Da wulf fel en de pahot ant de peegz ade im fer lahunj.

VN

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Spelling Proofreading Strategies

3. Use a 3 x 5 card with one corner cut out in order to isolate individual words. Then, proofread the paragraph by reading it backwards with the card, isolating one word at a time. Proofreading by isolating words helps because we often “read through” spelling or word choice errors because we know what we mean to say and because we read for meaning, and don’t focus not on individual words.

Directions: Read the following silently at a normal reading pace. Then, read it out loud and backwards, using your finger to isolate each word. Most will find that isolation helps the reader identify spelling and word choice errors. The corrections appear at the end of this page.

Practice

Of corse, you were probally more suprired then I to here about the difficulties they where haveing.

Answers

“Come look at **what’s** going on, but hurry,” I said. I was **certain** that her fears were exaggerated, as usual. But, I obediently went outside **into** the darkness.

Amanda pointed up to the darkening sky and **said**, “This is very strange, indeed.”

I found it hard **to accept** what I saw in that sky. The the old **familiar** moon was partially covered by an eclipse and had turned blood **red**.

.....

Once upon a time, there were those three little pigs that lived in the same place. Actually, they lived in their own homes in the village. One of these houses was made of straw, another of sticks, with the best one built out of bricks.

One morning, the village wolf came to blow these pigs’ houses down. The first ones came down easy, but the brick house wouldn’t fall. The dumb wolf climbed up on the roof and jumped down the chimney. The three little pigs had a boiling pot of water waiting in the fireplace. The wolf fell in the pot and the pigs ate him for lunch.

The End

.....

Of **course**, you were **probably** more **surprised than** I to **hear** about the difficulties they **were** haveing.

View/Purchase Grade 3 Spelling

Heart Words Spelling Assessment

The purpose of this whole class assessment is to determine which of the 108 high frequency heart words students can and cannot accurately spell.

A heart word includes one or more uncommon sound-spelling matches. Underlying the heart word concept is the premise that students should look first at all parts of the word and use their knowledge of the alphabetic code to decode (sound out) and encode (spell) the common sound-spellings. Second, students access their knowledge of the uncommon sound-spellings in the word. Third, students put together the common and uncommon sound-spellings to read and spell the word accurately.

Note that reading specialists and reading program authors will disagree about which sound-spellings are common and uncommon, so they will also disagree about which words are and are not heart words. However, all will agree that students need to be able to spell these words!

The **Heart Words Spelling Assessment** features words from the **Heart Words List**. This list was compiled from high frequency word studies and is featured in the author's [reading intervention program](#) for students in grades 4–adult.

Administration

Students take the test on binder paper. Model how to number the spelling words before administering the test. Either play the 18:42 [audio file](#), which includes the administrative directions and test, or administer the test yourself.

Say—“This is a test to see if you can spell the words I say out loud. I will say the word, use it in a sentence, and say the word once more. Listen carefully because I won’t repeat the words after the test is finished.”

Grading

Grade the **Heart Words Spelling Assessment** with slashes through the test item errors.

Practice

Pass the graded test back to you students, and tell them to place it in their spelling folders to add misspelled words to their weekly personal spelling list.

On the **Heart Words List** draw hearts above “the part or parts to learn by heart” (the uncommon sound-spelling matches).

On binder paper, sort the heart words on the **Heart Words List** list by their vowel sounds. Next, sort the heart words by similar spellings of “the part or parts to learn by heart.”

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Heart Words Spelling Assessment

1.	won	The swimmer won the gold medal.	won
2.	the	I chose the red one.	the
3.	was	She was ready to leave.	was
4.	where	The teacher knows where the pencils are stored.	where
5.	a	He bought a (pronounce as /ŭh/) new cell phone.	a
6.	from	They just got home from school.	from
7.	give	My mom will give me a snack.	give
8.	to	We sent the package to you.	to
9.	friend	Her friend waited by the door.	friend
10.	of	That is the flag of Hawaii.	of
11.	love	We love our parents.	love
12.	want	Both of us want the same candy.	want
13.	buy	They may buy two tickets.	buy
14.	what	I know what to do.	what
15.	says	He says that dinner will be late.	says
16.	hour	I finished my homework in an hour.	hour
17.	ocean	The ocean waves were powerful.	ocean
18.	come	They can come to my party.	come
19.	move	We have to move the furniture.	move
20.	could	She could help her father with the project.	could
21.	heard	We heard him singing by himself.	heard
22.	wolf	The wolf at the zoo paced back and forth.	wolf
23.	said	My dad said he would come to my game.	said
24.	you	I already gave you the paper.	you
25.	father	His father mows the lawn.	father
26.	work	Her work was very important.	work
27.	some	I guess some is better than none.	some
28.	money	She saved her money to buy us presents.	money
29.	should	We should practice more for the test.	should
30.	does	It sure does look like rain.	does
31.	water	You need to water those plants.	water
32.	they	My sister said they will be here.	they
33.	clothes	His clothes were hung neatly in the closet.	clothes
34.	people	Most people enjoy watching sports.	people
35.	who	I wonder who baked this cake.	who
36.	would	They would need to tell me.	would
37.	talk	Perhaps we should talk later.	talk
38.	walk	The brothers like to walk in the park.	walk
39.	two	The child ate two cookies.	two
40.	wash	Make sure to wash your hands.	wash
41.	been	She has not been listening.	been
42.	have	I have a vegetable garden.	have
43.	your	You already finished your lunch.	your

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Heart Words Spelling Assessment

44.	do	They do their work together.	do
45.	don't	We don't ask for much.	don't
46.	won't	He won't come to the concert.	won't
47.	there	The lamp was there on the table.	there
48.	are	My cousins are arriving at noon.	are
49.	done	Her work was done well.	done
50.	find	Good friends are hard to find.	find
51.	learn	Some children have to learn how to draw.	learn
52.	kind	Being kind takes practice.	kind
53.	warm	It was warm in the kitchen by the stove.	warm
54.	were	Last night you were singing and dancing.	were
55.	one	You may each have one brownie.	one
56.	gone	I had gone to bed by then.	gone
57.	height	The teacher organized the books by height.	height
58.	both	Let both of them answer the question.	both
59.	mother	My mother deserves a hug.	mother
60.	son	Their son was older than their daughter.	son
61.	old	You might not be old enough to join.	old
62.	busy	She leads a busy life.	busy
63.	again	She asked him to help again.	again
64.	because	I told her, because she wanted to know.	because
65.	nothing	There was nothing left.	nothing
66.	against	They played against the best team.	against
67.	through	The rabbit ran through the bushes.	through
68.	guess	He had to guess her age.	guess
69.	many	Too many people ride the bus each day.	many
70.	live (/i/)	Some cats can live up to 20 years.	live
71.	only	We only ate a salad for dinner.	only
72.	four	The baseball player got four hits in the game.	four
73.	front	Someone will meet you in front of the school.	front
74.	door	Please shut the door and come inside.	door
75.	thought	The students thought the assembly was fun.	thought
76.	enough	We have enough glue to make the cards.	enough
77.	pretty	The pretty napkins were folded in triangles.	pretty
78.	carry	That is a heavy load to carry.	carry
79.	very	Mom and Dad were very worried about me.	very
80.	any	She said that any of you could play.	any
81.	lose	I never lose my lunch money.	lose
82.	guy	He was the same guy who we saw yesterday.	guy
83.	listen	You should listen to her advice.	listen
84.	answer	She may not agree with his answer.	answer
85.	whole	I was shocked that you ate the whole pie!	whole
86.	truth	We should always tell the truth.	truth

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Heart Words Spelling Assessment

87.	whose	I wonder whose jacket this is.	whose
88.	other	They chose the other plan.	other
89.	build	Let's build a fort out of those boxes.	build
90.	though	Even though I tried twice, it would not open.	though
91.	above	The clouds above were beautiful.	above
92.	floor	The floor had muddy footprints everywhere.	floor
93.	tough	Sometimes it is tough to make the right decision.	tough
94.	world	Some parts of the world are covered in ice.	world
95.	prove	The evidence will prove that I am right.	prove
96.	rough	It was a rough ride on that dirt road.	rough
97.	laugh	Everyone loves to laugh.	laugh
98.	eye	Keep a watchful eye out for those blue jays.	eye
99.	doubt	I doubt if all of you will leave at the same time.	doubt
100.	half	She divided the class in half.	half
101.	break	I hope he didn't break his ankle.	break
102.	heart	She drew a heart under her name.	heart
103.	straight	The mountain peak is straight ahead.	straight
104.	great	The news was a great relief.	great
105.	island	The island was in the middle of the river.	island
106.	country	Some people choose to live in the country.	country
107.	touch	The pot is still too hot to touch.	touch
108.	cough	Please cover your mouth when you cough.	cough

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Heart Words List

Directions: Draw hearts above the part or parts to learn by heart—in other words, the spellings which don't match the usual sounds.

won	the	was	the	a	from	give
to	friend	of	love	want	buy	what
says	hour	ocean	come	move	could	heard
wolf	said	you	father	work	some	money
should	does	water	they	clothes	people	who
would	talk	walk	two	wash	been	have
your	do	don't	won't	there	are	done
find	learn	kind	warm	were	one	gone
height	both	mother	son	old	busy	again
because	nothing	against	through	guess	many	live
only	four	front	door	thought	enough	pretty
carry	very	any	lose	guy	listen	answer
whole	truth	shoes	other	build	though	above
floor	tough	world	prove	rough	laugh	eye
doubt	half	break	heart	straight	great	island
country	touch	cough				

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The Grade 4 Academic Words List

The **Grade 4 Academic Language Word List** consists of Dr. Averil Coxhead's research-based compilation of Tier 2 words (generalizable academic vocabulary). Her list, divided into word families, rank orders the words most frequently encountered in academic text from multiple subject areas, beyond the 2,000 highest frequency Tier 1 words.

In my [Comprehensive Vocabulary Grade 4](#) program, I ordered these academic words into grade level lists. Students should learn to spell these high utility words.

Directions: Circle any of the words which you might have difficulty spelling. When finished, trade lists with a partner and give each other a spelling test on the circled words. Mark your partner's spelling errors with a check mark to the right of these words. Place your graded list in your spelling folder, and add misspelled words to your weekly personal spelling list.

analyze	approach	assess	assume	authority	available
benefit	concept	consist	constitute	context	contract
data	derive	distribute	economy	environment	establish
estimate	evident	export	factor	finance	formula
function	identity	income	indicate	individual	interpret
involve	issue	labor	legal	legislate	major
method	occur	percent	period	policy	principle
proceed	process	require	research	respond	role
section	sector	significant	similar	source	specific
structure	theory				

[View/Purchase Grade 3 Spelling](#)

The 450 Most Frequently Used Words List

Directions: Circle any of the words which you might have difficulty spelling. When finished, trade lists with a partner and give each other a spelling test on the circled words. Mark your partner's spelling errors with a check mark to the right of these words. Place your graded list in your spelling folder, and add misspelled words to your weekly personal spelling list.

the	of	and	a	to	in
is	you	that	it	he	for
was	on	are	as	with	his
they	at	be	this	from	I
have	or	by	one	had	not
but	what	all	were	when	we
there	can	an	which	their	said
if	do	will	each	about	how
up	out	them	then	she	many
some	so	these	would	other	into
has	more	her	two	like	him
see	time	could	no	make	than
first	been	us	who	now	people
my	made	over	did	down	only
way	find	use	may	water	long
little	very	after	words	called	just
where	most	know	get	through	back
much	go	good	new	write	our
me	man	too	any	day	same

View/Purchase Grade 3 Spelling

The 450 Most Frequently Used Words List

right	look	think	also	around	another
came	come	work	three	must	because
does	part	even	place	well	such
here	take	why	help	put	different
away	again	off	went	old	number
great	tell	men	say	small	every
found	still	between	name	should	home
big	give	air	line	set	own
under	read	last	never	as	left
end	along	while	might	next	sound
below	saw	something	thought	both	few
those	always	show	large	often	together
asked	house	don't	world	going	want
school	important	until	form	food	keep
children	feet	land	side	without	boy
once	animal	life	enough	took	four
head	above	kind	began	almost	live
page	got	earth	need	far	hand
high	year	mother	light	country	father
let	right	picture	being	study	second
soon	story	since	white	ever	paper
hard	near	sentence	better	best	across

View/Purchase Grade 3 Spelling

The 450 Most Frequently Used Words List

during	today	however	sure	knew	it's
try	told	young	sun	thing	whole
hear	example	heard	several	change	answer
room	sea	against	top	turned	learn
point	city	play	toward	five	himself
usually	money	seen	didn't	car	morning
I'm	body	upon	family	later	turn
move	face	door	cut	done	group
true	half	red	fish	plants	living
black	eat	short	United States	run	book
gave	order	open	ground	cold	really
table	remember	tree	course	front	American
space	inside	ago	sad	early	I'll
learned	brought	close	nothing	though	idea
before	lived	became	add	become	grow
draw	yet	less	wind	behind	cannot
letter	among	able	dog	shown	mean
English	rest	perhaps	certain	six	feel
fire	ready	green	yes	built	ran
full	town	complete	oh	hot	anything
hold	state	list	stood	hundred	ten
fast	felt	kept	noticed	can't	strong

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The 450 Most Frequently Used Words List

voice	probably	area	horse	matter	stand
box	start	that's	class	piece	surface
river	common	stop	am	talk	whether
fine	round	dark	past	ball	girl
road	blue	instead	either	held	already
warm	gone	finally	summer	understand	moon
animals	mind	outside	power	problem	longer
winter	deep	heavy	carefully	follow	beautiful
everyone	leave	everything	game	system	bring
watch	shell	dry	within	floor	ice
ship	themselves	begin	fast	third	quite
carry	distance	although			

[View/Purchase Grade 3 Spelling](#)

The 100 Most Often Misspelled Words List

Directions: Circle any of the words which you might have difficulty spelling. When finished, trade lists with a partner and give each other a spelling test on the circled words. Mark your partner's spelling errors with a check mark to the right of these words. Place your graded list in your spelling folder, and add misspelled words to your weekly personal spelling list.

a lot	about	address	all right	already	although
athlete	aunt	balloon	because	been	beginning
breakfast	built	calendar	captain	caught	cereal
chocolate	choose	coming	committee	cough	could
didn't	disappoint	does	doubt	every	either
enough	except	February	field	forty	fourth
friend	guard	guess	half	haven't	hear
heard	height	here	hour	maybe	missile
mountain	necessary	neighbor	no one	o'clock	once
patience	people	physical	piece	pleasant	please
poison	possible	potatoes	principal	receive	rhyme
rhythm	rough	said	says	school	separate
similar	sincerely	straight	surprise	swimming	system
their	there	they're	thorough	though	thought
threw	through	tomorrow	trouble	Tuesday	until
weather	Wednesday	weigh	we're	where	which
whole	women	would	you're		

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The 70 Most Commonly Confused Words List

Directions: This is a list of the most common homophones. A *homophone* is a pair of words which sound the same or very similar, but they have different meanings and spellings. Circle any of the word pairs which you might have difficulty saying, spelling, or understanding their meanings. When finished, use a dictionary to define each of the circled words and write a sentence or two, using each word and showing their meanings with surrounding words. Place this list with your definitions and sentences in your spelling folder, and add the word pairs to your weekly personal spelling list.

accept, except	affect, effect	advice, advise	aloud, allowed
already, all ready	assistance, assistants	bare, bear	began, begin
beginner, beginning	belief, believe	board, bored	brake, break
breath, breathe	buy, by	cereal, serial	choose, chose
dairy, diary	dear, deer	desert, dessert	dew, do, due
for, four	forty, fourth	groan, grown	hear, here
hole, whole	hoping, hopping	indivisible, invisible	its, it's
know, no	lead, led	loose, lose	maybe, may be
meat, meet	medal, metal	passed, past	peace, piece
patience, patients	plain, plane	personal, personnel	principal, principle
porpoise, purpose	proceed, precede	rain, reign, rein	real, reel
right, write	road, rode, rowed	sail, sale	scene, seen
scent, sent, cent	sea, see	seam, seem	sense, since
sew, so, sow	shone, shown	sight, site	steal, steel
straight, strait	there, their, they're	thorough, through	though, thought
threw, through	throne, thrown	tide, tied	to, too, two
trail, trial	weather, whether	wear, were, where	which, witch
who's, whose	your, you're		

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Eight Spelling Rules (Of course, all rules have exceptions!)

1. The *i* before “e” Rule

Usually spell *i* before *e* (*believe*), but spell *e* before *i* after a *c* (*receive*) and when the letters are pronounced as a long /a/ sound (*neighbor*).

2. The Final “y” Rule

Keep the *y* when adding an ending if the word ends in a vowel, then a *y* (*delay-delayed*), or if the ending begins with an *i* (*copy-copying*). Change the *y* to *i* when adding an ending if the word ends in a consonant, then a *y* (*pretty-prettiest*).

3. The Silent “e” Rule

Drop the *e* (*have-having*) at the end of a syllable if the ending begins with a vowel. Keep the *e* (*close-closely*) when the ending begins with a consonant, has a soft /c/ or /g/ sound, then an “ous” or “able” (*peaceable, gorgeous*), or if it ends in “ee”, “ge”, or “ye” (*freedom, shoeing, eyeing*).

4. The Double the Consonant Rule

Double the consonant, when adding on an ending (*permitted*), if all three of these conditions are met: 1. the last syllable has the accent (*per / mit*) 2. the last syllable ends in a vowel, then a consonant (*permit*). 3. the ending you add begins with a vowel (*ed*).

5. The Ending “an” or “en” Rule

End a word with “ance”, “ancy”, or “ant” (*vacancy, arrogance*) if the root before has a hard /c/ or /g/ sound or if the root ends with “ear” or “ur” (*clearance, insurance*). End a word with “ence”, “ency”, or “ent” if the root before has a soft /c/ or /g/ sound (*magnificent, emergency*), after “id” (*residence*), or if the root ends with “ere” (*reverence*).

6. The “able” or “ible” Rule

End a word with “able” if the root before has a hard /c/ or /g/ sound (*despicable, navigable*), after a complete root word (*teachable*), or after a silent *e* (*likeable*). End a word with “ible” if the root has a soft /c/ or /g/ sound (*reducible, legible*), after an “ss” (*admissible*), or after an incomplete root word (*audible*).

7. The Ending “ion” Rule

Spell “sion” (*illusion*) for the final *zyun* sound or the final *shun* sound (*expulsion, compassion*) if after an *l* or *s*. Spell “cian” (*musician*) for a person and “tion” (*condition*) in most all other cases.

8. The Plurals Rule

Spell plural nouns with an *s* (*dog-dogs*), even those that end in *y* (*day-days*) or those that end in a vowel, then an *o* (*stereo-stereos*). Spell “es” after the sounds of /s/, /x/, /z/, /ch/, or /sh/ (*box-boxes*) or after a consonant, then an *o* (*potato-potatoes*). Change the *y* to *i* and add “es” when the word ends in a consonant, then a *y* (*ferry-ferries*). Change the “fe” or “lf” ending to “ves” (*knife-knives, shelf-shelves*).

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The “i” before “e” Spelling Rule (to the tune of “Rig ‘a Jig Jig”)

Spell *i* before *e* 'cause that's the rule

Rig-a-jig-jig and away we go,

That we learned back in school.

Away we go, away we go!

But *e* before *i* comes after *c*,

Rig-a-jig-jig and away we go,

and when you hear long /a/. Hey!

Hi-ho, hi-ho, hi-ho.

Spell *i* before *e* 'cause that's the rule

Rig-a-jig-jig and away we go,

That we learned back in school.

Away we go, away we go!

But *e* before *i* comes after *c*,

Rig-a-jig-jig and away we go,

and when you hear long /a/. Hey!

Hi-ho, hi-ho, hi-ho.

The “i” before “e” Rule and Spelling Song

Usually spell *i* before *e* (*believe*), but spell *e* before *i* after a *c* (*receive*) and when the letters are pronounced as a long /a/ sound (*neighbor*).

<https://www.youtube.com/watch?v=80ZGFtckiPg>

View/Purchase Grade 3 Spelling

The Final “y” Spelling Rule

(to the tune of “Hickory Dickory Dock”)

If a root ends in a vowel,
And after that a y.
Just keep the y;
and then said I,
“Add on the suffix to end.”

*Hickory, dickory dock,
The mouse ran up the clock.
The clock struck one;
the mouse ran down,
Hickory, dickory dock.*

But if a consonant then
A y should end a word,
Just change the y
into an i
Except if the suffix has i

*Hickory, dickory dock,
The mouse ran up the clock.
The clock struck two;
the mouse ran down,
Hickory, dickory dock.*

The Final “y” Rule and Spelling Song

Keep the y when adding an ending if the word ends in a vowel, then a y (*delay-delayed*), or if the ending begins with an i (*copy-copying*). Change the y to i when adding an ending if the word ends in a consonant, then a y (*pretty-prettiest*).

<https://www.youtube.com/watch?v=Ro-Nnt0HHdU>

View/Purchase Grade 3 Spelling

The Final *e* Spelling Rule

Drop the final *e*

When adding on an ending

If it starts with a vowel up front.

Keep the final *e*

When adding on an ending

If it starts with a consonant.

Also keep the *e*

When you hear soft *c* or *g*

Before "able" or "o-u-s"

Mostly keep the *e*

When the ending is "y-e",

"e-e", or even "o-e". YEO!

The Final "e" Rule and Spelling Song

Drop the *e* (*have-having*) at the end of a syllable if the ending begins with a vowel. Keep the *e* (*close-closely*) when the ending begins with a consonant, has a soft /*c*/ or /*g*/ sound, then an "ous" or "able" (*peaceable, gorgeous*), or if it ends in "ee", "oe", or "ye" (*freedom, shoeing, eyeing*).

<https://www.youtube.com/watch?v=NPbn9SzU1KE>

View/Purchase Grade 3 Spelling

Double the Last Consonant Spelling Rule (to the tune of "Yankee Doodle")

Double the last consonant
When adding on an ending
If these three do all agree
On this you'll be depending.
Is the accent at the end?
With a vowel, then consonant?
Does the ending you must add
Begin with a vowel?

*Yankee Doodle went to town
'A riding on a pony.
Stuck a feather in his cap
And called it macaroni.
Yankee Doodle keep it up!
Yankee Doodle da-an-dy
Mind the music and the step
And with the girls be handy.*

Double the Consonant Rule and Spelling Song

Double the consonant, when adding on an ending (*permitted*), if all three of these conditions are met: 1. the last syllable has the accent (*per / mit*) 2. the last syllable ends in a vowel, then a consonant (*permit*). 3. the ending you add begins with a vowel (*ed*).

<https://www.youtube.com/watch?v=kUpkxRFlvE8>

View/Purchase Grade 3 Spelling

The “an” and “en” Spelling Rule (to the tune of “This Old Man”)

If you see, “e-a-r”,
or there is a “u-r-e”,
In the root, or if you
hear hard *c* or *g*,

*This old man, he played one,
he played nick-nack on my thumb
With a nick-nack paddy-whack,
give a dog a bone,*

Then spell “ant”, “ance”, or “ancy”.
This old man came rolling home.

If you see, “id” like “fid”,
or there is an “e-r-e”
In the root, or if you
hear soft *c* or *g*,

*This old man, he played two,
he played nick-nack on my shoe
With a nick-nack paddy-whack,
give a dog a bone,*

Then spell “ent”, “ence”, or “ency”.
This old man came rolling home.

The Ending “an” or “en” Rule and Spelling Song

End a word with “ance”, “ancy”, or “ant” (*vacancy*, *arrogance*) if the root before has a hard /*c*/ or /*g*/ sound or if the root ends with “ear” or “ure” (*clearance*, *insurance*). End a word with “ence”, “ency”, or “ent” if the root before has a soft /*c*/ or /*g*/ sound (*magnificent*, *emergency*), after “id” (*residence*), or if the root ends with “ere” (*reverence*).

<https://www.youtube.com/watch?v=bAU-HCk579k>

View/Purchase Grade 3 Spelling

The “able” or “ible” Spelling Rule

(to the tune of “John Jacob Jingleheimer Schmidt”)

Base words add “able” to the end,

John Jacob Jingleheimer Schmidt,

As do word parts,

That’s my name, too.

That end in silent *e*

Whenever we go out,

Or with hard *c* or *g*

The people always shout,

But for all others add “i-b-l-e”.

Saying, “John Jacob Jingleheimer Schmidt.”

The “able” or “ible” Rule and Spelling Song

End a word with “able” if the root before has a hard /c/ or /g/ sound (*despicable, navigable*), after a complete root word (*teachable*), or after a silent *e* (*likeable*). End a word with “ible” if the root has a soft /c/ or /g/ sound (*reducible, legible*), after an “ss” (*admissible*), or after an incomplete root word (*audible*).

<https://www.youtube.com/watch?v=gZhStjRgOKQ>

View/Purchase Grade 3 Spelling

The “ion” Spelling Rule

(to the tune of “Twinkle Twinkle Little Star”)

If the /*shun*/ sound you do hear *Twinkle, twinkle little star,*
And it follows / or s. *How I wonder what you are.*
Or if you, hear a /*zyun*/ *Up above the world so high,*
For both spell “s-i-o-n”. *Like a diamond in the sky.*
Both these rules serve you well, *Twinkle, twinkle little star,*
Learning all the ways to spell. *How I wonder what you are.*

When a person you describe, *Twinkle, twinkle little star,*
You should spell “c-i-a-n.” *How I wonder what you are.*
In most every other case, *Up above the world so high,*
Simply spell “t-i-o-n”. *Like a diamond in the sky.*
Both these rules serve you well, *Twinkle, twinkle little star,*
Learning all the ways to spell. *How I wonder what you are.*

The Ending “ion” Rule and Spelling Song

Spell “sion” (*illusion*) for the final *zyun* sound or the final *shun* sound (*expulsion*, *compassion*) if after an / or s. Spell “cian” (*musician*) for a person and “tion” (*condition*) in most all other cases.

<https://www.youtube.com/watch?v=Q4wODwQZLRY>

View/Purchase Grade 3 Spelling

The Plurals Spelling Rule

(to the tune of "Mary Had a Little Lamb")

If there is a vowel before
The letters *o* or *y*,
"Add an *s* onto the end
And to most nouns," said I.

*Mary had a little lamb,
Little lamb, little lamb.
Mary had a little lamb
Its fleece was white as snow.*

If there is a consonant
Before an *o* or *y*,
Add "e-s" onto the end
But change the *y* to *i*.

*And everywhere that Mary went,
Mary went, Mary went.
Everywhere that Mary went
The lamb was sure to go.*

Add "e-s" onto an *x*,
to /ch/, /sh/, /s/, or *z*.
Also add onto an *f*,
but change the *f* to *v*.

*Mary had a little lamb,
Little lamb, little lamb.
Mary had a little lamb
And that is all I know.*

The Plurals Rule and Spelling Song

Spell plural nouns with an *s* (*dog-dogs*), even those that end in *y* (*day-days*) or those that end in a vowel, then an *o* (*stereo-stereos*). Spell "es" after the sounds of /s/, /x/, /z/, /ch/, or /sh/ (*box-boxes*) or after a consonant, then an *o* (*potato-potatoes*). Change the *y* to *i* and add "es" when the word ends in a consonant, then a *y* (*ferry-ferries*). Change the "fe" or "lf" ending to "ves" (*knife-knives, shelf-shelves*).

<https://www.youtube.com/watch?v=cYxzac1eQmk>

View/Purchase Grade 3 Spelling

Spelling Review Games

Spelling Baseball

The teacher creates spelling list flashcards and labels each spelling word according to difficulty, from easy to hard, as a single, double, triple, or home run on the back of each card. Hint: Have many more singles cards than the others.

Divide your students into two teams and establish four bases.

When in the field, students sit in seats; when “up,” the students stand in line waiting their turn to bat. Teacher selects a single, double, triple, or home run card. Then, the teacher announces the spelling word and the batter must correctly spell the word within ten seconds or the batter is out.

Three outs per each team per inning. Select a student to serve as scorekeeper.

Knock-out Spelling

Have all students stand and quiz each student with a spelling word. If the student gets it right within five seconds, the student remains standing; if not, the student sits. Last one standing wins.

Word Making

Divide your students into small groups. Write out the unscrambled word on the board.

Give a three minute time limit for students to write down as many words as they can find within the word. Students take turns sharing their list, spelling each out loud.

One point is awarded for each correctly spelled word; two points for a word that no one else in the group finds; ten points for the whole unscrambled word. Students total their points to see who is the winner.

For example, the word jumble, an anagram, has many words such as the following:

ape ten tap yet nap man pay pat many mane meant tape

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Word Making

Sound-Spellings

Unscrambled Words

Word Jumbles

Short Vowel Sounds

“a_” /ă/
 “e_” /ĕ/
 “ea_” /ĕ/
 “i_” /ĭ/
 “o_” /ŏ/
 “ou_” /ŏ/
 “u_” /ŭ/
 “ou_” /ŭ/

cranberry
 stretched
 threading
 glittering
 blockers
 coughing
 rustproof
 touchdown

rynbrearc
 hceedrstr
 dganihetr
 tltlgargei
 cblkesro
 uchogin
 corphtsur
 cdhwnoout

Long a Sound

“a”
 “a_e”
 “ai_”
 “_ay”
 “ei”

stabled
 carefully
 straining
 betrayal
 freighter

dletbas
 yluflarec
 ginianrts
 tylaaebr
 hefrgiret

Long e Sound

“[c]ei”
 “_ee”
 “ea”
 “_y”
 “i_e”
 “[c]ei”

believed
 meetings
 teacher
 leisnrcly
 tambourne
 ceining

vdeeiellb
 mtsgniece
 srehaet
 ylurelies
 neuriboamt
 gincle

Long i Sound

“i”
 “i_e”
 “_igh”
 “_y”
 “_ie”

tricycles
 provided
 frightened
 beautify
 untied

ylcceirts
 dideprvo
 tndeehgirf
 fyiauetb
 teundi

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Word Making

Sound-Spellings

Unscrambled Words

Word Jumbles

Long o Sound

“o”
“o_e”
“_oe”
“oa_”
“ow”

coconut
hopeful
mistletoe
groaned
ownership

uconotc
plefuoh
stelimeot
anodegr
phisernow

Long u Sound

“u”
“u_e”
“_ew”
“_ue”

musical
usefulness
curfew
fueling

usualim
uefesslnsu
furcwe
inufegl

Consonant-Final e

“a_e”
“e_e”
“i_e”
“o_e”
/ū/ “u_e”
/oo/ “u_e”
as in *rooster*

milkshake
completed
submarine
lonesome
muleskiner
parachute

klsimkeah
ldeemocpt
rabsumnei
oelsmeon
nknresieuml
etuahcrpa

aw Sound

“aw”
“au”
“al”
“all”

awesome
auditorium
almost
smallest

ewaosme
tduaoiumir
malsto
lamsselt

oo as in rooster Sound

“oo”
“u”
“u_e”
“_ew”
“_ue”

toothache
cruising
attitude
unscrewed
barbecued

eoatthch
rciuisgn
tttiadeu
dweenuscr
ecduberab

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Word Making

Sound-Spellings

Unscrambled Words

Word Jumbles

oo as in *woodpecker* Sound

“oo”

“_u_”

understood

sugarless

ouorsdtten

ragulsse

oi Sound

“oi_”

“_oy”

poisonous

enjoyment

opensiuos

nemtnojey

ow Sound

“_ow”

“ou_”

downtown

throughout

wnownotd

tughorutoh

Consonant Digraphs

“wh_”

“th”

“ph”

“sh”

“ch”

whirlwind

toothache

photograph

cushioned

chimpanzee

wdlrinhiw

othaohect

ohpahprogt

hdnosicue

eapnmehicz

r-controlled Vowels

ur Sound

“er”

“ir”

“ur”

partnership

birthday

urgency

ntphrapresi

hdyabitr

nygceur

ar Sound

“ar”

calendar

leacnrda

or Sound

“or”

thunderstorm

rmostdrenuht

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Word Making

Sound-Spellings

y Sound

Hard /y/
 “_y” /ē/
 “_ly” /ē/
 “_y” /ī/
 Silent /y/

Unscrambled Words

yesterday
 everything
 carefully
 terrify
 playground

Word Jumbles

ydretesya
 yreevhtng
 lyulaefcr
 iryfeet
 uoanldgylpr

Non-phonetic Words

thorough
 Wednesday
 against
 thought
 beautiful

hghoorut
 dewsnedayd
 gantias
 hoghutt
 euatbfilu

Consonant Doubling

committee
 disappoint
 beginning
 Mississippi

mocmetei
 aioitnpsdp
 nnnngiibge
 ppssssiim

/j/ Sound

“_dge”
 “_ge”
 “j_”
 “ge_”
 “gi_”
 “gy”

baiges
 bandag
 jockrabbt
 generally
 gngantic
 tragedy

gsadeb
 egndaba
 abtibkacjr
 leryaleng
 tnciagig
 gretayd

i before e

“ie”
 “ei”
 “ei” with /ā/

earpiece
 receiving
 neighbors

ceiprae
 vgineicer
 osbhrieng

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Word Making

Sound-Spellings

Hard /c/ and Soft /c/

“ca”
“co”
“cu”
“ce”
“ci”
“cy”

Unscrambled Words

catastrophe
cooperate
currently
recently
cinnamon
bicycles

Word Jumbles

rsatacohept
epearoc
tnylrurce
eecnlyn
mnehanic
cdlyseib

Hard /g/ and Soft /g/

“ga”
“go”
“gu”
“ge”
“gi”
“gy”

gasoline
government
guarantee
gesturing
gigantic
astrology

sagonlei
ovgnremtne
aranugtne
egtsrunig
ggintei
arsotlgyo

“s” and “es” Plurals

Vowel before *o*
Vowel before *y*
Consonant before *o*
Most Nouns Add *s*

stereos
attorneys
batboys
bookcases

treesos
rtatoysen
tbsyoab
seskcaooob

/x/, /ch/, /sh/, /z/, and /f/ Plurals

/x/
/ch/
/sh/
/z/
/f/

mailboxes
branches
eyelashes
surprises
midwives

lxmiaesob
bcrhsane
hssealyee
rsspueirs
viwedsim

Irregular Plurals

children
armadillos
beliefs
people

dlinchec
losaaidlmr
eleifbs
lppeeo

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Word Making

Sound-Spellings

Contractions

haven't
they're
could've

tenavh'
y'heret
evlu'dco

Silent Letters

plumbing
knowledge
scientific
cornstalk
leagues

lnmbpugn
ewgodnkl
ciifetnisc
restoakln
glseeua

Homonyms

(two words together)

breakbrake
thronethrown
piecepeace
theirthere

bbrkrkeaae
wtrhonrtheon
ppieceacec
rirtthheee

Greek and Latin Prefixes

substitute
hemisphere
disappear
supernatural

bssttuteiu
hierhepsme
rapspdica
srpenuaaulrt

Greek and Latin Roots

auditorium
thermometer
inspect
sympathy

duoirmatiu
mmtherereto
pnstcie
yatphysm

Greek and Latin Suffixes

abbreviate
judicial
gorgeous
inventor

breebaiavt
caijldu
oeusgrgo
rtvnion

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