

Grade 3 Playlist: Conventional Spelling

Aligns with *CCSS.ELA-LITERACY.L.3.2.E*:

- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

Welcome

What are some words that describe good writers? Most people would probably say “creative” or “hard worker.” They might not mention “good speller.” However, it is very important for a writer to spell correctly. Spelling words correctly makes it easier for readers to understand the text. For this reason, writers should take time to learn the spelling of common words and words with suffixes.

Objectives

In this playlist, the student will learn and practice how to:

- use conventional spelling for high-frequency and other studied words.
- add suffixes to base words.

Review

Key Terms

- A **suffix** is a part of a word that is added at the end of a base word.
- A **base word** is the simplest form of a word.

Exploring the Standard

Writers need to know how to spell words correctly, especially words they use often. This includes adding **suffixes** to those words. For example, one very common **base word** is the word *look*. It is important to know how to add the suffix *-s* to *look* to make the present tense form *looks*. It also is important to know how to add the suffix *-ed* to make the past tense form *looked*. There are many suffixes and different ways to use them.



A Closer Look: Spelling High-Frequency and Other Studied Words

Many words are used often in writing and in everyday speech. These are called **high-frequency words**. It is very important to know how to spell these words correctly since they are used so often. Here are just a few of the most common English words:

a	and	as	at	be
but	do	for	have	he
I	in	it	of	on
not	she	that	the	they
this	to	we	with	you

It also is important for writers to learn how to spell other words as they learn them. Here are some of the words third graders should be learning to use and spell properly:

adventure	announce	autumn	breeze	camera
chuckle	daughter	escape	February	happiness
lazy	mischief	necklace	pitcher	police
practice	rice	route	seize	several
special	squeeze	thief	vegetable	weight

A writer can always look a word up in a dictionary to check the proper spelling.

Caution!

The most well-known spelling tip is probably “*i* before *e* except after *c*.” This is true for many words, but there are also many exceptions. The “*i* before *e*” part of the tip is true for words like *belief*, *brief*, *chief*, *friend*, *priest*, and two words from the list above, *mischief* and *thief*. The “except after *c*” part is true for words like *ceiling*, *deceive*, and *receive*. However, it is not true for words like *ancient* and *efficient*. Another well-known exception to the “*i* before *e*” rule is “when sounded like *ay* as in *neighbor* or *weigh*.” This is true for many words, such as *beige*, *sleigh*, *vein*, and one word on the list above, *weight*. There are also many other exceptions to “*i* before *e*,” including words like *either*, *foreign*, *weird*, and one word from the list above, *seize*.

A Closer Look: Suffixes

Many new words are formed by adding suffixes to base words. Suffixes have different uses, such as making a noun plural, changing the tense of a verb, changing a noun into an adjective, and many more.

Perhaps the most common suffix is *-s*, which makes a noun plural. For example, add the suffix *-s* to the singular base word *book*, and it changes to the plural *books*. *Star* becomes *stars*. *Kangaroo* becomes *kangaroos*. Sometimes the suffix to make a noun plural has to be *-es*. This is usually when the base word ends in *-s*, *-sh*, *-ch*, *-x*, or *-z*. *Kiss* becomes *kisses*. *Sandwich* becomes *sandwiches*. *Suffix* becomes *suffixes*. For many words that end in *-y*, the *y* changes to *i*, and *-es* is added. *Baby* becomes *babies*. *Party* becomes *parties*.



Teaching Notes: Conventional Spelling

The goal of L.3.2.E is for students to be able to know how to spell high-frequency words and to understand spelling pattern changes when adding suffixes to base words. The following information contains ideas that teachers can incorporate into their classrooms as well as additional resources to peruse and integrate into instruction as appropriate.

Spelling High-Frequency Words

The following strategies can help students improve their spelling of high-frequency words:

1. Introduce words with similar spelling patterns at the same time (e.g., *could, would, should; through, though, cough*) and group them together on a word wall.
2. Point out when words have other words within them (e.g., *friend* and *end; there* and *here*).
3. Instead of correcting students' misspellings of high-frequency words, circle each misspelled word and have students correct it themselves. Check students' revisions to make sure they have changed the word to the correct spelling.

Spelling Changes with Suffixes

Three of the major spelling rules for suffixes covered in this playlist are:

- Words ending in *s, x, z, ch, or sh* should add *-es* to make the plural form.
 - Examples: *boxes, wishes, watches*
- Words ending in *consonant + y* change the *y* to *i* if the suffix starts with *e*.
 - Examples: *cries, daisies, played*
- Words ending in a *vowel + consonant* double the final consonant to add suffixes that start with a vowel.
 - Examples: *sitting, stopped*

Consider making posters for these spelling rules to hang around the room. Have students add examples of words that follow each rule to the posters.

Common Misconceptions

It is important to remind students of common spelling errors. Make sure they know the differences between *your* and *you're*; *there, their, and they're*; and *its* and *it's*. Make sure they understand that "i before e" is a general tip, not a rule that always applies. The same is true for doubling the final consonant when adding a suffix. Here is a list of the 100 most commonly misspelled words:

- <http://www.scuc.txed.net/webpages/lwrenn/index.cfm?subpage=22140>

