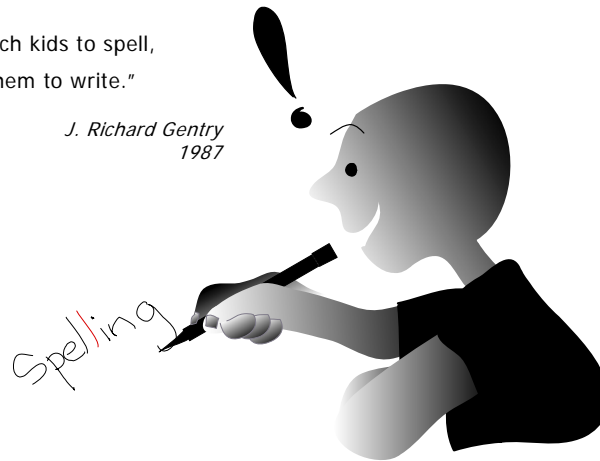




# The Little *Spelling* ~~Speling~~ Book

"To teach kids to spell,  
get them to write."

*J. Richard Gentry  
1987*



This section designed and  
produced by  
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**The Little Spelling Book** by Michelle Karns - [karnsconsulting.com](http://karnsconsulting.com)

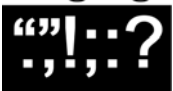
Presented in

**Backwards Planning for Success with Writing Handbook**

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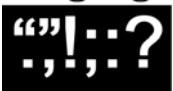
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# What the Research on Spelling Supports and Doesn't Support

What <b>Builds</b> the Students' Desire to Learn to Spell	What <b>Kills</b> the Students' Desire to Learn to Spell
<ul style="list-style-type: none"> <li>LOOK at the word, SAY the word out loud, VISUALIZE the word in your mind, COVER the word, WRITE the word, then CHECK the word. (Fitzgerald 1951) (See spelling flappers pages 9-10)</li> </ul>	<ul style="list-style-type: none"> <li>Give the students a list of words to take home and study.</li> </ul>
<ul style="list-style-type: none"> <li>Allow 10 to 15 minutes per day to formal spelling instruction. (See spelling planner pages 12-13)</li> </ul>	<ul style="list-style-type: none"> <li>Write the word five times.</li> </ul>
<ul style="list-style-type: none"> <li>Have the students write something everyday, and include <i>proofreading</i> of all written work.</li> </ul>	<ul style="list-style-type: none"> <li>Use memorizing as the means to learn all new words.</li> </ul>
<ul style="list-style-type: none"> <li>Present the words to be studied in list or column form.</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences without purpose or contextual prompt.</li> </ul>
<ul style="list-style-type: none"> <li>Give the students a pre-test to determine which words in the lesson are unknown. Have them study the unknown words and administer a post-test.</li> </ul>	<ul style="list-style-type: none"> <li>Take a spelling test independent of meaningful work with the words being tested.</li> </ul>
<ul style="list-style-type: none"> <li>Have the students correct their own spelling tests under your direction.</li> </ul>	<ul style="list-style-type: none"> <li>Correct the spelling for a student and give them back the paper with "incorrect" on the words that are misspelled.</li> </ul>
<ul style="list-style-type: none"> <li>Teach a systematic technique for studying unknown words. Use this technique throughout the school in all classes. Eliminate private practice.</li> </ul>	<ul style="list-style-type: none"> <li>Look up a word in the dictionary with no context for the word.</li> </ul>
<ul style="list-style-type: none"> <li>Use spelling games to make spelling more fun. (See spelling bingo pages 7 and 28)</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to believe spelling is hard.</li> </ul>
<ul style="list-style-type: none"> <li>Encourage students to figure out the spelling of unfamiliar words on their own. Have them "invent" spellings and have them explain their criteria for coming up with the new spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Tell students they spelled the word "wrong" and have them write the correct spelling five times.</li> </ul>

Adapted from texts within J. Richard Gentry's *Spel... is a Four Letter Word*, Heinemann Publishing, and *My Kid Can't Spell*, Heinemann Publishing see pages 6-7 next



# Questions Teachers Ask

## What Method for Teaching Spelling Works Best?

“Allowing children the freedom to take risks in their own writing is the best technique I know of. Children learn to speak by speaking, making mistakes and refining their language as they communicate. So they learn to spell by writing, inventing spellings, and refining their understanding of print. The process involves active participation and risk-taking. Both writing and risk-taking provide important opportunities for learning to spell. Children need a supportive environment that stimulates their interest and enthusiasm for self-expression through writing. They need freedom to test and modify their hypotheses about spelling.

To teach students to spell, get them to write. Break down inhibitions and unpleasantness surrounding spelling and allow students the chance to be wrong. This technique isn't simple. Taking risks provides critical opportunities for learning to spell.

## What Strategies Will Help Create an Effective Program?

- Teach spelling as a part of the whole curriculum.
- Have children write frequently.
- Encourage children to invent spellings for words they may not have learned to spell.
- De-emphasize correctness, memorization, and writing mechanics.
- Respond to children's writing in ways that help them discover more about spelling.

## For Spelling Lessons, What Procedures are Supported by the Research?

- Allow ten to fifteen minutes per day to formal spelling instruction.
- Present the words to be studied in list or column form.
- Give the children a pre-test to determine which words in the lesson are unknown. Have them study the unknown words, then administer a post-test.
- Have the children correct their own spelling tests under your direction.
- Teach a systematic technique for studying unknown words.
- Use spelling games to make spelling more fun.

## What is the Single Best Strategy for a Formal Spelling Lesson?

There is no ONE best strategy that works for every child 100% of the time. But there is one rule that is effective most of the time.

“Have children correct their own spelling errors immediately after taking a spelling test. This gets the children to examine their errors visually. Expert spellers develop a visual memory for words.” Children who consistently have difficulty with spelling often have difficulty “visualizing” the word. Having the children correct their own spelling errors, proofreading and correcting, will help develop this visual memory.

Pages 27-33  
Spel... Is A Four Letter Word, J. Richard Gentry  
Heinemann Publishing, Portsmouth NH - ISBN#0-435-08440-2

# Questions Teachers Ask

## Shouldn't Invented Spelling Be Corrected?

"Errors shouldn't be corrected to the extent that children are afraid to spell. Beginning spellers should be absolutely free to invent spellings when they write. There is no evidence that invented spellings become habitual. Of course poor spellers habitually misspell certain words. But children who are encouraged to invent spellings will refine those spellings and progress developmentally toward correctness."

## What Spelling Rules Should Be Taught?

"Spelling is much too complex to be learned by memorizing rules. Teach only the rules that apply to a large number of words, not those that have a lot of exceptions. There are a few good spelling rules that need to be taught:"

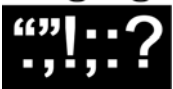
- The rules for using periods in abbreviations
- The rules for using apostrophes to show possession
- The rules for capitalizing proper names and adjectives
- The rules for adding suffixes (changing *y* to *i*, dropping the final silent *e*, doubling the final consonant)
- The rule that English words don't end in *v*
- The rule that *q* is followed by *u* in English spelling

## What is the Best Way to Help Children Learn How to Spell the Words They Miss on Spelling Tests?

Provide guidelines for effective word study techniques. For most children, effective methods for studying unknown words would include visual and auditory inspection, kinesthetic reinforcement, and recall-- always with the words treated as wholes. Simply writing the words in question a certain number of times is not a good procedure for learning misspelled words. Here are some examples of effective techniques:

Fitzgerald Method 1951	Horn Method 1954
<ol style="list-style-type: none"><li>1. Look at the word carefully.</li><li>2. Say the word.</li><li>3. With eyes closed, visualize the word.</li><li>4. Cover the word and then write it.</li><li>5. Check the spelling.</li><li>6. If the word is misspelled, repeat steps 1-5.</li></ol> <p><i>(see spelling flappers page 9-10)</i></p>	<ol style="list-style-type: none"><li>1. Pronounce each word carefully.</li><li>2. Look carefully at each part of the word as you say it.</li><li>3. Say the letters in sequence.</li><li>4. Attempt to recall how the word looks, then spell it.</li><li>5. Check this attempt to recall</li><li>6. Write the word.</li><li>7. Check the spelling attempt.</li><li>8. Repeat above steps if necessary.</li></ol>

Pages 27-33  
Spel... Is A Four Letter Word, J. Richard Gentry  
Heinemann Publishing, Portsmouth NH - ISBN#0-435-08440-2



# Help Yourself with Spelling

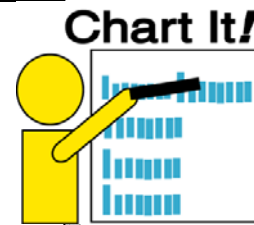
During this mini-lesson, explain to the students that there are many ways that they can figure out how to spell words that they want to write without having to ask a teacher.

Label a chart with the title: **Help Yourself with Spelling**

Next, prompt the students to share all of the ways they know about for how to solve the spelling of an unknown word without asking an adult. Chart these ideas as they are shared and demonstrate each strategy to make sure everyone understands the strategy. Add to the chart as you teach new strategies throughout the year.

The short list of these strategies may include:

- Say it slowly and listen for the letter sounds you know
- Ask yourself if that word is up somewhere in the room
- Use a personal or class dictionary
- Check the word wall
- Is there a chunk in that word you know?
- Have you seen that word in a book you've recently read
- Ask a neighbor
- Put the letter sounds you hear and leave a line for the rest
- Have a go with the word on a scrap paper until it looks right



## Using Spelling Bingo

During this mini-lesson, pass out the Spelling Bingo sheets (see page 28 in student section) and explain to students that you will slowly read aloud the spelling words (more than nine) for the week. As you read the words aloud, have them write the words, one in each square, if they think they can spell the word correctly.

After everyone has filled their chart with nine words, randomly reread the spelling words, this time spelling them out loud.

When the students get three correct words in a row, they will raise their hand or say "Bingo."

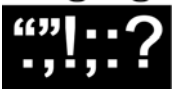
Have a discussion about which words were the most often used, or the least, and why.

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

SPELLING BINGO

1.	2.	3.
4.	5.	6.
7.	8.	9.

The teacher will say all of the spelling words. Pick nine words you think you can spell correctly and write them on this card. Then the teacher will say and spell each word out loud. Check your spelling of each word on your card as the teacher calls them out. When you have three correctly spelled words in a row (down, across, or diagonally) raise your hand. The teacher will check your card.



# Supporting Correct Spelling During Independent Writing

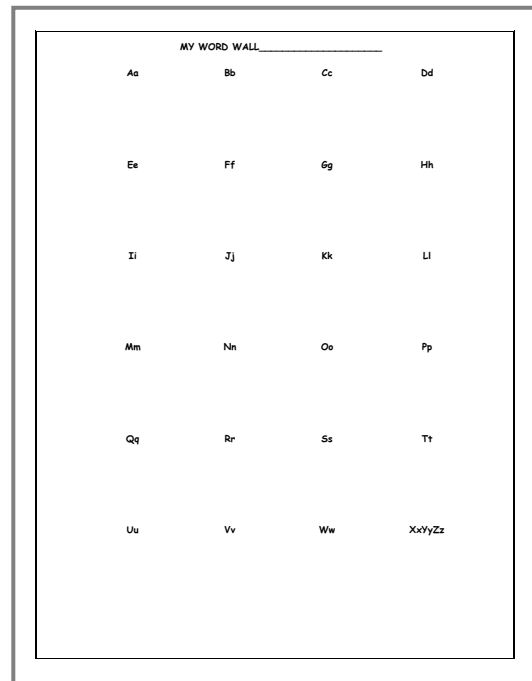
## Personal Word Wall

This activity provides the ultimate means for differentiating spelling lists for all students. Students will learn to self monitor their common errors and also have a support system to refer to while writing.

1. Review student writing periodically and identify common spelling errors for each student. Write the words the students are misspelling on a post-it (5-7 words at a time) and attach the list to the student's writing folder/journal.

2. Ask students to locate these words in their current writing and "find it and fix it". In other words, students are to scan through current writing, find those words, and fix their spelling.

3. Ask students to add those words to their personal word walls. These are file folders that open up to display a square for each letter of the alphabet in which they can enter these new words. You can have students make these easily by folding sheets of paper in quarters and then thirds to create a grid of 12 boxes. If they glue these grids into the inside of a file folder and then label each square with a letter (one should be X, Y, Z) they will have a space to enter words for each letter. (Word wall sample follows)



4. During writing periods, have students use these word walls to support correct spelling. They can prop them up on their desks or simply bring them out when they come to a word they are having trouble with.

This sheet is on page 27  
in the student section

5. POP QUIZZES: you can have students periodically quiz each other on their words by having them pair off and give each other spelling quizzes. Students simply number a sheet of paper from 1-10 (or 5 for younger ones), read each other a word at a time off their wall, then use the person word wall to check work. Remember to teach students how to give a spelling word on a test properly: say the word, use it in a sentence, say the word again. If students get a word right they can put a star next to that word so that their buddy won't quiz them on that word the next time they have a "pop quiz". Students can list their own spelling grades on their personal word wall folder as a percentage or letter grade to keep track of progress.

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# Spelling Flappers:

(Sample handout is on pages 25-26 in student section.)

1. Have students make a file folder spelling study aide using the following model to study spelling words at home and in class.
2. Use scrap paper stapled to the inside of the folder for practice. A white board set under the flaps works fine as well.
3. Spelling flappers support the development of visual memory for correct spelling. They provide a research-based alternative to many spelling homework routines and do not require worksheets to be prepared in advance.
4. This is the LOOK, SAY, VISUALIZE, COVER, WRITE, and CHECK research-based strategy mentioned on page 4 and 6.

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Construction instructions are on the next page.

**Spelling Flappers!**

**#1**

LOOK at the word.

- SAY the word.
- WRITE the word.
- Make a PICTURE In your mind.

GO! Go to FLAP 2

**#2**

- Illustrate the word.
- Write the word.
- Check the word.

Now, GO to FLAP 3 if you are correct.

...if you made an error, STOP! And return to FLAP 1

**#3**

- Rewrite word from memory.
- Use the word in a "formal" sentence.

Now, GO back to FLAP 1 to the next word on the list.

Congratulatio

7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.



# Spelling Flapper Construction

## MATERIALS:

Medium weight Card Stock, preferably white or tan

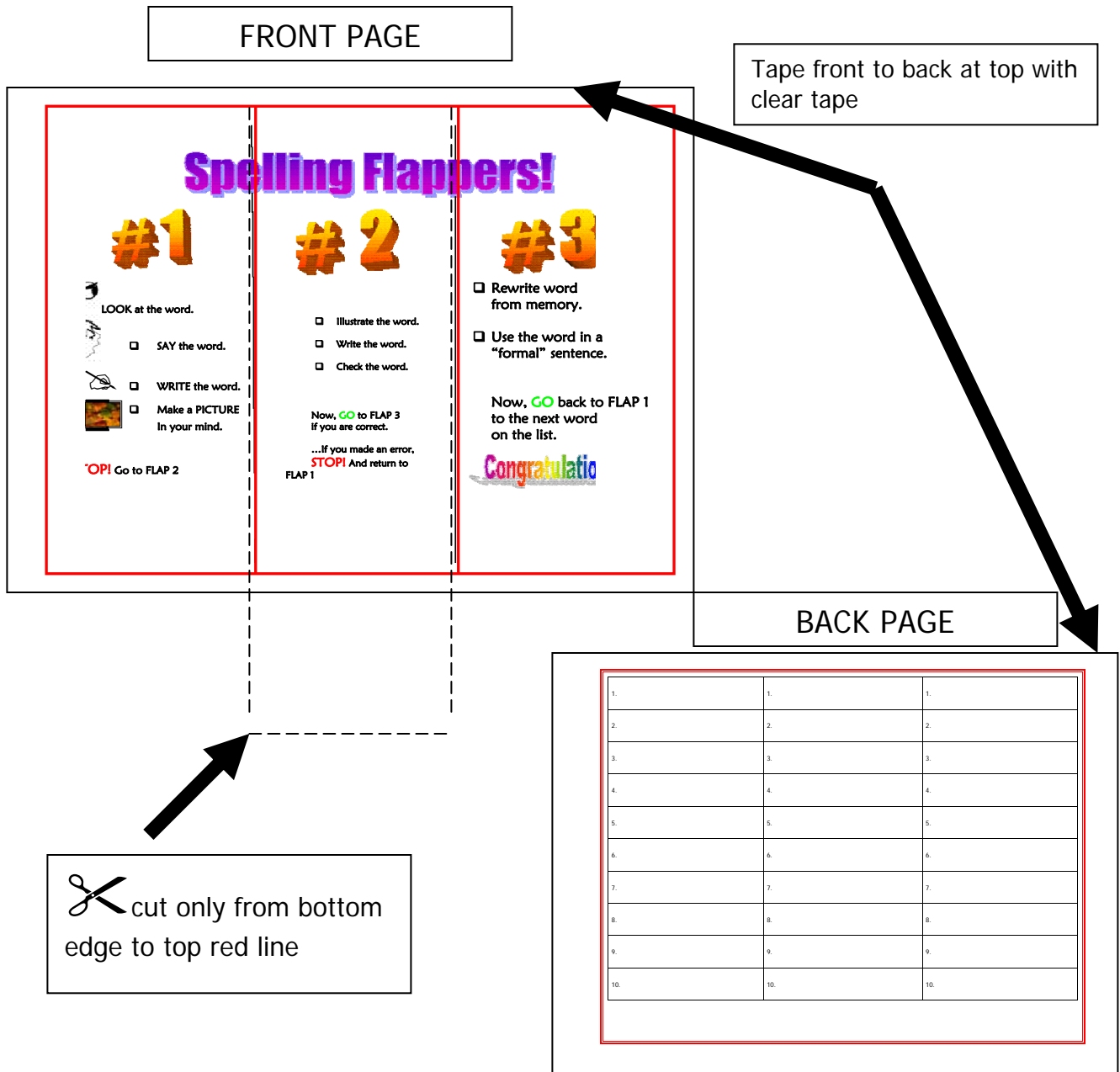
## PRINTING

Print file "SDAIE Spelling Flappers" onto card stock

## ASSEMBLY

Tape the front of the flapper to the back.

Cut on the two lines on the front page only up to top line. Cut only the front page.



# Word Study Notebooks

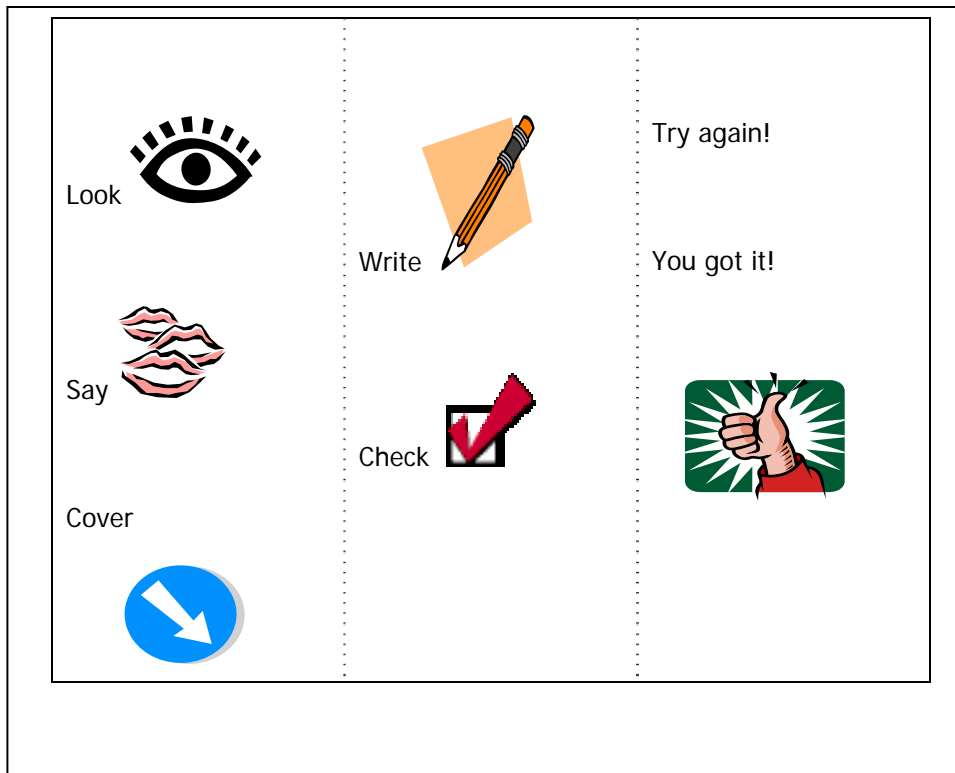
1. Have students record words off of class "grow list" charts for both spelling/structural families of words and meaning/thematic groups of words.
2. You can have students start the spelling/structural families on one side of a notebook and the meaning/thematic on the other to keep them separate. You may want to have students tab their notebooks with post-its to indicate where kinds of groups of word lists are located in the notebook. This becomes yet another rich resource for spelling and vocabulary to support the writing process.

NOTE: For a more complete explanation of word studies, please see page 32-33 in the Independent Reading Campaign Section of this book.

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## Sample Spelling Flapper Graphics for Primary Grade Students

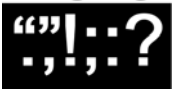
You can give the students old file folders, cut the flaps, and have the students to draw these steps on the flaps themselves.



# Spelling Planner

10-15 minutes per day

SELECTING SPELLING WORDS FOR THE WEEK		
Word Studies Words	Academic Words	Commonly Misspelled Words
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		



# Spelling Planner

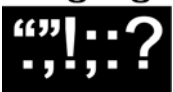
10-15 minutes per day

**EXAMPLE**

## SPELLING WORDS FOR THE WEEK

<p>Word Studies Words (Long a sound spellings)</p> <p><i>bake</i></p> <p><i>late</i></p> <p><i>came</i></p> <p><i>rain</i></p> <p><i>wait</i></p> <p><i>play</i></p> <p><i>day</i></p>	<p>Academic Words</p> <p><i>sentence</i></p> <p><i>subtract</i></p> <p><i>main idea</i></p>	<p>Commonly Misspelled Words (students can choose these from their writing)</p> <p><i>were</i></p> <p><i>because</i></p> <p><i>friend</i></p>
<p>MONDAY</p>	<p>Introduce spelling word through mime - have students guess at definitions.</p> <p>Give pre-test spelling words. Have the students correct their own test under direction.</p>	
<p>TUESDAY</p>	<p>Have students categorize words in their own defined groupings.</p>	
<p>WEDNESDAY</p>	<p>Have students partner and write a paragraph <u>that makes sense</u> using as many of the spelling words as possible. Have partners check each other's work.</p>	
<p>THURSDAY</p>	<p>Read aloud the word definitions and have students write the spelling words they think belong to those meanings.</p>	
<p>FRIDAY</p>	<p>Give post-test. Have the students correct their own test under direction.</p>	

Language



L2 Language Standard in the  
Common Core Standards grades K-12

# Some General Guidelines, Tips, and Strategies for Early Spelling Stages

## Stage 1 Spelling:

- Read aloud and share children's books.
- Encourage paper and pencil activity, writing, and experimenting with the alphabet.
- Share alphabet books.
- Model writing and allow students to send greeting cards, make grocery lists, or just pretend to write.
- Whenever you are writing, call it to your child's attention -- talk about what you are writing.

## Stage 2 Spelling:

- Read nursery rhymes, poems, familiar stories, and other good children's literature.
- Play lots of games with sounds and rhyming words using strategies such as these:
  - What word would be left if the /K/ sound were taken away from *CAT*?
  - Do *PIG* and *PIPE* begin with the same sound?
  - What word would you have if you put these sounds together? /S/ - /A/ - /T/ (*SAT*)
  - What sounds do you hear in *RAT*?
  - How many sounds do you hear in *CAKE*? (Three: /K/ /A/ /K/)
  - Which word starts with a different sound? *BAG*, *NINE*, *BEACH*, *BIKE*?
  - Is there a /K/ in *BIKE*? (Yes)

*(Adapted from Keith E. Stanovich, "Romance and Reality," The Reading Teacher, January 1994, 283)*

My Kid Can't Spell, J. Richard Gentry  
Heinemann Publishing, Portsmouth NH - ISBN#0-435-08135-7

## Stage 3 Spelling:

- Encourage purposeful writing.
- Give lots of praise.
- Say things such as, “Hey, that’s pretty good spelling for a first grader!”; “I like the way you figured out how to spell it by ‘ear’”; and “I’ll help you look it up in the dictionary. See, here’s how it looks. You’ll soon be spelling it this way all by yourself!”
- If you are a lousy speller, say “I’ve always been a lousy speller! If you keep making progress, I may soon be coming to you for help!”

## Stage 4 Spelling:

- Continue to encourage purposeful writing and give lots of praise.
- Notice that many words in your child’s writing (about 1/2 or more) are spelled correctly.
- Occasionally ask your child to circle one or two words in a story that he or she wasn’t sure how to spell. Ask the child to “have a go” at the correct spelling. After the child gives it his/her best shot, help “hunt down” the correct spelling by looking it up in the dictionary.
- Encourage your child to become a “word hunter” by forming a habit of consciously looking for the words that he or she needs to know how to spell. Help your child keep a list of **“Words I Need to Know How to Spell When I Write.”**
- Encourage your child to learn to spell a few unknown words each week.
- If your child is in at least second grade and is a Stage 4 Speller, he or she needs some focus on spelling in school. Look for four spelling-related activities each week in school.
  - Finding unknown words to spell (about 10 each week).
  - Inspecting word patterns.
  - Mastering new spellings.
  - Connecting spelling and writing.

If these activities are not occurring, find out why!

Page 23-24

# Spelling Mastery Hints

## Second graders should be mastering these kinds of patterns

- Short vowel patterns in words such as *sat, men, did, mom, cup, and cash.*
- Long vowel patterns in words such as *made, nail, gray, sleep, clean, hide, dime, bright, might, dry, hope, nose, boat, show, and cone.*
- Consonant blends such as those made with *s, l, and r* in words such as *stay, spot, black, glass, bring, and frog.*
- Plurals formed by *-s*, and *-es* in words such as *lips, eyes, birds, horses, and classes.*
- The endings *-ed* and *-ing* in words such as *wanted, played, rained, eating, making, doing, riding, and running.*
- Compound words such as *inside, baseball, raincoat, and bluebird.*

## Third graders should be mastering these kinds of patterns

- Plurals formed by *-s* and *-es* in words such as *legs, bushes, cages, and porches.*
- Consonant blends such as *scr, tch, str, and thr* in words such as *scratch, scream, stretch, and thread.*
- Short vowels in words such as *camp, clock, shock, kept, and west.*
- Long vowels in words such as *paint, pony, own, bright, grew, and rule.*
- Combinations such as *-au, -al, and -oi*, in words such as *taught, walking, and oil.*
- R-controlled vowels in words such as *hair, pair, cheer, and fare.*
- Contractions and compound words in words such as *didn't, weren't, football, and grandmother.*
- Special spellings of sounds such as *s* and *f* sounds in words such as *circle, pass, giant, and join.*
- Prefixes in words such as *unhappy, preheat, unable, and repaint.*

# Spelling Mastery Hints

## Fourth graders should be mastering these kinds of patterns

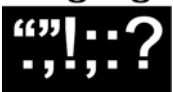
- Contractions such as *o'clock, you're, doesn't, and haven't.*
- Long vowels in words such as *trapeze, antelope, tune, drew, and explode.*
- Compound words such as *good-bye, fireplace, T-shirt, and everybody.*
- Special combinations such as the *squ, qu, dge, en,* and in words such as *squeal, equal, bridge, chicken, and pumpkin.*
- Possessives and plural possessives such as *mother's, animals'.*
- Word endings such as *-ir, -ur, -al, -il, and -le.*
- Suffixes such as *-ful, -less, -ment, -il, and -ness.*
- Homographs (the same spelling for two different words, such as "*record* player" and "*record*" the date) such as *record, present, and content.*
- Homophones such as *steel* and *steal; bored* and *board.*
- Changing *y* to *i* in words such as *prettiest, happiness, fries, and studies.*

## Fifth graders should be mastering these kinds of patterns

- Possessives and plurals in words such as *women's* and changing *y* to *i* in words such as *daisies.*
- Unexpected spellings such as *modern, bargain, fashion, and habit.*
- Silent *e, ei* and *ie* in words such as *clothe, receive, neighbor, and weight.*
- Compound words such as *twenty-one, applesauce, and postoffice.*
- Commonly misspelled words such as *sentence, chocolate, surely, and through.*
- Lots of words with prefixes such as *bi-, tri-, mid-, il-, im-, in-, and ir-.*
- Lots of words with suffixes such as *-er, -or, -ist, -ant, -am, -ist, -al, and -ous.*
- Words with parts such as *per-, pre-, pro-, -tion, and -cian.*
- Words from other languages, such as *ballet, cassette, stomach, and beret.*
- Easily confused words such as *recipe, seize, angle, and angel.*

Page36-41

My Kid Can't Spell, J. Richard Gentry  
Heinemann Publishing, Portsmouth NH - ISBN#0-435-08135-7





# Spelling Mastery Hints

## Sixth graders should be mastering these kinds of patterns

- The more complex prefixes and suffices, such as *super-*, *over-*, *ad-*, *ac-*, *em-*, *en-*, *-ity*, *-ery*, *-ance*, and *-ence*.
- Many word roots such as *port* and *tract* in words such as *transportation*, *import*, *opportunity*, *reporter*, *tractor*, *contraction*, and *distract*.
- Words from other languages such as *brochure*, *genre*, *mustache*, and *mosquito*.
- Commonly misspelled words such as *license*, *choir*, *athlete*, and *grammar*.

## Seventh graders should be mastering these kinds of patterns

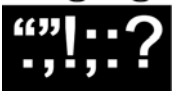
- Usual plurals, such as *torpedoes*, *stereos*, and *fathers-in-law*
- Many word roots, such as *graph* in *cartography* and *seismograph*; *flu* in *fluency*, *fluctuate*, and *influential*.
- Word roots from French, such as *physique*, *gourmet*, *plateau*, and *debut*.
- Prefixes and suffixes, such as *dec-*, *epi-*, *-able*, and *-ible*.
- Related words, such as *manager* and *managerial*.
- Commonly misspelled words such as *conscience*, *stationery*, *occurring*, *gauge*, *vacuum*, and *advantageous*.
- Greek roots, such as *rhythmic*, *rhetoric*, *architect*.
- Suffixes, such as *-cial* and *-tial*. In words such as *racial* and *martial*.
- Words from other languages, such as *kindergarten*, *spaghetti*, *caboose*, and *ebony*.

## Eighth graders should be mastering these kinds of patterns

- Words from names, such as *boycott*, *cologne*, *bologna*, and *tantalizing*.
- Unusual plurals, such as *alumni*, *appendixes*, and *memorandums*.
- Roots in words, such as *dissent*, *sentinel*, and *dissention*.
- Words from French, such as *souvenir*, *rendezvous*, *millionaire*, and *premier*.
- Prefixes and suffixes, such as *dia-*, *-ics*, and *-ism*.
- Easily confused words, such as *allusion*, and *illusion*; *immigration* and *emigration*.
- Patterns based on meaning, such as *expire* and *expiration*; *repeat* and *repletion*; and *reveal* and *revelation*.
- Spellings from Greek sounds, such as *chlorophyll*, *orphanage*, and *pseudonym*.
- Middle Eastern and Asian words, such as *bazaar*, *ketchup*, and *cheetah*.
- Commonly misspelled words, such as *congratulations*, *secede*, and *gaiety*.
- Words from other languages, such as *gnu*, *guerrilla*, and *yacht*.

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# The Gentry Spelling Grade Level Placement Test

## Finding out if a child is on grade level

The following word lists give you an idea of a child's grade level of spelling proficiency. This is an indicator, not an exact measurement. Check the child's writing and monitoring how well he or she responds to spelling instruction at the level indicated will verify the grade equivalency placement indicated by the test.

### Administering the test:

1. Introduce the test. "You are going to write some words to help me find out how well you can spell. Do your best. But do not worry if you don't know some of the words."
2. Offer help distinguishing between words. Offer a sentence to establish context for multiple meaning or multiple-sounding words. Example "red" and "read".
3. Pass out a paper numbered from one through twenty, in three sections, or have the children write one through twenty on three columns on a paper.
4. Start at the level where you think the child already correctly spells words. This is usually one or two grade levels below the child's current grade.
5. Call out the word list slowly. Watch as the child writes down each word called out.
6. Stop when the child misses more than half the words in a list. Usually, only three or four consecutive lists are needed to find a child's placement.

My Spelling Paper

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

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

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

This form is on page 31  
in the student section

### Scoring the Test:

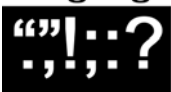
Find out where the child spells at least ten words correctly. The highest grade level at which the child spells about 50 percent of the words is his or her appropriate grade level for spelling placement. You may discover that they also spell a great number of higher grade level words correctly, or that they are using sophisticated alternative spellings such as the *ou* vowel diagraph; the *e*-marker pattern; the use of *ff* at the end of a word; the use of *ph* for the /f/ sound. These factors should be used when establishing the correct grade level and spelling instruction the child needs to improve.

### How Important Are the Results?

"Expert spelling ability is probably a genetic accident. Outside the context of providing developmentally-appropriate instruction, spelling grade level is not so important. The goal is *spelling consciousness*—the habit of caring about expert spelling when spelling is important. Spelling consciousness—not expert spelling—is more closely tied to success. George Washington, Albert Einstein, Thomas Edison, Martin Luther King, Jr., and Queen Elizabeth I probably would have failed a grade level test. They were all lousy spellers who probably spelled below grade level!"

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Language



L2 Language Standard in the  
Common Core Standards grades K-12

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# The Gentry Spelling Grade Level Placement Test

## GRADE ONE

- |         |          |         |
|---------|----------|---------|
| 1. all  | 8. on    | 15. you |
| 2. me   | 9. the   | 16. see |
| 3. do   | 10. and  | 17. is  |
| 4. come | 11. one  | 18. ten |
| 5. play | 12. be   | 19. was |
| 6. at   | 13. like | 20. no  |
| 7. yes  | 14. am   |         |

## GRADE TWO

- |          |           |              |
|----------|-----------|--------------|
| 1. jump  | 8. fine   | 15. hope     |
| 2. apple | 9. off    | 16. much     |
| 3. five  | 10. bell  | 17. seven    |
| 4. other | 11. say   | 18. egg      |
| 5. that  | 12. part  | 19. sometime |
| 6. more  | 13. like  | 20. wall     |
| 7. house | 14. brown |              |

## GRADE THREE

- |           |            |              |
|-----------|------------|--------------|
| 1. spring | 8. placed  | 15. airplane |
| 2. helps  | 9. below   | 16. learn    |
| 3. farmer | 10. walked | 17. those    |
| 4. people | 11. also   | 18. cream    |
| 5. bones  | 12. often  | 19. eight    |
| 6. saved  | 13. wrong  | 20. carry    |
| 7. roof   | 14. things |              |

## GRADE FOUR

- |             |              |              |
|-------------|--------------|--------------|
| 1. worry    | 8. blame     | 15. wrote    |
| 2. twenty   | 9. wreck     | 16. iron     |
| 3. you're   | 10. November | 17. fifth    |
| 4. dozen    | 11. loud     | 18. tomorrow |
| 5. thumb    | 12. wasn't   | 19. writing  |
| 6. carried  | 13. finish   | 20. frozen   |
| 7. surprise | 14. middle   |              |

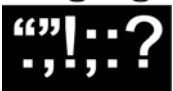
## GRADE FIVE

- |             |              |              |
|-------------|--------------|--------------|
| 1. neighbor | 8. hungry    | 15. library  |
| 2. parties  | 9. subject   | 16. yawn     |
| 3. rotten   | 10. claim    | 17. midnight |
| 4. worst    | 11. unknown  | 18. steady   |
| 5. laid     | 12. American | 19. prepare  |
| 6. manners  | 13. officer  | 20. village  |
| 7. parents  | 14. prove    |              |

## GRADE SIX

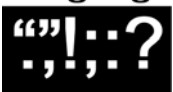
- |                |                |             |
|----------------|----------------|-------------|
| 1. jewel       | 8. depot       | 15. hymn    |
| 2. thief       | 9. ruin        | 16. lettuce |
| 3. avenue      | 10. yield      | 17. burden  |
| 4. arrangement | 11. seize      | 18. canvas  |
| 5. theme       | 12. difference | 19. grocery |
| 6. system      | 13. interview  | 20. lawyer  |
| 7. written     | 14. zero       |             |

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# 100 Most Frequently Misspelled Words Across 8 Grade Levels

1	too	26	didn't	51	like	76	about
2	a lot	27	people	52	whole	77	first
3	because	28	until	53	another	78	happened
4	there	29	with	54	believe	79	Mom
5	their	30	different	55	I'm	80	especially
6	that's	31	outside	56	thought	81	school
7	they	32	we're	57	let's	82	getting
8	it's	33	through	58	before	83	started
9	when	34	upon	59	beautiful	84	was
10	favorite	35	probably	60	everything	85	which
11	went	36	don't	61	very	86	stopped
12	Christmas	37	sometimes	62	into	87	two
13	were	38	off	63	caught	88	Dad
14	our	39	everybody	64	one	89	took
15	they're	40	heard	65	Easter	90	friend's
16	said	41	always	66	what	91	presents
17	know	42	I	67	there's	92	are
18	you're	43	something	68	little	93	morning
19	friend	44	would	69	doesn't	94	could
20	friends	45	want	70	usually	95	around
21	really	46	and	71	clothes	96	buy
22	finally	47	Halloween	72	scared	97	maybe
23	where	48	house	73	everyone	98	family
24	again	49	once	74	have	99	pretty
25	then	50	to	75	swimming	100	tried

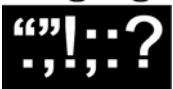


## Top Common Error Categories For Combined Grade Levels 1-8

1	Omitted letters	29	Double consonant + inflected ending
2	Homophones	30	Compound word spelling
3	Consonant substitution	31	Vowel: /er/
4	Scrambled letters	32	Long o
5	Schwa (other)	33	Easily confused pairs
6	Short e	34	Vowel: /u/
7	Long e	35	Suffix spelling
8	Schwa final syllable	36	Truncated/bizarre
9	Consonant blend	37	Silent consonant
10	Run together / separated	38	Mispronunciation
11	Consonant diagraph	39	Compound wrongly joined
12	Added letters	40	Final e + inflected ending
13	Short i	41	Double consonant + suffix
14	Double consonant in root	42	Vowel: /ou/
15	Inflected spelling	43	y to i + inflected ending
16	Compound wrongly separated	44	Short o
17	Apostrophe with contraction	45	Short a
18	Complex consonant	46	Vowel: /u/
19	Vowel: /o/	47	Final e + suffix
20	Capitalization	48	Regularizing irregulars
21	Long a	49	Vowel: /a/
22	Silent e over-generalized	50	Vowel /yu/
23	Single consonant doubled	51	Repeated sequence
24	Silent e other	52	Prefix spelling
25	Short u	53	Abbreviation
26	Apostrophe with possessive	54	Vowel: /oi/
27	Long i	55	y to i + suffix
28	Silent e long vowel		

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The Spelling Connection: Integrating Reading, Writing, and Spelling Instruction, Ronald L. Cramer. 1998  
The Guilford Press, ISBN# 1-57230-329-8(paper)



# Verb Inflections

Verb inflections include any endings added to the base form of the verb. These include *-s*, *-ing*, and *-ed*. Spelling for the majority of verbs is regular, and the inflections are simply added to the base form. For a few verbs, though, the spelling does change, and the rules are outlined below. For more information on irregular verbs and verb tenses, please see the List of Irregular Verbs at this web site.

## Doubling of Consonants

1. If the base form ends in a single consonant and the preceding vowel is stressed and spelled with only one letter, **double the consonant before adding *-ing* and *-ed***

*occur/occurring, swim/swimming, ship/shipping*

2. If the preceding vowel is unstressed or spelled with two vowels, **do not double the consonant**

*enter/entering, visit/visiting, develop/developing, dread/dreading,*

*appeal/appealing, shout/shouting*

3. If the base form ends in *-c*, change the *-c* to *-ck*

*panic/panicking, picnic/picnicking*

4. There are exceptions with some verbs ending in *-l*, *-m*, and *-p*

*travel--traveling or travelling  
program--programing or programming  
worship--worshiping or worshipping*

## Deletion or Addition of *-e*

1. If the base form ends in an unpronounced *-e*, drop the *-e* before adding *-ing* and *-ed* inflections

*create/creating, type/typing, bake/baking*

2. For monosyllabic verbs ending in *-ye*, *-oe*, or *-nge*, keep the final *-e* before *-ing*, but drop it before *-ed*

*dye--dyeing/dyed  
hoe--hoeing/hoed  
singe--singeing/singed*

3. If the base form ends in *-ie* or *-ee*, drop the final *-e* before *-ed*

*die/died, agree/agreed, tie/tied*

4. If the verb ends in *-s*, *-z*, *-x*, *-sh*, and *-ch*, add *-e* before the *-s* ending

*pass/passes, buzz/buzzes, coax/coaxes, wash/washes, watch/watches*

## Treatment of *-y*

1. If the base form ends in *-y*, change the *-y* to *-ie*

*carry/carries, try/tries*

2. If the base form ends in *-ed*, change the *-y* to *-i*

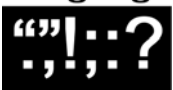
*carry/carried, try/tried*

3. Following a vowel or preceding *-ing*, the *-y* remains

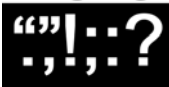
*stay/stayed, toy/toying, try/trying, carry/carrying*

4. If the base form ends in *-ie*, change the *-ie* to *-y* before *-ing*

*die/dying, lie/lying, tie/tying*



# Handouts and Samples for the Students



1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

1.

2.

3.

4.

5.

6.

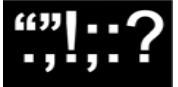
7.

8.

9.

10.

**Language**



**L2 Language Standard in the  
Common Core Standards grades K-12**



# Spelling Flappers!

## #1



- LOOK at the word.



- SAY the word.

- WRITE the word.



- Make a PICTURE  
In your mind.

**STOP!** Go to FLAP 2

## #2

- Illustrate the word.

- Write the word.

- Check the word.

Now, **GO** to FLAP 3  
if you are correct.

...If you made an error,  
**STOP!** And return to  
FLAP 1

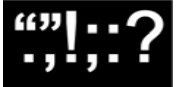
## #3

- Rewrite word  
from memory.
- Use the word in a  
“formal” sentence.

Now, **GO** back to FLAP 1  
to the next word  
on the list.

## Congratulations!

Language



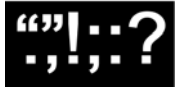
L2 Language Standard in the  
Common Core Standards grades K-12

MY WORD WALL \_\_\_\_\_

Aa	Bb	Cc	Dd
Ee	Ff	Gg	Hh
Ii	Jj	Kk	Ll

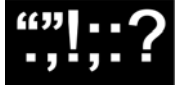
MY WORD WALL \_\_\_\_\_

Language



L2 Language Standard in the  
Common Core Standards grades K-12

Mm	Nn	Oo	Pp
Qq	Rr	Ss	Tt
Uu	Vv	Ww	XxYyZz

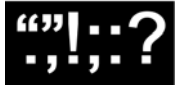


Name: \_\_\_\_\_ Date: \_\_\_\_\_

## SPELLING BINGO

1.	2.	3.
4.	5.	6.
7.	8.	9.

The teacher will say all of the spelling words. Pick nine words you think you can spell correctly and write them on this card. Then the teacher will say and spell each word out loud. Check your spelling of each word on your card as the teacher calls them out. When you have three correctly spelled words in a row (down, across, or diagonally) raise your hand. The teacher will check your card.

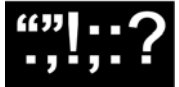


# My Spelling Paper \_\_\_\_\_

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

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

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



# Spelling Rules 1

There are three ways a vowel may be long:

- a. at the end of a syllable. ba by  
*Why is the saying /a/? Because it is at the end of the syllable.*
- b. In old, ind, ild, ost, olt. (I find most bold colts wild.)  
*Do we need a silent e at the end of the word to make the o say /o/? No, the o say /o/ in old. When reading back the word ask, Why does the o say /o/?*
- c. When the silent e makes the vowel long. line  
*What must we do to make the i say /i/?*  
When reading back the word ask, *Why does the i say /i/?*

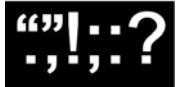
There must be a reason for a silent e unless it is a *no reason silent e*.  
(Memorize the chart below.)

<b>line</b>	1 The silent <b>e</b> makes the vowel long.
<b>give</b>	2 Words may not end in <b>v</b> so we add a silent <b>e</b> .
<b>dance</b>	3 the silent <b>e</b> makes the <b>c</b> say <b>s</b> .
<b>large</b>	4 The silent <b>e</b> makes the <b>g</b> say <b>j</b> .
<b>ap ple</b>	5 Every syllable must have a vowel. (There is no vowel in pl.)
<b>house</b>	6 When <b>s</b> is not doubled after two vowels or a consonant, add a silent <b>e</b> .
<b>come</b>	n.r. No reason silent e.

- **c** says /s/ before **e** or **i**.     **Face**  
When you are dictating the word, tell the students to write c. When reading the word, ask, *Why does the c say /s/?*
- **g** may say /j/ before **e** or **i**.     **Age**  
When you are dictating the word, tell the students to write g. If it is at the end of the word, ask, *What must we do to make the g say /j/?* When reading the word ask, *Why does the g say /j/?*
- **y** is usually used to say /i/ at the end of a one syllable word; /e/ at the end of a two syllable word.  
**Cry     Lady**  
*What letter do we use to say /e/ (or /i/) at the end of a word?*

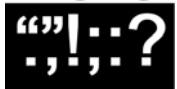
## Spelling Rules 2

- There are five ways of writing /er/. Her first nurse works early. After the students say /er/, give them the key word for the sound. When the sound is /wor/, ask them, *What phonogram says /er/ after w?*
- We often double **l**, **f**, **s** at the end of a word after only one short or dotted vowel. When **s** follows two vowels or a consonant and it is not doubled, we add a silent **e**. **will off miss** (house)  
*How many vowels are there before the l? Is it long or short? So what must we do to the l? Double it.*
- **ay** is used to say /a/ at the end of the word. **Day** *May we use the a by itself at the end of the word?*
- To say /k/, **c** is used at the beginning of the word, except before **e** or **i** we use **k**; **k** is used at the end of the word, except after only one short vowel, we use **ck**.  
**Cat**                      **Kill**                      **Sick**
- **dge** is used after one short vowel.      **Bridge**
- **i** before **e** except after **c** and when it says /a/.  
**believe**      **receive**      **veil**  
*Do we use ei or ie (spell phonogram) in this word? Why?*
- **ti, si, ci** are used to say /sh/ at the beginning of the second or third syllable.  
**station**              **session**              **racial**  
*Ask, What phonogram do we use to say /sh/ at the beginning of the second syllable?  
And then tell them which one to use.*
- The **1-1-1** rule: Words of one syllable, ending in one vowel and one consonant, double the last consonant, when adding an ending beginning with a vowel.
- When adding an ending beginning with a vowel to a word that ends with a silent **e**, drop the **e** and add the ending.
- When another syllable is added to all, till and full, drop one l.
- **S** never follows **x**, because the /s/ sound is in the **x**. (However, **c** sometimes follows **x**.)  
**expect**              **(except)**  
*Ask, Where is the /s/ sound?*
- When adding an ending to a word that ends with a **y**, change the **y** to **i** unless the ending is **ing**.  
**Cried**              **Crying**
- Words that are names are capitalized. When reading back the words ask, *Why did we use a capital?*
- We often use a double consonant between two syllables to keep the vowel in the first syllable short.  
**Happen**
- **Tch** is used to say the first sound of the /ch/ after only one vowel except in rich, which, much and such.  
**Watch**
- **U** may say /o/ at the end of the syllable. Also the silent **e** may take the **u** say /o/.  
**Duty**                      **Rule**



## Word Root Index

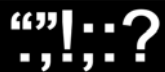
PREFIXES & SUFFIXES		WORD ROOTS			
a-, an-	(not or without)	acer-, acri-	(bitter)	man-, manu-	(by hand)
ab-	(separation)	anthrop-, a	(man)	matr-, mater-	(mother)
-able	(power)	arch-	(ruler)	medi-	(half, middle)
ad-	(toward)	aud-, aus-	(hear)	meter-	(measure)
ana-	(up, again)	auto-	(self)	migra-	(wander)
anti-, ant-	(against)			miso-	(hate)
		bon-, ben-	(good)	mitt-, miss-	(send)
cata-, cat-	(down)	biblio, bibl-	(book)	mob-, mot-, mov-	(move)
circum-, circ-	(around)	bio-	(life)	monstr-	(to show)
con-, com-, coh-	(with; together)			mort-, mors-	(death)
contr-, contra-	(against)	calor-	(heat)		
		cap-, capit-	(chief, head)	neur-	(nerve)
de-	(away)	cardi-	(heart)	nov-	(new)
dia-	(through)	chrom-	(color)		
dis-	(take away)	civ-	(citizen)	omni-	(all)
dyn-, dynamo-	(power)	clam-, claim-	(cry out)	oper-, opus-	(work)
		corp-, corpor-	(body)	oss-, osteo-	(bone)
e-, ec-, ef-	(out)	cred-	(believe)		
endo-	(within)	curs-, curr-	(to run)	pan-	(all)
eu-	(well, good)	cyclo-	(wheel)	part, pater-	(father)
ex-	(out)			path-	(feeling, disease)
extra-	(outside)	dem-, demo-	(people)	pend-, pen-	(hand)
		derm-	(skin)	phil-, philo-	(love)
hyper-	(over)	dic-, dict-	(say)	pict, picot-	(to paint)
hypo-	(under)	duc-, duce-, duct-	(lead)	pneuma-, pnemon-	(breath)
		ego-	(I, self)	poli-, polis-	(city)
in-	(within, into)			poly-	(many)
intro-	(within)	feder-, fid-	(trust)	pop-	(people)
		forc-, fort-	(strong)	port-	(carry)
juxta-	(near, next)			pos-, pound-	(place)
		gam-	(marriage)	pot-, poss-	(power)
-less	(without)	geo-, ge-	(earth)	prim-, primer-	(first)
		gest-	(carry)		
mal-	(bad, evil)	gnosi-, cognos-	(to know)	roga-, rog-	(ask)
mono-, mon-	(one)	graph-	(write, record)		
non-	(not)	grat-	(pleasing)	sat-, satis-	(enough)
		greg-	(flock)	scope-	(water, see)
-ology	(the study of)	gyn-	(woman)	sens-, sent-	(to feel)
ortho-	(correct, straight)			soph-	(wisdom)
		habit-, hab-	(have, life)	spec-, spect-	(inspect, examine)
post-	(after, behind)	hema-, hemo-	(blood)		
pre-	(before)	hum-	(earth)	tact-, tang-	(touch)
		hydr-, hydro-, hydra-	(water)	tent-, tent-	(hold)
re-	(back, again)			test-	(bear witness)
retro-	(backwards)	jac-, ject-	(throw)	tract-, trah	(draw, pull)
		jud-, judic-	(law)	trib-	(pay)
sub-	(underneath)	jus-, jur-	(law)		
super-	(over, above)	laud-	(praise)	uni-	(one, single)
syn	(together)	leg-	(law)	vali-, vale-	(strength)
		lic, licit-	(permit)	ver-, veri-	(true, genuine)
tele-	(far, distant)	loc-, loco-	(place)	vict-, vinc-	(to conquer)
tra-, trans-	(across, over)	loqui-, loc-	(speak)	vis-, vid-	(see)
		luc-, lum-, lun-	(light)	viv-, vita-	(alive)
un-	(not)	lucr-	(gain)	voc-, vok-	(voice)





*Affixes are covered under L4 Language Standard in the Common Core Standards*

**Language**



**L2 Language Standard in the  
Common Core Standards grades K-12**

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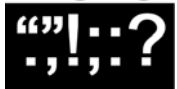
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# Roots and Combining Forms

A root is the simple element from which a more complex word is derived, often by means of the addition of prefixes, suffixes, and/or other combining forms.

Roots	Definitions	Examples
act	do	Action
-agogue	leader	demagogue
-agr-, ager	field	Agriculture
altus, alte	high	Altitude
alter	other (of two)	alternate
annus, anno	year	Annual
anthrop-, -anthrop	human being, man	Misanthrope
aqui, aqua-	water	Aquatic
arch-	chief, principal	Anarchy
astr-, astro-	star	Astronomy
aut-, auto-	self, same one	Autobiography
brevi-	short	abbreviation
cand	white, bright, shining	incandescent
captus	take, seize, hold	capture
caput, capitis	head	cap, capital
cent	hundred	century, percent
chron-, chrono-	time	chronological
citare	put in motion	citation
clarus	clear	Clarity
cogito	think	cogitate
cogna-, cogni-	know	recognize
cosm-, cosmo-, -cosm	order, world	Cosmopolitan
cred-	believe	incredible
cuipe	blame, guilt, sin	culprit
cycle	circle, wheel, ring	bicycle
dem-, demo-	people, population	democracy
derm-, derma-, -derm	skin	epidermis
dict-	say, speak	diction, edict
doc-, doct-	instruct, teach	docent, doctor
dominus	master, of the house, ruler, lord	dominate
flex	bend	flexible
flor, flora	flower	floral, florist
flux	flow	influx
fort	strong	fortify
fragilis	frail, easily broken	fragile
fus-	pour, melt	fusion
-gon	angle	polygon
-gram	drawing, writing	telegram
gratus	pleasing, thankful	gratitude
gregarious	of or relating to a crowd, flock or herd	Gregarious
hem-, hema-, hemo-	blood	hemorrhage
hydr-, hydro	water	hydrofoil
iacto	to throw, cast or fling	eject, interject
is-, iso-	equal, homogenous	isometric

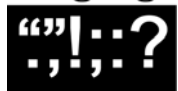
*Affixes are covered under L4 Language Standard in the Common Core Standards*



## Roots and Combining Forms

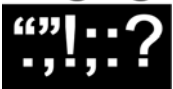
Roots	Definitions	Examples
liber	to free	liberate
locus	a single place	Location
logos, logi	word, words	monologue
magnus	great, large	magnify, magnitude
manus	the hand	manufacture
mare	the sea	marine, maritime
mega-	great, large	megaphone
mitto, mittere	to send or dispatch	missive, remit, transmit
mobilito	to set in motion	Mobilize
navigo	to sail	navigate
ne-, neo	new	neoclassic
nego, negare	to say no	negate, negative
-nomy	system of laws or sum or knowledge regarding	agronomy, autonomy
novus	fresh, new, young, inexperienced	novel, novice
ocul-, oculo-	having to do with the eye	binoculars, ocular
pan-	all	Pan-American, panorama
paed-, ped-	child	pediatrics
phil-, philo-	loving	Philanthropic
phon-, phono-	sound, voice, speech	phonograph
phot-, photo-	light	photography, photon
porto, portare	to bear, bring, or carry	portable, transport
prior, primus	former, first	primacy, primary
psych-, psycho-	brain, mind, soul, spirit	psychic, psychoanalysis, psychotherapy
pyr-, pyro-	fire, heat	pyrogenic, pyromania
rogo, rogare	to ask or question	Interrogate
rumpere, ruptum	to break or shatter	interrupt, rupture
scribere, scriptum	to write	prescribe, script
secare, sectum	to cut	dissect, intersection
solus, soli	alone, only	solely, solitary
somnus	sleep, slumber	insomnia, somnambulate
sono, sonare	to sound, resound, or make a noise	resonant, sonata, sonorous, unison
struo, struere,	to put together,	construct, destructive,
structum	to put in order, to build	structure
techno-	art, craft, skill	technique, technology
tempus, temporis	a period of time	contemporary, temporal
tenuo, tenuare	to make thin, fine, slender of sight	attenuated, tenuous
termino, terminare	to bound, limit, or make an end to	coterminous, terminate
terra	earth, land	terrain, terrarium
testor, testare	to bear witness to, to give evidence of	testify
therm-, thermo-	heat	thermos, thermometer
torquere, tortum	to twist, wind, or wrench	contort, distort, torsion
tribuere, tributum	to divide out or allot, to assign, give or pay out to agitate, to throw into to disorder and confusion	disturb, turbulence

*Affixes are covered under L4 Language Standard in the Common Core Standards*



# Capitalization Rules

- 1. Days of the week, months of the year, holidays, directions**  
Example: November, December, Monday, Tuesday, Valentine's Day  
*Directions are capitalized only when used as sections of the country, not as compass directions.*  
Example: We moved to the Southwest. San Francisco is west of Sacramento.
- 2. First word in a sentence, and a sentence that is a direct quote**  
Example: When he tells a joke, he sometimes forgets the punch line.  
Someone once said, "Time heals all wounds."
- 3. Names of countries, nationalities, and specific languages**  
Example: Costa Rica, United States of America, and Spanish
- 4. Names of people, members of national, political, racial, social, civic groups**  
Example: George Green, President George Bush.  
Green Bay Packers, African-Americans
- 5. Titles of people**  
*Preceding names, but not titles that follow names.*  
Example: She assisted Mayor Bell. I interviewed Jim Bell, mayor of Dallas.
- 6. Pronoun "I"**  
Example: The last time I visited Atlanta was many years ago.
- 7. Proper/common nouns**  
Examples:  
**Organizations:** Supreme Court, Atlantic Ocean, Worrill Manufacturing Co.  
**Family:** Aunt Abigail, here is a present I bought for Mother.  
**God, deities, etc.:** God the Father, Moses, Buddha, Zeus. The non-specific use of god as a word, as in "He looked like a god," is not capitalized.
- 8. Periods and events (but not century numbers)**  
Example: Victorian Era, The Great Depression, Constitutional Convention
- 9. Titles of art**  
Example: Rodin's, The Thinker, is a fantastic piece of sculpture.
- 10. Titles of written works (except for short prepositions if they are not the first word of the title)**  
Example: One of José's favorite books is The Catcher in the Rye.
- 11. Trademarks**  
Example: Pepsi, Microsoft Word, IBM, Honda.
- 12. Words and abbreviations of specific names**  
Example: NBC, UN (United Nations).



# Complete List of Spelling Rules for Nouns and Verbs

## Rules for Irregular Plural Formation of Nouns

### Variations of the final -s rule:

- Nouns that end with *-s, -z, -x, -sh, -ch*  
Add *-es*  
*glass/glasses, buzz/buzzes, box/boxes, bush/bushes, switch/switches*
- Nouns that end in *-o*  
Add *-es*  
*potato/potatoes, echo/echoes, hero/heroes*  
exceptions: *studio/studios, piano/pianos, kangaroo/kangaroos, zoo/zoo*s  
either: *buffalo/buffalo(e)s, cargo/cargo(e)s, motto/motto(e)s, volcano/volcano(e)s*
- Nouns that end in a consonant + *-y*  
Change *-y* to *-i* and add *-es*  
*baby/babies, spy/spies, poppy/poppies*
- Nouns that end in *-f, -fe*  
Change the *-f* to *-v* and add *-es*  
*shelf/shelves, wolf/wolves, knife/knives, wife/wives*

### Nouns adopted from other languages:

- Singular ends in *-is*  
Plural ends in *-es*  
*analysis/analyses, basis/bases*
- Singular ends in *-um*  
Plural ends in *-a*  
*datum/data, curriculum/curricula*
- Singular ends in *-on*  
Plural ends in *-a*  
*criterion/criteria, phenomenon/phenomena*
- Singular ends in *-a*  
Plural ends in *-ae*

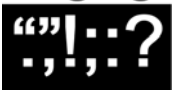
*formula/formulae, antenna/antennae*

- Singular ends in *-ex* or *-ix*  
Plural ends in *-ices*  
*appendix/appendices, index/indices*
- Singular ends in *-us*  
Plural ends in *-i*  
*focus/foci, stimulus/stimuli*
- Singular ends in *-us*  
Plural ends in *-a*  
*corpus/corpora, genus/genera*
- Singular ends in *-eau*  
Plural ends in *-eaux*  
*bureau/bureaux, beau/beaux*

#### **Nouns that have only a plural form and so take a plural verb**

- Things that come in pairs  
Tools: *glasses, scissors, binoculars, forceps, tongs, tweezers*  
Clothes: *jeans, pants, pajamas, shorts, trousers*
- Nouns that end in *-s* but have no singular (aggregate nouns) *accommodations, amends, archives, arms (weapons), bowels, intestines, brains (intellect), clothes, communications, congratulations, contents, stairs, thanks, goods*
- Nouns that are plural but do not end in *-s*  
*people, police, cattle, people*

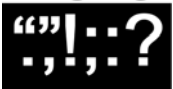
by Susan Jones



# Irregular Nouns

SINGULAR	PLURAL	SINGULAR	PLURAL
alumnus	alumni	man	men
analysis	analyses	matrix	matrices
antenna	antennae/antennas	means	means
appendix	appendices	medium	media
axis	axes	mouse	mice
basis	bases	oasis	oases
beau	beaux	ox	oxen
bureau	bureaus	paralysis	paralyses
child	children	parenthesis	parentheses
corpus	corpuses	phenomenon	phenomena
crisis	crises	radius	radii
criterion	criteria	series	series
curriculum	curricula	sheep	sheep
datum	data	species	species
deer	deer	stimulus	stimuli
diagnosis	diagnoses	synthesis	syntheses
fish	fish	synopsis	synopses
focus	foci/focuses	thesis	theses
foot	feet	tooth	teeth
formula	formulae/formulas	vertebra	vertebrae
fungus	fungi/funguses	vita	vitae
goose	geese	woman	women
hypothesis	hypotheses		
index	indeces/indexes		
louse	lice		

Susan Jones



# Plurals

A noun is the name of the person, place, thing, quality, or idea. A noun that is singular names only one person, place, thing, quality, or idea. A noun that is plural names more than one.

**The plurals of many singular nouns are formed simply by adding the letter s to the end of the noun.**

ant	ants	monster	monsters
book	books	pencil	pencils
card	cards	pool	pools
girl	girls	ring	rings
hat	hats	school	schools

**The plurals of most nouns ending in the letters ch, s, sh, x, and z are formed by adding the letters es to the end of the noun.**

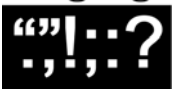
ax	axes	guess	guesses
box	boxes	match	matches
branch	branches	speech	speeches
bush	bushes	tax	taxes
church	churches	watch	watches
fox	foxes	wish	wishes
gas	gases		

**To form the plural of a noun ending in y preceded by a vowel, add the letter s to the end of the noun.**

boy	boys	monkey	monkeys
chimney	chimneys	tray	trays
donkey	donkeys	trolley	trolleys
journey	journeys	turkey	turkeys
key	keys	volley	volleys

**To form the plurals of a noun ending in y preceded in a consonant, change the y to i and add the letters es.**

berry	berries	daisy	daisies
body	bodies	penny	pennies
bunny	bunnies	sky	skies
city	cities	story	stories





# Plurals

To form the plural of a noun ending in f preceded by a vowel, simply add the letter s to the end of the noun.

belief	beliefs	reef	reefs
chef	chefs	roof	roofs

To form the plural of a noun ending in f preceded by a consonant, change the f to v and add the letters es.

calf	calves	shelf	shelves
elf	elves	wharf	wharves
half	halves	wolf	wolves
self	selves		

To form the plural of a noun ending in o preceded by a vowel, simply add the letter s to the end of the noun.

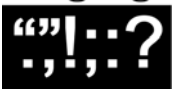
Bamboo	bamboos	radio	radios
cameo	cameos	rodeo	rodeos
folio	folios	studio	studios

To form the plural of a noun ending in o preceded by a consonant, add the letters es to the end of the noun.

cargo	cargoes	potato	potatoes
echo	echoes	tomato	tomatoes
hero	heroes	veto	veto

Some nouns ending in o preceded by a consonant are an exception to this rule. The plurals of these nouns are formed simply by adding the letter s.

alto	altos	piano	pianos
Eskimo	Eskimos	soprano	sopranos



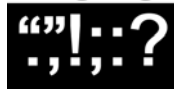
# Contractions

A contraction is a shortened form of a single word or of a word pair. An apostrophe is used to show where a letter or letters have been omitted to create the shortened form.

<b>Be</b> (present)		<b>Will</b> (future)	
I'm	I am	I'll	I will
you're	you are	you'll	you will
he's	he is	he'll	he will
she's	she is	she'll	she will
it's	it is	it'll	it will
we're	we are	we'll	we will
they're	they are	they'll	they will
who're	who are	who'll	who will

<b>Have</b> (present)		<b>Would</b> (future)	
I've	I have	I'd	I would
you've	you have	you'd	you would
		he'd	he would
		she'd	she would
we've	we have	we'd	we would
they've	they have	they'd	they would

<b>Not</b>		<b>and More</b>	
isn't	is not	I'd	I had
aren't	are not	he'd	he had
won't	will not	let's	let us
can't	cannot	that's	that is, that has
wouldn't	would not		
don't	do not	what's	what is, what has
doesn't	does not		
haven't	have not	where's	where is, where has
hasn't	has not		
hadn't	had not	who's	who is, who has
shouldn't	should not		
mightn't	might not		
mustn't	must not		



# Syllables

Here is a list of rules for dividing words into syllables.

1. A syllable is a group of letters sounded together.
2. Each syllable must have at least one vowel sound: a word can not have more syllables than vowels.
3. Words pronounced as one syllable should not be divided.  
dive                      helped                      through
4. A word containing two consonants between two vowels (vccv) is divided between the two consonants.  
cor-rect pret-ty                      sis-ter
5. In a two syllable word containing a single consonant between two vowels (vcv), the consonant usually begins the second syllable.  
po-tion                      to-day
6. In a word ending in -le, the consonant immediately preceding the -le usually begins the last syllable.  
can-dle                      mar-ble ta-ble
7. Compound words usually are divided between their word parts.  
down-stairs                      rain-bow                      sun-shine

Here is a list of rules for the way syllables are accented.

1. In a two-syllable word containing a double consonant, the first syllable is usually accented.  
hap'py                      rib'bon
2. In a two-syllable word where the second syllable has two vowels, the second syllable is usually accented.  
con ceive'                      de fraud'                      pre mier'
3. In words ending in **ion, sion, -ial, and -ical**, the syllable preceding these endings is usually accented.  
dis cus' ion                      ex ten' sion                      of fi cial
4. In a word containing a prefix, the accent usually falls on or within the root word.  
comp pose'                      in doors'                      re ply'
5. In a compound word, the accent usually falls on or within the first word.  
black' board                      court' house                      farm' hand

*Syllabication is covered under RF3 Reading Foundation Skills in the Common Core Standards.*