



# Inspired by the Sea

This document was compiled to help teachers engage students in the performance of the spelling portion of language standard 2:

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*).

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

| Sorts                         | Examples                                                      |                                                                   |                                                   |  | Unit Examples                                                                                                                             |
|-------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unusual plurals</b>        | <u>singular</u><br>goose<br>knife<br>tooth<br>woman           | <u>plural</u><br>geese<br>knives<br>teeth<br>women                | <u>both</u><br>moose<br>sheep<br>deer<br>scissors |  | <b>man/men</b> -poem, "The Waves"<br><b>fish</b> -poem, "The Barracuda"                                                                   |
| <b>Homophones with long a</b> | <u>Long A</u><br>rays / raise<br>sail / sale<br>break / brake | <u>Long A</u><br>base/bass<br>wave/waive<br>gate/gait<br>aid/aide |                                                   |  | <b>spade/spayed</b> -poem, "At the Seaside"<br><b>bay/bey</b> -poem, "The Waves"<br><b>ate/eight</b> -poem, "A Sand Witch for a Sandwich" |
| <b>Doubling with ing</b>      | <u>doubled</u><br>stepping<br>running<br>putting<br>sitting   | <u>no change</u><br>telling<br>asking<br>jumping<br>picking       |                                                   |  | <b>dipping</b> -poem, "From the Shore"<br><b>swimming</b> -poem, "Undersea"<br><b>lapping</b> -poem, "The Waves"                          |
| <b>e-Drop with ing</b>        | <u>e-dropped</u><br>solving<br>writing<br>dancing<br>closing  | <u>no change</u><br>tricking<br>repeating<br>dreaming<br>mailing  |                                                   |  | <b>rippling</b> - poem, "The Waves"<br><b>tumbling</b> -poem, "A Wave"<br><b>raging</b> -poem, "Sleepy Pearl"                             |
| <b>Doubling with ed</b>       | <u>doubled</u><br>hopped<br>planned<br>stopped<br>noddod      | <u>no change</u><br>acted<br>passed<br>attacked<br>helped         |                                                   |  | <b>capped</b> - poem, "Song of a Shell"<br><b>tossed</b> -poem, "The Waves"                                                               |
| <b>e-Drop with ed</b>         | <u>dropped</u><br>used<br>waved<br>baked<br>escaped           | <u>no change</u><br>stormed<br>shouted<br>screamed<br>called      |                                                   |  | <b>tumbled, speckled</b> -poem, "Beach Stones"<br><b>whistled, warbled</b> -poem, "The Jumbies"                                           |

Many resources were utilized in the creation of this document, including, but not limited to:

Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (5<sup>th</sup> edition) Bear, Templeton, Invernizzi & Johnson, 2012  
Common Core Curriculum Maps, [www.commoncore.org](http://www.commoncore.org)