

## DSI Diagnostic Spelling Assessment (Teacher Copy)

1.	bumper	The car bumper had a large dent.	bumper	
2.	foggy	In foggy conditions, it is hard to drive.	foggy	
3.	briskly	They walked briskly through the park.	briskly	
4.	medical	His medical condition worsened.	medical	
5.	defiance	The child's defiance created heartache.	defiance	<b>Short Vowels</b>
6.	dreadful	A dreadful sound came out of the trumpet.	dreadful	___/6
7.	provide	She can provide all of the details.	provide	
8.	lately	That happens a lot lately.	lately	
9.	compute	To compute numbers he used a calculator.	compute	
10.	hopeful	I am hopeful that she will visit soon.	hopeful	
11.	attitude	The student had a wonderful attitude.	attitude	
12.	surprise	It could not have been a better surprise.	surprise	
13.	muffle	The headphones muffle the noise.	muffle	
14.	motive	The lawyer found the motive for the crime.	motive	<b>Silent Final e</b>
15.	submarine	A submarine can be very long.	submarine	___/9
16.	eyelashes	Her eyelashes were very long.	eyelashes	
17.	crutches	He had to use crutches because of his ankle.	crutches	
18.	hypothesis	The scientist's hypothesis was tested.	hypothesis	<b>Consonant Digraphs</b>
19.	cartwheel	I could never do a proper cartwheel.	cartwheel	
20.	telegraph	The telegraph was invented in the 1800s.	telegraph	___/5
21.	patriot	A patriot is one who supports his country.	patriot	
22.	payment	I received his payment last July.	payment	
23.	trained	She trained long and hard for the Olympics.	trained	<b>Long /a/</b>
24.	neighbor	My neighbor wakes up early each morning.	neighbor	___/4
25.	maybe	He thought maybe they would agree.	maybe	
26.	seeking	The captain was seeking buried treasure.	seeking	
27.	ceilings	The apartment had very high ceilings.	ceilings	
28.	lobbying	Student Council is lobbying for a game day.	lobbying	
29.	creature	The iguana is a strange-looking creature.	creature	<b>Long /e/</b>
30.	radius	The radius of the circle was six inches.	radius	___/6
31.	bicycle	She got a bicycle for her birthday.	bicycle	
32.	delight	The new neighbor is such a delight.	delight	
33.	supply	A huge supply came in yesterday.	supply	<b>Long /i/</b>
34.	untie	It took me a long time to untie the knot.	untie	___/4
35.	introduce	I would like to introduce my friend.	introduce	
36.	vetoed	The president vetoed the proposed law.	vetoed	
37.	soaking	When you are soaking in a tub, life is fine.	soaking	<b>Long /o/</b>
38.	fellowship	The hobbit joined the secret fellowship.	fellowship	___/4
39.	musician	Our friend is an excellent musician.	musician	
40.	fewer	There are fewer choices than I had thought.	fewer	<b>Long /u/</b>
41.	rescued	The dog rescued the child from the river.	rescued	___/3

## DSI Diagnostic Spelling Assessment (Teacher Copy)

42.	poodle	The black poodle loved to eat ice cream.	poodle	
43.	overdue	Your library book is overdue.	overdue	
44.	duty	Do your duty to your country.	duty	<b>Long /oo/</b>
45.	brewing	The coffee is always brewing at her house.	brewing	___/4
46.	looked	He looked older than he really was.	looked	<b>Short /oo/</b>
47.	butcher	The local butcher was very skilled.	butcher	___/2
48.	crowded	This school is very crowded.	crowded	<b>/ow/ (cow)</b>
49.	counting	She began counting on her fingers.	counting	___/2
50.	poisoned	The chemical poisoned the water.	poisoned	<b>/oi/</b>
51.	destroy	He had to destroy the work of art.	destroy	___/2
52.	awful	The engine made an awful sound.	awful	
53.	auditorium	The band played in the auditorium.	auditorium	
54.	already	My teacher already knows the answer.	already	<b>/aw/</b>
55.	falling	The child kept falling down the stairs.	falling	___/4
56.	curling	She liked curling her hair with her fingers.	curling	
57.	winter	This winter I want to visit the beach.	winter	
58.	firmly	The student held the handle firmly.	firmly	
59.	alarm	A man set off the car alarm.	alarm	<b>r-controlled</b>
60.	boring	The television show was very boring.	boring	___/5
61.	cucumber	He likes cucumber in his salad.	cucumber	
62.	procedure	The guard followed the procedure.	procedure	<b>Hard/Soft</b>
63.	agony	His face showed the agony of defeat.	agony	<b>c and</b>
64.	strangely	Her cousin behaved very strangely.	strangely	___/4



# Diagnostic Spelling Assessment Mastery Matrix

**Directions:** Record any un-mastered spelling patterns with a / in the appropriate column for each student.

**Sound-Spellings:**

**Short Vowels**

**Silent Final e**

**Consonant Digraphs**

DSI Worksheet #'s →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Teacher _____																				
Class _____																				
Student Names	<b>u</b>	<b>o</b>	<b>i</b>	<b>e</b>	<b>a</b>	<b>ea as in bread</b>	<b>i_e Long i Sound</b>	<b>a_e Long a Sound</b>	<b>u_e Long u Sound</b>	<b>o_e Long o Sound</b>	<b>u_e oo as in rooster</b>	<b>_se z as in ease</b>	<b>_le l as in lion</b>	<b>_ve v as in vulture</b>	<b>i_e Long e</b>	<b>sh</b>	<b>ch and _tch</b>	<b>th</b>	<b>wh</b>	<b>ph</b>
<b>Totals</b> →																				



# Diagnostic Spelling Assessment Mastery Matrix

**Directions:** Record any un-mastered spelling patterns with a / in the appropriate column for each student.

**Sound-Spellings:**                      Long *a* Sound                      Long *e* Sound                      Long *i* Sound                      Long *o* Sound                      Long *u* Sound

DSI Worksheet #'s →	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
Teacher _____																					
Class _____																					
Student Names	a	_ay	ai_	ei	e	_ee	[c]ei	_y	ea	i-Vowel	i	_igh	_y	_ie	o	_oe	oa_	ow	u	_ew	_ue
<b>Totals</b> →																					

# **Diagnostic Spelling Assessment Mastery Matrix**

**Directions:** Record any un-mastered spelling patterns with a / in the appropriate column for each student.

Sound-Spellings: as in the word:	<i>oo</i> Sound <i>rooster</i>				<i>oo</i> Sound <i>woodpecker</i>		<i>ow</i> Sound <i>cow</i>		<i>oi</i> Sound <i>koi</i>		<i>aw</i> Sound <i>hawk</i>			<i>r</i> -controlled Vowels <i>ermine</i>				Hard/Soft <i>c</i> and <i>g</i> <i>arm</i> <i>orca</i> <i>cut</i> <i>juicy</i> <i>get</i> <i>gem</i>					
DSI Worksheet #'s →	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64
Teacher _____																							
Class _____																							
Student Names	oo	_ue_	u	_ew	oo	_u_	_ow	ou_	oi_	_oy	aw	au	al	all	ur	er	ir	ar	or	Hard <i>c</i>	Soft <i>c</i>	Hard <i>g</i>	Soft <i>g</i>
<b>Totals</b> →																							

# **DS** Spelling Worksheet #2 Consonant Doubling

## **Spelling Rule**

Double the consonant ending a base word or incomplete root when adding on a suffix if all three of these apply: 1. The accent is on the ending base word or incomplete root 2. The base word or root 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 spelling pattern.

### **SPELLING WORDS**

1. biggest
2. containment
3. glistening
4. equipment
5. sharpened
6. dripped
7. imparted
8. shocking
9. leadoff
10. weakness
11. hairbrush
12. forbidden
13. runaround
14. convention
15. suffering
16. restriction
17. fastening
18. headlight
19. cruelty
20. expelled

**Double the  
Consonant**

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**No Vowel-Consonant  
at End of Root**

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**Suffix Begins with  
Consonant**

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**Compound Words**

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**Accent Not on Ending  
Base Word or  
Incomplete Root**

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### **SPELLING TIPS**

#### **Syllable Rule**

Usually divide  
syllables between  
double consonants.

# **DS** Spelling Sort Answers #2

## Consonant Doubling

**Directions:** Circle the bolded spelling patterns in the words you sorted correctly.

### **SPELLING WORDS**

1. biggest
2. contain**ment**
3. gl**l**istening
4. equip**ment**
5. sh**h**arpened
6. dri**pp**ed
7. imp**ar**ted
8. shock**ing**
9. leadoff
10. weak**ness**
11. hairbrush
12. forb**id**den
13. run**ar**ound
14. conven**tion**
15. s**u**ffering
16. restrict**ion**
17. f**á**stening
18. headlight
19. cruel**ness**
20. exp**el**led

Double the  
Consonant

**biggest**  
**dripped**  
**forbidden**  
**expelled**

Suffix Begins with  
Consonant

**containment**  
**equipment**  
**weakness**  
**cruelness**

Accent Not on Ending  
Base Word or  
Incomplete Root

**gllistening**  
**sharpened**  
**suffering**  
**fastening**

No Vowel-Consonant  
at End of Root

**imparted**  
**shocking**  
**convention**  
**restriction**

Compound Words

**leadoff**  
**hairbrush**  
**runaround**  
**headlight**

### **SPELLING TIPS**

#### **Syllable Rule**

Usually divide  
syllables between  
double  
consonants.

## **Teacher Resource Page: *aw* Sound**

***aw* Sound-Spelling Pattern Example Words “aw”**  
crawled-drawn-straw-awkward-dawn-lawn-yawning-hawk-  
sprawl-thaw

### **Formative Dictations Assessment**

An awkward, small fawn caught her hoof in a hole in the lawn but crawled away from a hawk.

***aw* Sound-Spelling Pattern Example Words “au\_\_”**  
hauling-caught-fault-because-sauce-taught-haunted-launched-  
pause-auditorium

### **Formative Dictations Assessment**

You caught me saying, “It’s my fault that I taught you to pause and add salt to the sauce.”

***aw* Sound-Spelling Pattern Example Words “al”**  
already-dental-funeral-actual-commercial-festival-disposal-  
normal-although-also

### **Formative Dictations Assessment**

The actual commercial about the dental office already had played, although not many saw it.

***aw* Sound-Spelling Pattern Example Words “all”**  
ball-called-falling-hall-tall-small-stalled-walled-falling-all

### **Formative Dictations Assessment**

A small man in the hall called out, “Quit stalling and get to the mall for the sale right now!”



# DS Spelling Pattern Worksheet #52

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## *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 “a” Spellings

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

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

claw _____	law _____
bawl _____	fawn _____

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

wsla _____	rwlad _____
wpan _____	bwjanoe _____

**WRITE** Use three words that have the *aw* sound “aw” spelling in one long sentence.

\_\_\_\_\_

\_\_\_\_\_

# **DS** Syllable Transformers

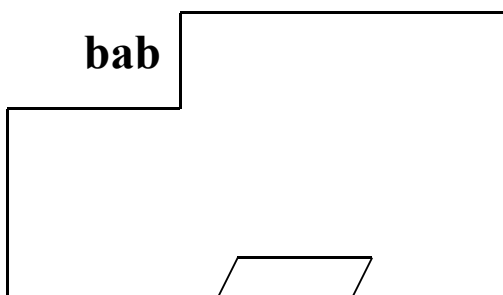
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Knowing how syllabication affects spelling is an important step toward acquiring conventional spelling proficiency. Spelling Transformers is a whole class activity, designed to teach students to recognize how changes in spelling affect pronunciation and syllabication through extensive teacher modeling and student practice. **Note:** This activity is also included in the author's *Teaching Reading Strategies* RtI/Reading Intervention curriculum, a perfect companion to *Differentiated Spelling Instruction*.

Syllable Transformers takes only three minutes of concentrated, whole class practice, twice per week. It is beneficial for remedial, grade-level, and accelerated students alike. This “opener” reviews every consonant blend and vowel sound-spelling pattern and inductively teaches each of the basic **Syllable Rules**.

## **Teacher Preparation**

This activity is designed to use the overhead projector or Elmo®. Make a card with one corner cut off as a rectangle to isolate each word part and cut a bottom flap to more easily slide the card. If using an LCD projector *SMART Board™*, simply use your hand.



## **Directions**

Teach students to respond out loud, whole class, as soon as the nonsense syllable is isolated on the projection (Nonsense syllables are used in the activity because students have extensive sight word vocabularies, which can interfere with learning how changes in spelling affect pronunciation and syllabication). Continue at a rapid pace for three minutes. Mark where you leave off to remember where to begin instruction the next time.

Begin with the **Open and Closed Syllables** and continue to review these examples until the rule generalization is universally mastered. Then, move on to the **Silent Final “e”** and then, finally, to the **Vowel Digraphs**. Refer to the corresponding Syllable Rules only after the class has mastered the rule.

mir-mi-mair-mirre-mie

stroe-stror-stro-strok-strokke

raud-rudde-ru-rue-rud

sa-saib-sab-sabe-sabbe

ves-ve-vew-vese

stie-sti-stig-stigge-staig

wros-wrose-wro-wroam-wrosse

su-sus-suse-susse-saus



## Consonant-“le” Syllable Division Worksheet

**Directions:** Print the Consonant-“le” Syllable Blending words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark ( / ) above the primary vowel accent.

**Consonant-“le” Syllable Rule:** A suffix syllable ending with a consonant-“le” has a short *schwa* sound (a nasal short ũ) between the consonant and the “le” ending. The *e* is silent.

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12. _____
13. _____	14. _____	15. _____
16. _____	17. _____	18. _____
19. _____	20. _____	21. _____
22. _____	23. _____	24. _____
25. _____	26. _____	27. _____

## Consonant-“le” Syllable Division Answers

- |               |                |                  |
|---------------|----------------|------------------|
| 1. hán/dle    | 2. hás/sled    | 3. tríc/kled     |
| 4. mú/scle    | 5. húm/ble     | 6. cát/tle/man   |
| 7. sín/gle    | 8. púr/ple     | 9. rí/fle        |
| 10. pád/dling | 11. méa/sles   | 12. tíc/klísh    |
| 13. cír/cling | 14. bóttle     | 15. sét/tle/ment |
| 16. tóg/gle   | 17. sám/ple    | 18. stí/fle      |
| 19. crá/dle   | 20. wáf/fling  | 21. un/búc/kled  |
| 22. cú/bi/cle | 23. fá/bled    | 24. gén/tle/men  |
| 25. í/ci/cle  | 26. trí/an/gle | 27. re/shúf/fle  |

**Consonant-“le” Syllable Rule:** A suffix syllable ending with a consonant-“le” has a short *schwa* sound (a nasal short ŭ) between the consonant and the “le” ending. The *e* is silent.

## **Rule #5: This Old “an” and “en” (to the tune of *This Old Man*)**

**If you see, “e-a-r”, or there is a “u-r-e”,**  
*This old man, he played one, he played nick-nack  
on my thumb*

**In the root, or if you hear hard c or g,**  
*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”**

*This old man, he played two, he played nick-nack  
on my shoe*

**In the root, or if you hear soft c or g,**  
*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**

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*).

**[http://penningtonpublishing.com/blog/grammar\\_mechanics/the-ending-“an”-or-“en”-spelling-rule/](http://penningtonpublishing.com/blog/grammar_mechanics/the-ending-“an”-or-“en”-spelling-rule/)**

## Word Making

Sound-Spellings	Unscrambled Words	Word Jumbles
<b>Hard /c/ and Soft /c/</b>		
“ca”	catastrophe	rsatacohept
“co”	cooperate	epeartoco
“cu”	currently	tnylrurce
“ce”	recently	eeertlyn
“ci”	cinnamon	mnonanic
“cy”	bicycles	cclyseib
<b>Hard /g/ and Soft /g/</b>		
“ga”	gasoline	sagonlei
“go”	government	ovgnremtne
“gu”	guarantee	aranugtne
“ge”	gesturing	egtsrunig
“gi”	gigantic	gginteai
“gy”	astrology	arsotlgyo
<b>“s” and “es” Plurals</b>		
Vowel before <i>o</i>	stereos	treesos
Vowel before <i>y</i>	attorneys	rtatoysen
Consonant before <i>o</i>	batboys	tbsyoab
Most Nouns Add <i>s</i>	bookcases	seskcaob
<b>/x/, /ch/, /sh/, /z/, and /f/ Plurals</b>		
/x/	mailboxes	lxmiaesob
/ch/	branches	bcrhsane
/sh/	eyelashes	hssealyee
/z/	surprises	rsspueirs
/f/	midwives	viwedsim
<b>Irregular Plurals</b>		
	children	dlinchec
	armadillos	losaaidlmr
	beliefs	eleifbs
	people	lppeeo



## Grades 4–8 Spelling Scope and Sequence

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
1	Short Vowels	Short Vowels	Vowels and Consonants	Diphthongs/ <i>r</i> -controlled Vowels	Consonant Doubling
2	Long Vowel <i>a</i>	Long Vowels	Vowel Diphthongs	Consonant Doubling	<i>i</i> before <i>e</i>
3	Long Vowel <i>e</i>	Silent Final <i>e</i>	<i>r</i> - controlled Vowels	<i>i</i> before <i>e</i>	Plurals
4	Long Vowel <i>i</i>	Vowel Diphthongs	Consonant Doubling	Hard and Soft / <i>c</i> / and / <i>g</i> /	Drop/Keep Final <i>e</i>
5	Long Vowel <i>o</i>	Consonant Digraphs	<i>i</i> before <i>e</i>	Plurals	Change/Keep <i>y</i>
6	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/
7	Silent Final <i>e</i>	<i>y</i>	Plurals	Change/Keep <i>y</i>	“ary,” “ery,” “ory,” “ury,” “ry”
8	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST
9	Vowel Diphthongs /aw/	Consonant Doubling	Drop/Keep Final <i>e</i>	“ph”	“able”
10	Vowel Diphthongs “oo”	/j/	/ch/	/ion/	“ible”
11	Vowel Diphthongs /oi/, /ow/	<i>i</i> before <i>e</i>	“ough” and “augh”	Vowel Shift	“ant,” “ance,” “ancy”
12	Consonant Digraphs	Hard / <i>c</i> /, Soft / <i>c</i> /	Starting/Ending / <i>k</i> /	Consonant Shift	“ent,” “ence,” “ency”
13	<i>r</i> - controlled Vowels	Hard / <i>g</i> /, Soft / <i>g</i> /	Change/Keep <i>y</i>	“c/tial” and “c/tious”	“est,” “ist,” and “iest”
14	<i>y</i>	<i>s</i> and “es” Plurals	“al” and “ful”	Consonant-“le”	“ice,” “ise,” “ize,” “yze”
15	Non-phonetic Words	/x/, /ch/, /sh/, /z/, /f/ Plurals	Double <i>l-f-s-z</i>	Vowel-“se,” “ve”	“us” and “_ous”
16	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST
17	Consonant Doubling	<b>Drop/Keep Final <i>e</i></b>	“ph”	“est,” “ist,” and “iest”	“qu” Spellings
18	/j/	/ch/	/ion/	“ice,” “ise,” “ize,” “yze”	Accent Shift
19	<i>i</i> before <i>e</i>	“ough” and “augh”	“c/tial” and “c/tious”	“able”	Masculine and Feminine
20	Hard / <i>c</i> /, Soft / <i>c</i> /	<b>Starting/Ending /<i>k</i>/</b>	Consonant-“le”	“ible”	“al,” “ial,” “cial,” “tial”
21	Hard / <i>g</i> /, Soft / <i>g</i> /	<b>Change/Keep <i>y</i></b>	Vowel-“se,” “ve”	Schwa	Diminutives
22	“s” and “es” Plurals	“al” and “ful”	Irregular Plurals	“ant,” “ance,” “ancy”	<i>a</i> and <i>e</i> Banal
23	/x/, /ch/, /sh/, /z/, /f/ Plurals	<b>Double <i>l-f-s-z</i></b>	Vowel Shift	“ent,” “ence,” “ency”	“ly” and “ally”





## Grades 4–8 Spelling Scope and Sequence

24	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST
25	Irregular Plurals	Irregular Plurals	<b>Consonant Shift</b>	“ary,” “ery,” “ory,” “ury,” “ry”	<b>Pronunciation Problems</b>
26	<b>Contractions</b>	Contractions	Pronunciation Problems	“us” and “_ous”	Schwa
27	<b>Silent Letters</b>	Silent Letters	<b>Schwa</b>	Pronunciation Problems	<b>Greek and Latin Prefixes</b>
28	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST
28	Non-phonetic Words	/x/,/ch/,/sh/,/z/, /f/ Plurals	Double <i>l-f-s-z</i>	Vowel-“se,” “ve”	“us” and “_ous”
	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST
29	Homonyms	Non-phonetic Words	Greek and Latin Prefixes	<b>Greek and Latin Prefixes</b>	<b>British-American Variations</b>
30	Greek and Latin Prefixes	Homonyms	Greek and Latin Roots	<b>Greek and Latin Roots</b>	<b>British-American Variations</b>
31	Greek and Latin Roots	Greek and Latin Prefixes	French Spellings	<b>French Spellings</b>	<b>British-American Variations</b>
32	Greek and Latin Suffixes	Greek and Latin Roots	Homonyms	<b>British Spellings</b>	<b>British-American Variations</b>
33	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

**Boldface denotes introductory spelling pattern for grade level.**