

Spelling Pattern Worksheets

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

Each of these 20 worksheets corresponds with the spelling patterns tested on the Diagnostic Spelling Assessment. In other words, Spelling Pattern Worksheet #1 helps the student learn the sound-spelling pattern tested as #1 on the Diagnostic Spelling Assessment.

Step by Step Directions to Individualize Spelling Instruction

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

***Teachers wishing to implement a comprehensive grade-level spelling program with weekly spelling tests, a complete diagnostic spelling assessment with corresponding assessment-based worksheets, syllabication worksheets, spelling review games, and more should preview [Differentiated Spelling Instruction](http://penningtonpublishing.com) on the penningtonpublishing.com website.**

Spelling Pattern Worksheet #1

“_ie”

FOCUS The long *e* sound (/ē/) is usually spelled as “_ie” (piece). The long *i* sound (/ī/) can also be spelled as “_ie” (pie).

SORT Write each word in the correct column.

fries	tied	relief	field	lied	niece
replies	frontier	achieve	tries	cried	belief

Long /e/ “_ie” Spellings

Long /i/ “_ie” Spellings

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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

esrid _____ sielf _____

lyied _____ sudsiertni* _____

*Bonus

WRITE Compose a sentence using two of your own “_ie” spelling words.

Spelling Pattern Worksheet #2

“ei”

FOCUS The long *e* sound (/ē/) is spelled as “_ei” following a *c* (receive). The long *a* sound (/ā/) can also be spelled as “ei” (eight).

SORT Write each word in the correct column.

weight	conceive	neighbor	reins	perceive	conceit
ceiling	deceit	their	sleigh	feint	receipt

Long /e/ “_ei” Spellings

Long /a/ “ei” Spellings

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

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

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

eviecer _____ eednrrier _____

hgeentie _____ ecedvire* _____

*Bonus

WRITE Compose a sentence using two of your own “ei” spelling words.

Spelling Pattern Worksheet #3

Drop Final y before Suffix

FOCUS Change the “y” to “i” if there is a consonant before the “y” with a suffix beginning with any letter other than “i” (pretty + est = prettiest).

SORT Write each word in the correct column.

stayed flying scariest plentiful happiness keyless
fairies cherries playful driest enjoyment boyish

Change Final “y” to “i” before Suffix

Keep Final y before Suffix

SEARCH In a book find four words which change the “y” to “i” that are not on this worksheet. After each new word, write the page number where you found the word.

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

JUMBLE Write the word with the drop the final y before the suffix spelling for each jumbled word.

redit _____ ginyla _____
tiesabiil _____ nnoniyga* _____

*Bonus

WRITE Compose a sentence using three of your own drop the final y before suffix spelling words.

Spelling Pattern Worksheet #4

Keep Final y before Suffix

FOCUS When adding on a suffix to a root that ends in a y, keep the “y” if there is a vowel before that “y” (stayed). Also keep the “y” if there is a consonant before the “y” with a suffix beginning with “i” (babyish).

SORT Write each word in the correct column.

employment ferrying betrayed eyed studying obeyed
implying delaying carrying flying curtseyed burying

Keep “y” with Vowel-“y”

Keep “y” with Consonant-“y-“i” -Suffix

SEARCH In a book find four words which keep the final y before suffix that are not on this worksheet. After each new word, write the page number where you found the word.

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

JUMBLE Write the word with the keep the final y before the suffix spelling for each jumbled word.

ylinglub _____ yamsedid _____

kengiycoj _____ comaccnpaying* _____

*Bonus

WRITE Compose a sentence using three of your own keep the final y before suffix spelling words.

Spelling Pattern Worksheet #6

Keep Final *e* before Suffix

FOCUS Keep the “e” if any of these apply: 1. The suffix begins with a consonant (wisely) 2. The root ends in soft *g* followed by the “able” suffix (noticeable, changeable) 3. The root ends in soft *c* or *g* followed by the “ous” suffix (courageous) 4. The root ends in “ee” (seeing) 5. The root ends in “oe” (canoeing) 6. The root ends in “ye” (eyeing).

shoed	basement	dyed	traceable	tiptoed	goodbyes
outrageous	guaranteed	agreeing	advantageous	changeable	actively

Suffix Begins with Consonant _____

Soft “c” or “g”-able _____

Soft g”-ous _____

Root ends in “ee” _____

Root ends in “oe” _____

Root ends in “ye” _____

SEARCH In a book find four words which keep the final *e* before suffix that are not on this worksheet. After each new word, write the page number where you found the word.

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

JUMBLE Write the word with the keep the final *e* before the suffix spelling for each jumbled word.

reylus _____ teveod _____
eyds _____ ecblaeape* _____

*Bonus

WRITE Compose a sentence using three of your own keep the final *e* before suffix spelling words.

_____.

Spelling Pattern Worksheet #7

Double Consonant before Suffix

FOCUS 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 (com/mít) 2. The base word or root ends in a vowel then a consonant (commit) 3. The suffix begins with a vowel (commit + ed = committed).

SORT Write each word in the correct column.

drummer prediction unfairness stopping
entered hopeless permitted baggage

Double Consonant before Suffix

No Double Consonant before Suffix

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

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

JUMBLE Write the word with the double consonant spelling found in each jumbled word.

tetingi _____ naccleeld _____

npohpig _____ utoitewtd* _____

*Bonus

WRITE Compose a sentence using two of your own double consonant before the suffix spelling words.

Spelling Pattern Worksheet #8

Single Consonant before Suffix

FOCUS Keep a single consonant ending for a base word or incomplete root when adding on a suffix if *any* of three of these apply: 1. The accent is on the first syllable of a multi-syllabic word (fór/est-forested) 2. The base word or root ends in two consonants (park-parking) 3. The suffix begins with a consonant (commitment).

SORT Write each word in the correct column.

biggest equipment weakness convention
suffering admitted batteries shocking

Single Consonant before Suffix

Double Consonant before Suffix

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

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

JUMBLE Write the word with the single consonant before suffix spelling found in each jumbled word.

nitiwag _____ satbeld _____

reouisly _____ voengremnt* _____

*Bonus

WRITE Compose a sentence using two of your own single consonant before suffix spelling words.

Spelling Pattern Worksheet #9

“ant,” “ance,” and “ancy”

FOCUS End a word with the suffixes “ant,” “ance,” or “ancy” (not “ent,” “ence,” or “ency”) if the root before has a hard /c/ or /g/ sound (significant, elegance, vacancy). as in Also, spell “ant,” “ance,” or “ancy” if the root ends with “ear” or “ure” (clearance, insurance).

SORT Write each word in the correct column.

attendance	ingredient	applicant	clearance	circumference	endurance
decency	assurance	reference	intelligent	confidence	mutant

“ance” Spellings

“ence” Spellings

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

_____ p. ____

_____ p. ____

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

sssaattin _____ cnyega _____

nterap _____ stncebusa* _____

*Bonus

WRITE Compose a sentence using two of your own “ance” spelling words.

Spelling Pattern Worksheet #10

“ent,” “ence,” and “ency”

FOCUS End a word with the suffixes “ent,” “ence,” or “ency” (not “ant,” “ance,” or “ancy”) if the root before has a soft /c/ or /g/ sound (magnificence, intelligence, emergency). Also, spell “ent,” “ence,” or “ency” if the root ends with “id” or “ere” (residence, reverence).

SORT Write each word in the correct column.

significance sufficiency avoidance abundant frequent difference
alliance contingency irritant coherence extravagance innocent

“ence” Spellings

“ance” Spellings

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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

forprepnance _____ snrterpee _____

engcyru _____ blancemeres* _____

*Bonus

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

Spelling Pattern Worksheet #11

“able”

FOCUS Spell “able” as a suffix (and not “ible”) if the root before the suffix has a hard /c/ or /g/ sound (cable, gable). Also spell “able” after a base word, including those ending in a silent *e* (teachable, likeable).

SORT Write each word in the correct column.

flexible	terrible	variable	invisible	forcible	favorable
remarkable	convertible	applicable	huggable	ineligible	adorable

“able” Spellings

“ible” Spellings

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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

llbleays _____ errebit _____

ilbseiv _____ mfocalbetro* _____

*Bonus

WRITE Compose a sentence two two of your own “able” spelling words.

Spelling Pattern Worksheet #12

“ible”

FOCUS Spell “ible” as a suffix (and not “able”) if the root before the suffix has a soft /c/ or /g/ sound (reducible, eligible). Also spell “ible” after an incomplete root (visible) and after a root ending in “ss” (permissible).

SORT Write each word in the correct column.

taxable	reliable	illegible	quotable	despicable	audible
singable	questionable	possible	edible	invincible	collapsible

“ible” Spellings

“able” Spellings

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

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

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

lrrbieho _____ ssnbilee _____
aaivalbe _____ navablega* _____

*Bonus

WRITE Compose a sentence using two of your own “ible” spelling words.

Spelling Pattern Worksheet #13

/ion/ “cian”

FOCUS If the suffix sounds like */shun/* and indicates a person, spell “cian” (musician).

SORT Write each word in the correct column.

magician	politician	conviction	pediatrician	destination	possession
electrician	dietician	depression	mortician	national	missionary

/ion/ “cian” Spellings

Other */ion/* Spellings

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

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

JUMBLE Write the word with the */ion/* “cian” spelling found in each jumbled word.

cianiutaeb _____ ticpoain _____

siicahnyp _____ metnaicsoci* _____

*Bonus

WRITE Compose a sentence using three of your own */ion/* “cian” spelling words.

Spelling Pattern Worksheet #14

/ion/ “sion”

FOCUS When a suffix sounds like */shun/* and follows an *l* or *s*, spell “sion” (expulsion, mission). Also, when the suffix sounds like */zyun/*, spell “sion” (explosion).

SORT Write each word in the correct column.

permission	confusion	compulsion	supervision	conversion	concession
impression	invasion	decision	discussion	division	propulsion

/shun/ after *l* or *s* “sion” Spellings

/zyun/ “sion” Spellings

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

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

JUMBLE Write the word with the */ion/* “sion” spelling found in each jumbled word.

sionxelup _____ ssesnio _____
sasoinp _____ nocsoinluv* _____

*Bonus

WRITE Compose a sentence using three of your own */ion/* “sion” spelling words.

Spelling Pattern Worksheet #15

/ion/ “tion”

FOCUS The */ion/* sound is most often spelled “tion” (motion).

SORT Write each word in the correct column.

musician	admission	potion	technician	operation	expression
mention	solution	protection	option	illusion	explosion

/ion/ “tion” Spellings

Other */ion/* Spellings

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

JUMBLE Write the word with the */ion/* “tion” spelling found in each jumbled word.

ctinoa _____ tannio _____

cutnoia _____ moteionla* _____

*Bonus

WRITE Compose a sentence using three of your own */ion/* “tion” spelling words.

Spelling Pattern Worksheet #16

Add “s” after Vowel-“o” and “y” to Form Plurals

FOCUS Most nouns form plurals by adding an “s” to the end of the word (computers), including nouns which end in a vowel then an “o” (radios) or nouns which end in a vowel then a “y” (monkeys).

SORT Write each word in the correct column.

rodeos ratios subways Fridays guys duos
alleys jerseys bellboys stereos videos trios

Vowel-“o” Plural Spellings

Vowel-“y” Plural Spellings

SEARCH In a book find four words with vowel-*o* and *y* plurals that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

JUMBLE Write the word with the vowel-*o* and *y* plurals found in each jumbled word.

ptaois _____ duaois _____

yskenod _____ drysourc* _____

*Bonus

WRITE Compose a sentence using two of your own vowel-*o* and *y* plurals spelling words.

Spelling Pattern Worksheet #17

Add “es” after /x/, /ch/, /sh/, /s/, and /z/ to Form Plurals

FOCUS Form plurals by adding “es” onto nouns ending in /x/ (boxes), /ch/ (riches), /sh/ (lashes), /s/ (roses), and /z/ (fizzes).

SORT Write each word in the correct column.

taxes	glasses	fizzes	states	houses	changes
gloves	times	ladies	hives	axes	beaches

/x/, /ch/, /sh/, /s/, and /z/ Spellings

Other “es” Plural Spellings

SEARCH In a book find four words with /x/, /ch/, /sh/, /s/, or /z/ spellings that are not on this worksheet. After each new word, write the page number where you found the word.

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

JUMBLE Write the word with the /x/, /ch/, /sh/, /s/, or /z/ spelling found in each jumbled word.

xosef _____ hsased _____
sawex _____ waesshrac* _____

*Bonus

WRITE Compose sentences using each of the /x/, /ch/, /sh/, /s/, and /z/ spelling words.

Spelling Pattern Worksheet #18

Change Consonant-“y” to “i” and add “es” to Form Plurals

FOCUS For nouns ending in a consonant then a “y” change the “y” to an “i” and add “es” (companies). For nouns ending in a consonant then an “o” add “es” (stereos).

SORT Write each word in the correct column.

tomatoes	berries	superheroes	policies	lassoes	daisies
batteries	bodies	echoes	canoes	fairies	oboes

Change *y* to *i* and add “es”

Consonant-“o” add “es”

SEARCH In a book find two words with consonant-“y” changed to “ies” and two words with consonant-“o” then “es” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

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

JUMBLE Write the words with with consonant-“y” changed to “ies” and the words with consonant-“o” then “es” spellings found in each jumbled word.

tesitud _____ odes _____
sehos _____ viesaacnc* _____

*Bonus

WRITE Compose a sentence using a consonant-“y” changed to “ies” and one consonant-“o” then “es” spellings.

Spelling Pattern Worksheet #19

Change “fe” to “ves” to Form Plurals

FOCUS For nouns ending in /f/, change the “f” to “v” and add “es” onto the end to form plurals (knives).

SORT Write each word in the correct column.

thieves	services	activities	themselves	families	shelves
supplies	machines	vehicles	leaves	wolves	calves

Change “fe” to “ves” Spellings

Other “es” Spellings

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

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

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

JUMBLE Write the word with the change “fe” to “ves” spelling found in each jumbled word.

viles	_____	oohves	_____
vesseroul	_____	wdavrse*	_____

*Bonus

WRITE Compose a sentence using two of your own change “fe” to “ves” spelling words.

_____.

Spelling Pattern Worksheet #20

Irregular Plurals

FOCUS English has many irregular plural spellings. The irregular plurals change the vowel of the singular noun (man–men); they change the word (person–people); they change the ending of the singular noun (cactus–cacti); or they keep the same spelling as the singular noun (deer–deer).

SORT Write each word in the correct column.

selves women bookcases children berries treetops
alumni sheep boxes fish churches matrices

Irregular Plural Spellings

Regular Plural Spellings

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

JUMBLE Write the word with the irregular plural spelling found in each jumbled word.

eedr _____ xoen _____

ceim _____ ppenaceids* _____

*Bonus

WRITE Compose a sentence using two of your own irregular plural spelling words.

Spelling Pattern Worksheet Answers

Spelling Sort #1

relief fries
field tied
niece lied
frontier replies
achieve tries
belief cried

Jumble #1

dries flies
yield industries

Spelling Sort #2

conceive weight
perceive neighbor
conceit reins
ceiling their
deceit sleigh
receipt feint

Jumble #2

receive reindeer
eighteen deceiver

Spelling Sort #3

scariest stayed
plentiful flying
happiness keyless
fairies playful
cherries enjoyment
driest boyish

Jumble #3

tried laying
abilities annoying

Spelling Sort #4

employment ferrying
betrayed studying
eyed implying
obeyed carrying
delaying flying
curtseyed burying

Jumble #4

bullying dismayed
jockeying accompanying

Spelling Sort #5

stolen movement
survival homeless
making likeness
illustration careful
pleasure purely
tickling nicely

Jumble #5

wasting quickly
closely statement

Spelling Sort #6

basement actively
traceable changeable
outrageous advantageous
guaranteed agreeing
shoed tiptoed
dyed goodbyes

Jumble #6

surely vetoed
dyes peaceable

Spelling Sort #7

drummer prediction
stopping unfairness
permitted entered
baggage hopeless

Jumble #7

letting cancelled
hopping outwitted

Spelling Sort #8

equipment biggest
weakness suffering
convention admitted
shocking batteries

Jumble #8

waiting blasted
seriously government

Spelling Pattern Worksheet Answers

Spelling Sort #9

attendance
applicant
clearance
endurance
assurance
mutant

Jumble #9

assistant
parent

ingredient
circumference
decency
reference
intelligent
confidence

agency
substance

Spelling Sort #10

sufficiency
frequent
difference
contingency
coherence
innocent

Jumble #10

performance
urgency

significance
avoidance
abundant
alliance
irritant
extravagance

represent
resemblance

Spelling Sort #11

variable
favorable
remarkable
applicable
huggable
adorable

Jumble #11

syllable
visible

flexible
terrible
invisible
forcible
convertible
ineligible

terrible
comfortable

Spelling Sort #12

illegible
audible
possible
edible
invincible
collapsible

Jumble #12

horrible
available

taxable
reliable
quotable
despicable
singable
questionable

sensible
navigable

Spelling Sort #13

magician
politician
pediatrician
electrician
dietician
mortician

Jumble #13

beautician
physician

conviction
destination
possession
depression
national
missionary

optician
cosmetician

Spelling Sort #14

permission
compulsion
concession
impression
discussion
propulsion

Jumble #14

expulsion
passion

confusion
supervision
conversion
invasion
decision
division

session
convulsion

Spelling Sort #15

potion
operation
mention
solution
protection
option

Jumble #15

action
auction

musician
admission
technician
expression
illusion
explosion

nation
emotional

Spelling Sort #16

rodeos
ratios
duos
stereos
videos
trios

Jumble #16

patios
donkeys

subways
Fridays
guys
alleys
jerseys
bellboys

audios
corduroys

Spelling Sort #17

taxes
glasses
fizzes
ladies
hives
axes

Jumble #17

foxes
waxes

states
houses
changes
gloves
times
beaches

dashes
carwashes

Spelling Sort #18

berries
stories
marries
batteries
factories
fairies

Jumble #18

duties
shoes

tomatoes
superheroes
lassoes
echoes
canoes
oboes

does
vacancies

Spelling Pattern Worksheet Answers

Spelling Sort #19

thieves	services
themselves	activities
shelves	families
leaves	supplies
wolves	machines
calves	vehicles

Jumble #19

lives	hooves
ourselves	dwarves

Spelling Sort #20

women	selves
children	bookshelves
alumni	berries
sheep	treetops
fish	boxes
matrices	churches

Jumble #20

deer	oxen
mice	appendices