

# DIFFERENTIATED SPELLING INSTRUCTION

MARK PENNINGTON



**GRADES**  
4, 5, 6, 7, and 8  
**FULL-YEAR**  
**PROGRAMS**  
with  
**REMEDIAL**  
**WORKSHEETS**



**SPELLING**  
**PATTERN**  
**TESTS** and  
**SORTS** with  
**DIAGNOSTIC**  
and  
**SUMMATIVE**  
**ASSESSMENTS**



**The Grades 4, 5, 6, 7, and 8 Differentiated Spelling Instruction** programs are built upon conventional spelling rules and developmental spelling patterns. Plus, the full-year program includes all resources teachers need to individualize instruction. Developing a weekly spelling plan that differentiates instruction for all of your students is a challenging task for even the best veteran teacher, but help has arrived! There is no better spelling program for your grade level students, GATE students, special ed, ESL/ELD, and below grade level students. Perfect for Rtl.

## Program Overview

**FOR GRADE LEVEL INSTRUCTION:** Here's how this program works: Students take a spelling pattern pretest, then self-correct and personalize their weekly spelling list, using the resources in this book. The teacher explains the spelling pattern. Students complete the spelling pattern word sort for homework and self-correct in class. Students study their spelling lists and take the post-test (once a week or biweekly). After seven weeks of instruction, students take a **summative assessment**.

**FOR DIFFERENTIATED (INDIVIDUALIZED) INSTRUCTION:** Students take the **Diagnostic Spelling Assessment** (a comprehensive spelling patterns assessment... not a random sample qualitative spelling inventory), using the **audio file included** in the program. The teacher corrects the test and records spelling pattern deficits on the progress monitoring matrix.

Students complete **targeted worksheets** corresponding to the spelling patterns they missed on the diagnostic assessment. Each worksheet explains the spelling pattern, provides examples, includes a spelling sort, has a word jumble, rhyme, and/or book search, and includes a short formative assessment to determine whether or not the student has mastered the spelling pattern. Students self-correct the worksheet to learn from their mistakes, complete the formative assessment, and mini-conference with the teacher, who corrects the formative assessment to determine mastery. If mastered, the teacher marks as such on the **progress monitoring matrix**.

**Now that's effective differentiated instruction! Your students can *catch up*, while they *keep up* with grade level spelling instruction.**

**PREVIEW THESE GRADES 4, 5, 6,7 AND 8 PROGRAMS [HERE](#).**

The program is easy to teach. We even provide a YouTube training video to ensure your success! Most importantly, this program won't take up too much instructional time. You do have other subjects to teach!

Plus, get these resources to help your students develop their Personal Spelling Lists:

## Spelling Teaching Resources

How to Study Spelling Words, Spelling Proofreading Strategies for Stories and Essays, Syllable Rules, Accent Rules, Outlaw Words, The 450 Most Frequently Used Words, The 100 Most Often Misspelled Words, The 70 Most Commonly Confused Words, Eight Great Spelling Rules, Memory Songs, and Raps (with audio links), Spelling Review Games, Formative and Summative Spelling Assessment Mastery Matrices

Thank you for downloading the following Diagnostic Spelling Assessment and matrix. Imagine, having all the worksheets to teach to each item in the test...

**Note:** The following assessment is from the Grade 8 *Differentiated Spelling Instruction* program. The grades 4, 5, 6, and 7 programs have fewer test items to correspond to grade-level standards.

Click [HERE](#) to play the Diagnostic Spelling Assessment audio. The audio includes all directions and is handy make-ups due to absences and for new transfer students.

Here's what teachers are saying about this spelling program:

I work with a large ELL population at my school. Through my research in best practices, I know that spelling patterns and word study are so important. However, I just couldn't find anything out there that combines the two. The grade level spelling program and remediation are perfect for my students.

Heidi

This is EXACTLY what I needed for my spelling/vocabulary instruction! I teach ELD and GATE kids, so having the means to differentiate was very important to me. I'll probably end up buying the 8th-grade book as well for my really high kiddos. Rating: 4.0

Kim Cruise

I have tutored children who are struggling in school for the last 36 years. Using raps and songs to help children remember spelling rules is wonderful!

Cheryl Merrick

Easy to implement!

Elizabeth R.

A great supplemental source for struggling students.

Rachael H.

The differentiation activities and worksheets have made spelling instruction effortless!

Casey W.

Purchase *Differentiated Spelling Instruction* [HERE](#).

Or get the value-priced *Grammar, Mechanics, Spelling, and Vocabulary Grades 4, 5, 6, 7, and 8 BUNDLE* programs (including the full contents of the *Differentiated Spelling Instruction* program) [HERE](#).

Mark Pennington  
M.A. Reading Specialist

# **Diagnostic Spelling Assessment**

## **Directions for Preparation, Administration, Correction, and Recording the Data**

The purpose of this assessment is to determine which of the kindergarten–fourth grade spelling patterns students have and have not been mastered. The multi-syllabic words prevent students from identifying the words by “sight spellings” and require recognition of the sound-spelling patterns within the context of syllables.

### **Preparation**

Pass out binder paper and pencils. Model how to number the test items on the board and tell students to number accordingly. Prepare your computer or smart phone to record your dictation of this test, so you won’t have to repeat the test administration for test make-ups and new students. Make sure to save the audio file.

### **Administration**

Introduce the Diagnostic Spelling Assessment to students. Say—

“This is a test to see if you can accurately spell the words I say out loud. I will first say the spelling word; then repeat it; then use it in a sentence; and then repeat the spelling word once more. Listen carefully because I won’t repeat the words after the test is finished. Please print the spelling words.”

Don’t elongate the vowel or consonant sounds to emphasize spellings. Keep a consistent pace of about seven seconds per test item. Any longer and students will lose their place or begin daydreaming. Since this is a long test, teachers may elect to take a short stretch break in the middle of the test administration.

### **Correction**

Grade the assessment, marking only the specified sound-spelling pattern for each word. In other words don’t mark the word wrong because of other spelling errors in the word. For example, if the sound-spelling pattern is Long /a/ “\_\_ay” and the word is “payment,” the student spelling of “paiment” would be wrong, but “paymunt” would be right. This selective grading isolates the sound-spelling pattern problem areas for each student.

### **Recording the Data**

Write down the names of your students in alphabetical order on the Diagnostic Spelling Assessment Mastery Matrix. Record a slash (/) for each sound-spelling error. Leave the box blank for each correctly spelled sound-spelling.

## Diagnostic Spelling Assessment

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	
6.	dreadful	A dreadful sound came out of the trumpet.	dreadful	<b>Short Vowels</b>
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	
15.	submarine	A submarine can be very long.	submarine	<b>Silent Final e</b>
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	
19.	cartwheel	I could never do a proper cartwheel.	cartwheel	<b>Consonant Digraphs</b>
20.	telegraph	The telegraph was invented in the 1800s.	telegraph	
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	
24.	neighbor	My neighbor wakes up early each morning.	neighbor	<b>Long /a/</b>
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	
30.	radius	The radius of the circle was six inches.	radius	<b>Long /e/</b>
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	
34.	untie	It took me a long time to untie the knot.	untie	<b>Long /i/</b>
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	
38.	fellowship	The hobbit joined the secret fellowship.	fellowship	<b>Long /o/</b>
39.	humor	She had a great sense of humor.	humor	
40.	fewer	There are fewer choices than I had thought.	fewer	
41.	rescued	The dog rescued the child from the river.	rescued	<b>Long /u/</b>

## Diagnostic Spelling Assessment

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	
45.	brewing	The coffee is always brewing at her house.	brewing	<b>Long /oo/</b>
46.	looked	He looked older than he really was.	looked	
47.	butcher	The local butcher was very skilled.	butcher	<b>Short /oo/</b>
48.	crowded	This school is very crowded.	crowded	
49.	counting	She began counting on her fingers.	counting	<b>/ow/ (cow)</b>
50.	poisoned	The chemical poisoned the water.	poisoned	
51.	destroy	He had to destroy the work of art.	destroy	<b>/oi/</b>
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	
55.	falling	The child kept falling down the stairs.	falling	<b>/aw/</b>
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	
60.	boring	The television show was very boring.	boring	<b>r-controlled</b>
61.	cucumber	He likes cucumber in his salad.	cucumber	
62.	procedure	The guard followed the procedure.	procedure	
63.	agony	His face showed the agony of defeat.	agony	<b>Hard/Soft</b>
64.	strangely	Her cousin behaved very strangely.	strangely	<b>c and g</b>
65.	spicy	The Mexican food was spicy.	spicy	
66.	identify	No one could identify the stranger.	identify	<b>Soft y</b>
67.	forgetting	I keep forgetting where I placed my glasses.	forgetting	<b>Consonant</b>
68.	commitment	The coach questioned his commitment.	commitment	<b>Doubling</b>
69.	dodgeball	The children could not play dodgeball.	dodgeball	
70.	advantage	We had the advantage of playing at home.	advantage	<b>/j/</b>
71.	believe	I will believe it when I see it.	believe	
72.	receive	Did you receive the letter?	receive	<b>“ie”/“ei”</b>
73.	radios	We listened to our radios.	radios	
74.	bushes	They found the child hiding in the bushes.	bushes	
75.	ladies	The ladies softball team won their game.	ladies	
76.	bookshelves	They dusted the bookshelves.	bookshelves	
77.	women	The women volunteered for the carnival.	women	<b>Plurals</b>
78.	guide	Her family trains guide dogs for the blind.	guide	
79.	designed	Her mom designed the new school sign.	designed	<b>Silent Letters</b>
80.	skating	I had my birthday party at the skating rink.	skating	<b>Drop/Keep</b>
81.	wisely	She wisely asked the teacher for help.	wisely	<b>Final e</b>
82.	catcher	The catcher tagged the runner out.	catcher	
83.	touchdown	Our players scored the winning touchdown.	touchdown	<b>/ch/</b>
84.	gigantic	The gigantic boulder blocked the road.	gigantic	
85.	sunken	The pirates searched for sunken treasure.	sunken	<b>/k/</b>

## Diagnostic Spelling Assessment

86.	denied	He denied any knowledge of the crime.	denied	<b>Drop/Keep Final y</b>
87.	carrying	We got tired of carrying the baskets.	carrying	
88.	handcuffs	The police officer carried handcuffs.	handcuffs	<i>l, f, s, z</i>
89.	careful	Please be careful with that glass vase.	careful	
90.	rhythm	He could not clap to the rhythm of the song.	rhythm	<b>Greek “rh”/ “ch”</b>
91.	chorus	The chorus of the song was repeated.	chorus	
92.	explosion	A loud explosion followed the car crash.	explosion	<b>/ion/</b>
93.	musician	He made his career as a musician.	musician	
94.	emotional	Her poetry triggered an emotional response.	emotional	<b>Consonant– “le”</b>
95.	bubble	She blew a huge bubble with her gum.	bubble	
96.	miracle	It was just a miracle that she finished.	miracle	<b>Schwa</b>
97.	cousin	She invited her cousin to the party.	cousin	
98.	sympathy	We expressed our sympathy for her loss.	sympathy	<b>“able”/“ible”</b>
99.	laughable	His clumsy response was laughable.	laughable	
100.	eligible	I was now eligible to win the grand prize.	eligible	<b>“ance”/ “ence”</b>
101.	significance	The significance of her research was huge.	significance	
102.	confidence	The teacher earned our highest confidence.	confidence	

# Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings:	Short Vowels					Silent Final <i>e</i>					Consonant Digraphs									
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	u	o	i	e	a	ea as in <i>bread</i>	i_e Long <i>i</i> Sound	a_e Long <i>a</i> Sound	u_e Long <i>u</i> Sound	o_e Long <i>o</i> Sound	u_e oo as in <i>rooster</i>	_se z as in <i>ease</i>	_le l as in <i>lion</i>	_ve v as in <i>vulture</i>	i_e Long <i>e</i>	sh	ch and _tch	th	wh	ph
<b>Totals</b>																				

# Diagnostic Spelling Assessment Mastery Matrix

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

Sound-Spellings as in the word:	Long /oo/			Short /oo/	/ow/	/oi/	/aw/			r-controlled Vowels						Hard/Soft c and g							
	rooster			woodpecker	cow	koi	hawk			ermine		arm	orca	cut	juicy	get	gem						
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 c	Soft c	Hard g	Soft g
<b>Totals</b>																							



# Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings:	Final y		l, f, s, z		"rh" "ch"		/ion/			C.-le		Schwa		"able"	"ible"	"ance"	"ence"
Worksheet #s	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102
Teacher																	
Class	Drop Final y before Suffix	Keep Final y before Suffix	Double l, f, s, z	Drop l with "all," "till," and "full"	Greek /er/ "rh"	Greek /k/ "ch"	/ion/ "sion"	/ion/ "cian"	/ion/ "tion"	Short Vowel-Consonant-le	Other Vowels-Consonant-le	Short Schwa	Long Schwa	"able"	"ible"	"ance"	"ence"
Student Names																	
<b>Totals</b>																	

## **NOTES**

# Spelling Pattern Worksheets

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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 102 worksheets corresponds with the spelling patterns tested on the Diagnostic Spelling Assessment. In other words, Spelling Pattern Worksheet #1 Short *u* Sound helps the student learn the sound-spelling pattern tested as #1 *bumper* on the Diagnostic Spelling Assessment.

## Preparation

1. Administer the Diagnostic Spelling Assessment, correct, and chart the individual sound-spelling patterns that your students have not yet mastered on the Diagnostic Spelling Assessment Mastery Matrix. Record a slash (/) for each sound-spelling error. Leave the box blank for each correctly spelled sound-spelling.
2. Count and total the slashes (/) for each of the 102 sound-spelling patterns to determine how many of each Spelling Pattern Worksheet you will need to copy. Group the worksheets in separate file folders. Also copy some sets of the Spelling Pattern Worksheet Answers and place these in three-ring binders labeled “Spelling Pattern Worksheet Answers.”
3. Display one of the Spelling Pattern Worksheets to introduce the instructional components and explain the directions to your students. Students first read the **FOCUS** section and then complete the **SORT** and **JUMBLE** sections. Tell them *not* to complete the **RHYME (or SEARCH)** and **WRITE** sections (the formative assessments) until they have self-corrected and self-edited the **SORT** and **JUMBLE** sections in a colored pencil or pen, so that they can learn from their mistakes before completing the last sections. The formative assessments determine whether the student has or has not mastered the spelling pattern.

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## 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 “Spelling Pattern Worksheet Answers” binder 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.

### Helpful Hints

- Mastery criteria on the **RHYME (or SEARCH)** and **WRITE** formative assessments are decided by the teacher. If the student misses none or one of these formative assessments, and the rest are correct, the student has certainly mastered the spelling pattern. Make sure to ignore irrelevant errors, such as grammar or usage mistakes, in determining mastery; however, do mark and point these out to the student.
- Remember that a student can miss items within the spelling sorts and jumbles and still master the spelling pattern if the student has self-corrected and self-edited and the criteria have been met on the formative assessments.
- Limit the length of your mini-conference line to three students. Waiting students can sign up for their places in line on the board and then work on their next worksheet until their turn arrives to conference.
- Post the recording matrices on the wall with data listed by student names or student identification numbers. Allow students to use pencil to change the slash (/) into an “**X**” for mastery on the appropriate box on the matrix.
- Set an expectation as to how many Spelling Pattern Worksheets must be completed per week.

# Sound-Spelling Patterns Scope and Sequence

Short Vowel Sounds	Long <i>i</i> Sound Vowels	<i>aw</i> Sound Vowels
1. u	31. i	52. aw
2. o	32. <u>igh</u>	53. au
3. i	33. <u>y</u>	54. al
4. e	34. <u>ie</u>	55. all
5. a		
6. ea		
	<b>Long <i>o</i> Sound Vowels</b>	<b><i>r</i>-controlled Vowels</b>
<b>Silent Final <i>e</i></b>	35. o	56. ur
7. Long <i>i</i> Sound <u>i_e</u>	36. <u>oe</u>	57. er
8. a <u>e</u>	37. oa <u> </u>	58. ir
9. u <u>e</u>	38. ow	59. ar
10. o <u>e</u>		60. or
11. u <u>e</u>	<b>Long <i>u</i> Sound Vowels</b>	<b>Hard/Soft <i>c</i> and <i>g</i> Sounds</b>
12. <u>se</u>	39. u	
13. <u>le</u>	40. <u>ew</u>	61. Hard <i>c</i>
14. <u>ve</u>	41. <u>ue</u>	62. Soft <i>c</i>
15. Long <i>e</i> <u>i_e</u>		63. Hard <i>g</i>
	<b><i>oo</i> Sound as in <i>rooster</i></b>	64. Soft <i>g</i>
<b>Consonant Digraph Sounds</b>	42. oo	
16. sh	43. <u>ue</u>	<b>Soft <i>y</i></b>
17. ch and <u>tch</u>	44. u	
18. th	45. <u>ew</u>	65. Long /i/
19. wh <u> </u>		66. Long /e/
20. ph	<b><i>oo</i> Sound as in <i>woodpecker</i></b>	
	46. oo	<b>Consonant Doubling</b>
<b>Long <i>a</i> Sound Vowels</b>	47. <u>u_</u>	<b>67. Doubled</b>
<b>21. a</b>		<b>68. Not Doubled</b>
<b>22. <u>ay</u></b>	<i>ow</i> Sound as in <i>cow</i>	
23. ai <u> </u>		<i>/j/</i>
24. ei	48. <u>ow</u>	
	49. ou <u> </u>	69. “dge”
<b>Long <i>e</i> Sound Vowels</b>		70. “ge”
25. e	<b><i>oi</i> Sound</b>	“ie”/“ei”
26. <u>ee</u>	50. oi <u> </u>	
27. [c]ei	51. <u>oy</u>	71. “ie”
28. <u>y</u>		72. “ei”
29. ea		
30. i-Vowel		

## Sound-Spelling Patterns Scope and Sequence

### Plurals

*/ion/*

73. Add *s* after Vowel-o and *y* 92. */ion/* “sion”  
74. Add “es” after */x/*, */ch/*, */sh/*, */s/*, and */z/* 93. */ion/* “cian”  
75. Change *y* to *i* and add “es” 94. */ion/* “tion”  
76. Change “fe” to “ves”  
77. Irregular Plurals

### Long *o* Sound Vowels

### Silent Letters

95. Short Vowel-Consonant-le  
96. Other Vowels-Consonant-le

78. “mb”  
79. “gn”

### Schwa

### Final *e*

97. Short Schwa  
98. Long Schwa

80. Drop Final *e* before Suffix  
81. Keep Final *e*

### “able”/“ible”

*/ch/*

99. “able”  
100. “ible”

82. */ch/* “tch”  
83. */ch/* “ch”

### “ance”/“ence”

### Consonant Digraph Sounds

101. “ance”  
102. “ence”

84. */k/* “c” and “ck”  
85. */k/* “k”

### Final *y*

86. Drop Final *y* before Suffix  
**87. Keep Final *y* before Suffix**

*l, f, s, z*

88. Double *l, f, s, z*  
89. Drop *l* with “all,” “till,” and “full”

### Greek Spellings

90. “rh”  
91. “ch”

# Spelling Pattern Worksheet #87

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## 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

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**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.

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# Spelling Pattern Worksheet #88

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## Double *l, f, s, z*

**FOCUS** The letters *l, f, s,* and *z* are usually doubled when they follow a short vowel sound at the end of a syllable as in *bell, cuff, pass,* and *buzz.*

**SORT** Write each word in the correct column.

tollbooth	cufflinks	awful	merciful	hissing	colorful
totally	critical	buzzer	cussing	bluff	hasty

### Double *l, f, s, z* Spellings

### Other *l, f, s, z* Spellings

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**SEARCH** In a book find four words with *l, f, 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 *l, f, s,* or *z* spelling found in each jumbled word.

bffu      \_\_\_\_\_      sssmdii      \_\_\_\_\_

lleert      \_\_\_\_\_      dfcufanh\*      \_\_\_\_\_

\*Bonus

**WRITE** Compose a sentence using three of your own *l, f, s,* or *z* spelling words.

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