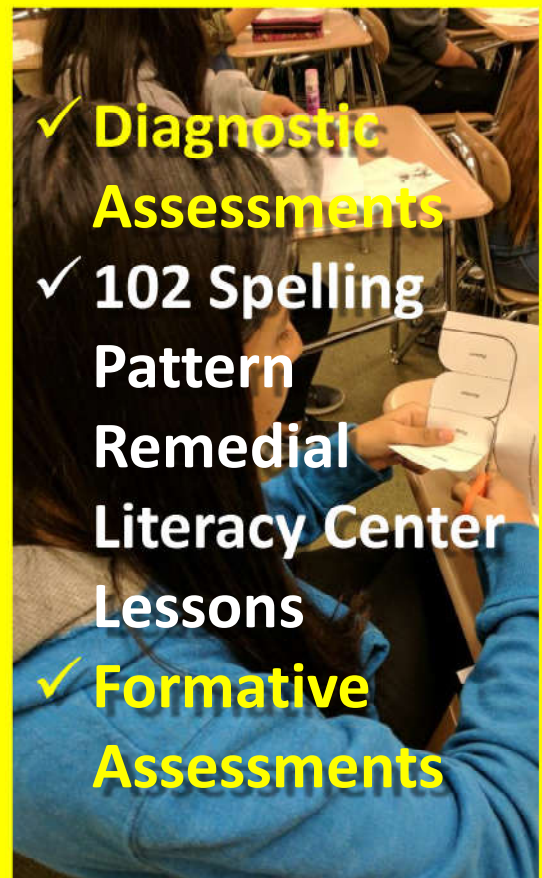
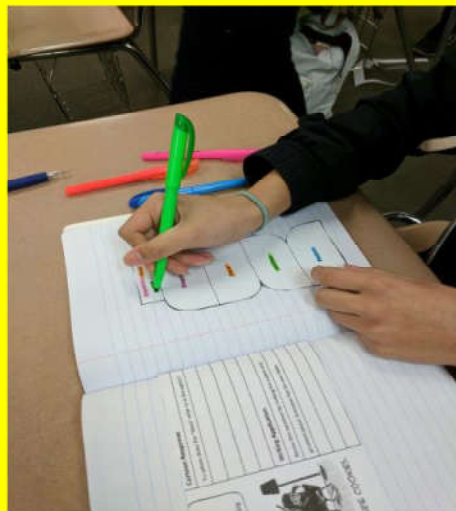
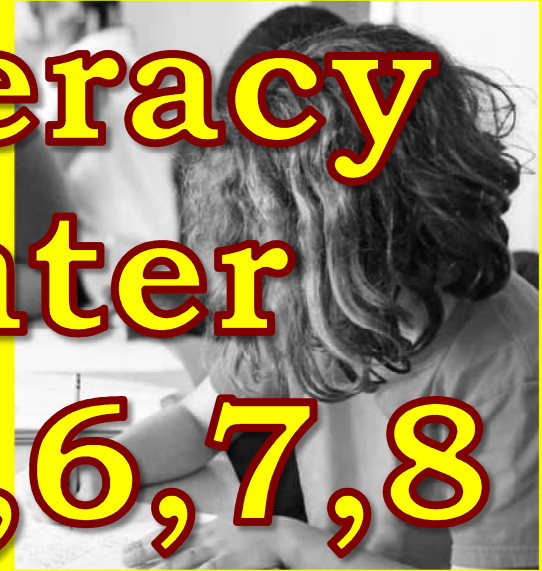




Remedial Spelling



Literacy Center Grades 4,5,6,7,8



- ✓ Diagnostic Assessments
- ✓ 102 Spelling Pattern Remedial Literacy Center Lessons
- ✓ Formative Assessments



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Spelling Worksheets

(Spelling Worksheets Scope and Sequence follows)

- 102 worksheets based upon the most often used sound-spelling patterns in kindergarten through fourth grade
- Worksheets divided into eight spelling pattern categories to form flexible spelling literacy centers
- The literacy center group collaboratively completes each worksheet in the assigned spelling pattern category
- Each worksheet includes the sound-spelling pattern focus, a spelling sort, and either a word jumble or a book search
- Answers for each worksheet are provided and students correct to learn from their own mistakes
- Each worksheet provides a WRITE formative assessment in which students individually apply the focus sound-spelling pattern to their own writing
- Students bring the completed worksheet up to the teacher to mini-conference
- If the worksheet is completed and the WRITE formative assessment mastered, the teacher (or student) marks mastery on the Diagnostic Spelling Assessment Matrix

Addendum

- Seven Literacy Center Rotations
- Literacy Centers Group Norms BE HEROIC! Group Norms
- Literacy Centers LEADERSHIP ROLES
- Spelling Center Pocket Cards and Literacy Sign Cards\Spelling Literacy Center Literacy Center Task Cards and Answers

Spelling Worksheets 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. _igh	53. au
3. i	33. _y	54. al
4. e	34. _ie	55. all
5. a		
6. ea		
	Long <i>o</i> Sound Vowels	<i>r</i> -controlled Vowels
Silent Final <i>e</i>	35. o	56. ur
	36. _oe	57. er
7. Long <i>i</i> Sound i_e	37. oa_	58. ir
8. a_e	38. ow	59. ar
9. u_e		60. or
10. o_e	Long <i>u</i> Sound Vowels	
11. u_e	39. u	Hard/Soft <i>c</i> and <i>g</i> Sounds
12. _se	40. _ew	
13. _le	41. _ue	61. Hard <i>c</i>
14. _ve		62. Soft <i>c</i>
15. Long <i>e</i> i_e	<i>oo</i> Sound as in <i>rooster</i>	63. Hard <i>g</i>
		64. Soft <i>g</i>
Consonant Digraph Sounds	42. oo	
16. sh	43. _ue	Soft <i>y</i>
17. ch and _tch	44. u	
18. th	45. _ew	65. Long /i/
19. wh_		66. Long /e/
20. ph	<i>oo</i> Sound as in <i>woodpecker</i>	
		Consonant Doubling
Long <i>a</i> Sound Vowels	46. oo	
	47. _u_	67. Doubled
21. a		68. Not Doubled
22. _ay	<i>ow</i> Sound as in <i>cow</i>	
23. ai_		/j/
24. ei_	48. _ow	
	49. ou_	69. “dge”
Long <i>e</i> Sound Vowels	<i>oi</i> Sound	70. “ge”
		“ie”/“ei”
25. e	50. oi_	
26. _ee	51. _oy	71. “ie”
27. [c]ei		72. “ei”
28. _y		
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”

FAQs

The Remedial Spelling Literacy Center has been designed to preparation, correction, behavioral problems, and clean-up time and to maximize flexible, on-task learning.

- ✓ **Can I set up, tear down, and move this center quickly?** Yes. Set up and tear down only take a few minutes. Perfect if you share a classroom or move to another classroom.
- ✓ **What supplies do I need to provide?** Once the diagnostic assessments have been completed, print copies of the Spelling Worksheets.
- ✓ **Are there literacy center signs?** Yes, they are provided in both color and black and white and are formatted for both pocket charts and center display.
- ✓ **Do the print materials stay in the center or do students have weekly packets?** Your choice. Either option works well.
- ✓ **Are there directions for each lesson and activity?** Yes. There are *longer* teacher directions and *shorter* student directions on the literacy center task card (provided in both color and black and white).
- ✓ **Who corrects the work?** Your students *will do all the correcting of the practice exercises in their literacy group*. Answers are provided with each task. Students learn from their own mistakes. The teacher grades only the short form *ing of the practice* during mini-conferences with individual students.
- ✓ **Will this remedial literacy center work with the six grade-level (4, 5, 6, 7, 8) Academic Literacy Centers?** Yes, and I have three other remedial task cards (provided in both color and black and white) which you may choose to add to the rotation. Check out all literacy centers [HERE](#).
- ✓ **How many literacy centers, groups, rotations, and days work with this remedial literacy center?** Teachers may use their own literacy center *ing of the practice* this remedial literacy center as they see fit. Following are seven *ing of the practice* plans from which to choose or modify to suit teacher and student needs.
- ✓ **What lessons and how many are included in the Remedial Spelling Literacy Center?** The center includes 102 Spelling Worksheets, divided into eight *ing of the practice* Spelling Worksheets. Each worksheet has the same directions.
- ✓ **Do students complete all 102 worksheets?** Students are assigned to work *ing of the practice* according the results of the diagnostic assessments and complete *ing of the practice* task card (provided in both color and black and white).
- ✓ **Are these Spelling lessons and activities part of a comprehensive spelling program?** Yes. Besides the spelling centers in the Academic Literacy Centers, *ing of the practice* task cards are provided in both color and black and white. Check out these spelling programs [HERE](#).

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	Long /oo/
46.	looked	He looked older than he really was.	looked	
47.	butcher	The local butcher was very skilled.	butcher	Short /oo/
48.	crowded	This school is very crowded.	crowded	
49.	counting	She began counting on her fingers.	counting	/ow/ (cow)
50.	poisoned	The chemical poisoned the water.	poisoned	
51.	destroy	He had to destroy the work of art.	destroy	/oi/
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	/aw/
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	r-controlled
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	Hard/Soft
64.	strangely	Her cousin behaved very strangely.	strangely	c and g
65.	spicy	The Mexican food was spicy.	spicy	
66.	identify	No one could identify the stranger.	identify	Soft y
67.	forgetting	I keep forgetting where I placed my glasses.	forgetting	Consonant
68.	commitment	The coach questioned his commitment.	commitment	Doubling
69.	dodgeball	The children could not play dodgeball.	dodgeball	
70.	advantage	We had the advantage of playing at home.	advantage	/j/
71.	believe	I will believe it when I see it.	believe	
72.	receive	Did you receive the letter?	receive	“ie”/“ei”
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	Plurals
78.	guide	Her family trains guide dogs for the blind.	guide	
79.	designed	Her mom designed the new school sign.	designed	Silent Letters
80.	skating	I had my birthday party at the skating rink.	skating	Drop/Keep
81.	wisely	She wisely asked the teacher for help.	wisely	Final e
82.	catcher	The catcher tagged the runner out.	catcher	
83.	touchdown	Our players scored the winning touchdown.	touchdown	/ch/
84.	gigantic	The gigantic boulder blocked the road.	gigantic	
85.	sunken	The pirates searched for sunken treasure.	sunken	/k/

[illegible]

Spelling Pattern Worksheet #8

Long *a* Sound “a__e”

FOCUS The long *a* sound heard in *ape* can be spelled “a_e” as in *cake*.

SORT Write each word in the correct column.

pane	are	table	valley	sadder	stale
named	giraffe	state	basketball	badge	cape

Long *a* “a_e” Spellings

Other “a” Spellings

JUMBLE Write the word with the long *a* “a_e” spelling found in each jumbled word.

ctrae _____ kmae _____

fesa _____ eespkkae* _____

*Bonus

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

stake _____ plate _____

page _____ case _____

WRITE Compose a sentence using three of your own long *a* “a_e” spelling words.

Spelling Pattern Worksheet #36

Long *o* Sound “_oe”

FOCUS The long *o* sound heard in *okapi* can be spelled “_oe” as in *toe*.

SORT Write each word in the correct column.

does	oboe	mole	gone	potatoes	lonely
mistletoe	done	poetic	stereo	foes	tomatoes

Long *o* “_oe” Spellings

Other “o” Spellings

JUMBLE Write the word with the long *o* “_oe” spelling found in each jumbled word.

eots _____ opems _____

gsoe _____ lufwoe* _____

*Bonus

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

WRITE Compose a sentence using three of your own long *o* “_oe” spelling words.

Spelling Pattern Worksheet #86

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 #101

“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. ____
_____ 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.

**4 Groups, 4 Rotations (80 Minutes Total) per Day, 4 Days per Week, 6 Literacy Centers,
1 Guided Reading Literacy Center 2 Days per Week
and 1 Remedial (or other) Center 2 Days per Week**

Day 1									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 5	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
	Remedial Center					Guided Reading			
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 6	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
		Remedial Center					Guided Reading		
Day 2									
Group 1	Guided Reading	Vocabulary	Spelling & Syllabication	Study Skills	Group 5	Remedial Center	Reading	Writing	Language Conventions
	Remedial Center					Guided Reading			
Group 2	Spelling & Syllabication	Guided Reading	Study Skills	Vocabulary	Group 6	Writing	Remedial Center	Language Conventions	Reading
		Remedial Center					Guided Reading		
Day 3									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 5	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
	Remedial Center					Guided Reading			
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 6	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
		Remedial Center					Guided Reading		
Day 4									
Group 1	Guided Reading	Vocabulary	Spelling & Syllabication	Study Skills	Group 5	Remedial Center	Reading	Writing	Language Conventions
	Remedial Center					Guided Reading			
Group 2	Spelling & Syllabication	Guided Reading	Study Skills	Vocabulary	Group 6	Writing	Remedial Center	Language Conventions	Reading
		Remedial Center					Guided Reading		

8 Groups, 4 Rotations (60 Minutes Total) per Day, 4 Days per Week, 6 Literacy Centers, 1 Guided Reading Literacy Center 2 Days per Week and 1 Remedial (or other) Center 2 Days per Week

Day 1									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 5	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 6	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
Group 3	Reading	Language Conventions	Guided Reading	Writing	Group 7	Vocabulary	Study Skills	Remedial Center	Spelling & Syllabication
Group 4	Study Skills	Writing	Vocabulary	Guided Reading	Group 8	Language Conventions	Spelling & Syllabication	Reading	Remedial Center
Day 2									
Group 1	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills	Group 5	Guided Reading	Reading	Writing	Language Conventions
Group 2	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary	Group 6	Writing	Guided Reading	Language Conventions	Reading
Group 3	Vocabulary	Study Skills	Remedial Center	Spelling & Syllabication	Group 7	Reading	Language Conventions	Guided Reading	Writing
Group 4	Language Conventions	Spelling & Syllabication	Reading	Remedial Center	Group 8	Study Skills	Writing	Vocabulary	Guided Reading
Day 3									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 5	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 6	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
Group 3	Reading	Language Conventions	Guided Reading	Writing	Group 7	Vocabulary	Study Skills	Remedial Center	Spelling & Syllabication
Group 4	Study Skills	Writing	Vocabulary	Guided Reading	Group 8	Language Conventions	Spelling & Syllabication	Reading	Remedial Center

Literacy Centers Group Norms

be **HEROIC!**

BE	H ard-working	Do your best work on each lesson or activity. Work the whole time.
BE	E ngaged	Do your fair share of the work. Complete your assigned leadership role.
BE	R esponsible	Do all parts of the lesson or activity for each literacy center. Focus on your learning and that of others in your group.
BE	O rganized	Keep all lesson or activity materials where they belong. Clean up neatly and completely.
SHOW	I nitiative	Begin the literacy center lesson or activity as soon as you sit down. Encourage others to complete their assigned leadership roles.
BE	C ollaborative	Work together in quiet voices and practice kindness. Help without doing others' work.

Literacy Centers

LEADERSHIP ROLES

Reader

Read the lesson or activity out loud in a quiet voice. Pause to allow the group to think and respond. Re-read sections if necessary.

Clarifier

Refer to the task card to begin the lesson or activity and help the group perform its tasks. Ask the teacher if help is needed on the directions.

Task Manager

Write down the beginning and ending times. Manage how much time should be spent on each part of the lesson or activity. Make sure that every part is completed and done well.

People Manager

Keep all group members focused on the lesson or activity and talking in quiet voices. Make sure every student contributes and performs their leadership roles. Ask the teacher for help if the group needs it.

Spelling

Spelling

Spelling

Spelling Literacy Center Task Card: Silent Final *e* Spelling Worksheets

#7 Long *i* Sound i_e

#8 a_e

#9 Long u u_e

#10 o_e

#11 Long /oo/ u_e

#12 _se

#13 _le

#14 _ve

#15 Long *e* i_e

Spelling Workshop Directions

1. The Task Manager writes down the ending time of the literacy center and keeps the group on-task. The Reader reads the **FOCUS** section on the assigned Spelling Pattern Worksheet out loud.
2. The Reader reads the **SORT** and **JUMBLE** directions, and students work together to complete these sections. The Clarifier asks the teacher for help if necessary.
3. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers.
4. The Reader reads the **RHYME (or SEARCH)** section. Students work collaboratively to complete this section. Students may use multiple books to complete the **SEARCH** task.
5. When finished, students complete the **WRITE** formative assessment individually. When completed, students bring up their worksheets to the teacher to mini-conference.
6. If time permits, the group begins a new worksheet.
7. The People Manager makes sure that the group cleans up neatly and completely.

Spelling Literacy Center Answers: Silent Final e Spelling Worksheets

Spelling Sort #7

despite	tambourine
provide	automobile
preside	submarine
profile	machine
lime	police
lifetime	beige

Jumble #7

site	infinite
spine	underline

Spelling Sort #8

pane	are
table	valley
stale	sadder
named	giraffe
state	basketball
cape	badge

Jumble #8

crate	make
safe	keepsake

Spelling Sort #9

compute	rude
mule	attitude
ridicule	dune
rebuke	dude
commune	attitude
confuse	tune

Jumble #9

cute	tribute
mute	commute

Spelling Sort #10

close	groan
alone	soap
stones	though
explode	stow
those	loaned
home	crows

Jumble #10

slope	choke
bone	lonesome

Spelling Sort #11

dude	computers
parachute	mules
prune	tribute
crude	cucumber
brute	ridicule
altitude	computer

Jumble #11

rule	tune
flute	altitude

Spelling Sort #12

those	posies
used	dose
please	goose
rose	loose
lose	toes
closed	case

Jumble #12

chose	advise
accuse	disease

Spelling Sort #13

gargle	angel
raffle	label
mantle	camel
stable	carousel
ladle	mantel
popsicle	funnel

Jumble #13

able	oracle
fiddle	settlement

Spelling Sort #14

leaves	Venus
prove	invest
strive	prevent
bravery	velvet
festive	convert
clove	revolve

Jumble #14

have	moved
motive	receive

Spelling Sort #15

marine	line
automobile	site
machine	seize
prestige	perspire
tambourine	lime
vaccine	shine

Jumble #15

police	prestige
latrine	submarine