

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 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.

***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 our spelling programs at www.penningtonpublishing.com.**

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

Sound-Spelling Patterns Scope and Sequence

Plurals

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

78. “mb”
79. “gn”

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

Schwa

Final *e*

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

97. Short Schwa
98. Long Schwa

“able”/“ible”

/ch/

82. /ch/ “tch”
83. /ch/ “ch”

99. “able”
100. “ible”

“ance”/“ence”

Consonant Digraph Sounds

84. /k/ “c” and “ck”
85. /k/ “k”

101. “ance”
102. “ence”

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 #24

Long *a* Sound “ei”

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

SORT Write each word in the correct column.

freight	receive	conceive	sleigh	rein	neigh
their	believed	retrieve	receipt	heir	perceive

Long *a* “ei” Spellings

Other “ei” Spellings

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

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

geibe _____ eign _____

ghytei _____ ogrbhenis* _____

*Bonus

SEARCH In a book find four words with long *a* “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. ____

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

_____.

Spelling Pattern Worksheet #27

Long e Sound “[c]ei”

FOCUS The long *e* sound heard in *eagle* can be spelled “[c]ei” as in *ceiling*.

SORT Write each word in the correct column.

deceive weigh conceive reins receipt sleigh
perceive receiving theirs neighbor beige conceit

Long e “[c]ei” Spellings

Other “ei” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long *e* “[c]ei” spelling found in each jumbled word.

teicde _____ cvngiede _____

ceireve _____ ptirece* _____

*Bonus

SEARCH In a book find four words with long *e* “[c]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. ____

WRITE Compose a sentence using three of your own long *e* “[c]ei” spelling words.

Spelling Pattern Worksheet #34

Long *i* Sound “_ie”

FOCUS The long *i* sound heard in *ibex* can be spelled “_ie” as in *lie*.

SORT Write each word in the correct column.

marine	untie	fries	died	believe	conceive
pies	copied	tried	science	piece	puppies

Long *i* “_ie” Spellings

Other “ie” Spellings

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

iedd _____ tdie _____

srice _____ detriun* _____

*Bonus

SEARCH In a book find four words with long *i* “_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. ____

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

Spelling Pattern Worksheet #71

“_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 #72

“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 _____ eednrir _____

hgeentie _____ ecedvire* _____

*Bonus

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

Spelling Pattern Worksheet Answers

Spelling Sort #22

plays train
stray money
delay daily
prayer monkey
betray rainy
clay justify

Jumble #22

stay delay
gray straying

Spelling Sort #23

mainly stay
straight eight
hair late
braid reign
explain basic
chair saying

Jumble #23

braid trail
aiming rainstorm

Spelling Sort #24

freight receive
sleigh conceive
rein believed
neigh retrieve
their receipt
heir perceive

Jumble #24

beige reign
eighty neighbors

Spelling Sort #25

cedar early
detail ready
revise reading
fever reach
predict measure
beside meant

Jumble #25

beside delight
review cemented

Spelling Sort #26

indeed steady
speech piece
green death
greet treat
three beaten
queen earth

Jumble #26

beef freely
seek referee

Spelling Sort #27

deceive weigh
conceive reins
receipt sleigh
perceive theirs
receiving neighbor
conceit beige

Jumble #27

deceit deceiving
receive receipt

Spelling Sort #34

untie marine
fries believe
died conceive
pies copied
tried piece
science puppies

Jumble #34

died tied
cries untried

Spelling Sort #35

going goat
sober coin
also boost
colon soy
soda touch
Roman lowly

Jumble #35

ocean also
lotion obesity

Spelling Sort #36

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

Jumble #36

toes poems
goes woeful

Spelling Sort #70

pages budget
gauge conjunction
large perjury
gorgeous hedge
logic reject
region energy

Jumble #70

urge huge
magic contagious

Spelling Sort #71

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

Jumble #71

dries flies
yield industries

Spelling Sort #72

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

Jumble #72

receive reindeer
eighteen deceiver