

DIFFERENTIATED SPELLING INSTRUCTION

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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

Eight Conventional Spelling Rules with Examples and Songs

1. The i before e Rule

Usually spell *i* before *e* but spell *e* before *i* after a *c* and when the letters say a long /a/ sound. **Examples:** believe, receive, neighbor

2. The Final y Rule

Keep the *y* when adding an ending if the word ends in a vowel, then a *y*, or if the ending begins with an *i*. Change the *y* to *i* when adding a suffix if the word ends in a consonant, then a *y*. **Examples:** delayed, copying, prettiest

3. The Silent e Rule

Drop the *e* at the end of a syllable if the suffix begins with a vowel. Keep the *e* when the suffix begins with a consonant. **Examples:** paved, closely

4. The Double the Consonant Rule

Double the consonant, as in *permitted*, when adding on a suffix if all three of these conditions are met: 1. the last syllable has the accent (per / mit) 2. the last syllable ends in a vowel, then a consonant (permit). 3. the suffix begins with a vowel (ed).

Example: committee

5. The Ending “an” or “en” Rule

End a word with “ance”, “ancy”, or “ant” if the root before has a hard /c/ or /g/ sound or if the root ends with “ear” or “ure”. Otherwise, use the suffixes “ence”, “ency”, or “ent”.

Examples: vacancy, arrogance, clearance, insurance

6. The “able” or “ible” Rule

End a word with “able” if the root before has a hard /c/ or /g/ sound, after a complete root word (base word), or after a silent *e*. Otherwise, end the word with “ible”.

Examples: despicable, navigable, teachable, likeable

7. The /ion/ Sound Rule

Spell “sion” for the final /zyun/ sound or the final /shun/ sound if after an *l* or *s*. Spell “cian” for a person and “tion” in most all other cases.

Examples: illusion, expulsion, musician, condition

8. The Plurals Spelling Rule

Spell plural nouns with an *s* (dog-dogs), even those that end in *y* (day-days) or those that end in a vowel, then an *o* (stereo-stereos). Spell “es” after the sounds of /s/, /x/, /z/, /ch/, or /sh/ (box-boxes) or after a consonant, then an *o* (potato-potatoes). Change the *y* to *i* and add “es” when the word ends in a consonant, then a *y* (ferry-ferries). Change the “fe” or “lf” ending to “ves” (knife-knives, shelf-shelves).