

DIFFERENTIATED SPELLING INSTRUCTION *the* CANADIAN ENGLISH VERSION



SPELLING
PATTERN TESTS
SPELLING SORTS
DIAGNOSTIC
ASSESSMENT
REMEDIAL
SPELLING
WORKSHEETS



GRADE 4



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Grades 4–8 Spelling Scope and Sequence

Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Short Vowels	Short Vowels	Vowels and Consonants	Vowel Diphthongs/ <i>r</i> - controlled “ar,” “ir,” and “ur” Vowels	<i>r</i> - controlled “ar,” “ir,” and “ur” Vowels
Long Vowel <i>a</i>	Long Vowels	Vowel Diphthongs	<i>r</i> - controlled “re,” and “our” Vowels	<i>r</i> - controlled “re,” and “our” Vowels
Long Vowel <i>e</i>	Silent Final <i>e</i>	<i>r</i> - controlled “ar,” “ir,” and “ur” Vowels	Consonant Doubling	Consonant Doubling
Long Vowel <i>i</i>	Vowel Diphthongs	<i>r</i> - controlled “re,” and “our” Vowels	Consonant-“le” and <i>l</i> , “el” Doubling	Consonant-“le” and <i>l</i> , “el” Doubling
Long Vowel <i>o</i>	Consonant Digraphs	Consonant Doubling	<i>i</i> before <i>e</i>	<i>i</i> before <i>e</i>
Long Vowel <i>u</i>	<i>r</i> - controlled “ar,” “ir,” and “ur” Vowels	Consonant-“le” and <i>l</i> , “el” Doubling	Hard and Soft /c/ and /g/	Plurals
Silent Final <i>e</i>	<i>r</i> - controlled “re,” and “our” Vowels	<i>i</i> before <i>e</i>	Plurals	Drop/Keep Final <i>e</i>
REVIEW/TEST	y	Hard and Soft /c/ and /g/	Drop/Keep Final <i>e</i>	Change/Keep y
Vowel Diphthongs /aw/	REVIEW/TEST	Plurals	REVIEW/TEST	/ion/
Vowel Diphthongs “oo”	Consonant Doubling	REVIEW/TEST	Change/Keep y	“ary,” “ery,” “ory,” “ury,” “ry”
Vowel Diphthongs /oi/, /ow/	Consonant-“le” and <i>l</i> , “el” Doubling	Drop/Keep Final <i>e</i>	“ph”	REVIEW/TEST
Consonant Digraphs	/j/	/ch/	/ion/	“able”
<i>r</i> - controlled “ar,” “ir,” and “ur” Vowels	<i>i</i> before <i>e</i>	“ough” and “augh”	Vowel Shift	“ible”
<i>r</i> - controlled “re,” Vowels	Hard /c/, Soft /c/	Starting/Ending /k/	Consonant Shift	“ant,” “ance,” “ancy”
<i>r</i> - controlled “our” Vowels	Hard /g/, Soft /g/	Change/Keep y	“c/tial” and “c/tious”	“ent,” “ence,” “ency”
y	s and “es” Plurals	“al” and “ful”	Vowel-“se,” “ve”	“est,” “ist,” and “iest”
Non-phonetic Words	/x/, /ch/, /sh/, /z/, /f/ Plurals	Double <i>l</i> - <i>f</i> - <i>s</i> - <i>z</i>	REVIEW/TEST	“ice,” “ise,” “ize,” “yze”
REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	“est,” “ist,” and “iest”	“us” and “_ous”
Consonant Doubling	Drop/Keep Final <i>e</i>	“ph”	“ice,” “ise,” “ize,” “yze”	REVIEW/TEST

Boldface denotes introductory spelling pattern for grade level.

Blue font indicates American English derivations from Canadian English.

Grades 4–8 Spelling Scope and Sequence

Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
/j/	/ch/	/ion/	“able”	“qu” Spellings
<i>i</i> before <i>e</i>	“ough” and “augh”	“c/tial” and “c/tious”	“ible”	Accent Shift
Hard /c/, Soft /c/	Starting/Ending /k/	Vowel-“se,” “ve”	Schwa	Masculine and Feminine
Hard /g/, Soft /g/	Change/Keep <i>y</i>	Irregular Plurals	“ant,” “ance,” “ancy”	“al,” “ial,” “cial,” “tial”
“s” and “es” Plurals	“al” and “ful”	Vowel Shift	“ent,” “ence,” “ency”	Diminutives
/x/, /ch/, /sh/, /z/, /f/ Plurals	Double <i>l-f-s-z</i>	REVIEW/TEST	REVIEW/TEST	<i>a</i> and <i>e</i> Banal
REVIEW/TEST	REVIEW/TEST	Consonant Shift	“ary,” “ery,” “ory,” “ury,” “ry”	“ly” and “ally”
Irregular Plurals	Irregular Plurals	Pronunciation Problems	“us” and “_ous”	REVIEW/TEST
Contractions	Contractions	Schwa	Pronunciation Problems	Pronunciation Problems
Silent Letters	Silent Letters	Greek and Latin Prefixes	Greek and Latin Prefixes	Schwa
Homonyms	Non-phonetic Words	Greek and Latin Roots	Greek and Latin Roots	Greek and Latin Prefixes
Greek and Latin Prefixes	Homonyms	French Spellings	French Spellings	Greek and Latin Roots
Greek and Latin Roots	Greek and Latin Prefixes	Homonyms	British Spellings	Latin Expressions
Greek and Latin Suffixes	Greek and Latin Roots	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	French Expressions
SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT			British Spellings
				SUMMATIVE ASSESSMENT

Boldface denotes introductory spelling pattern for grade level.

Blue font indicates American English derivations from Canadian English.

Spelling Patterns Test #13

r-controlled Vowels: our

1. harbour
2. favour
3. humour
4. humorous
5. neighbour
6. parlour
7. honour
8. honorable
9. behaviour
10. armour
11. rumour
12. flavour
13. odour
14. deodorize
15. fervour
16. vapour
17. vaporize
18. vaporous
19. tumour
20. tumorous

Spelling Sort Answers #13

r-controlled Vowels: our

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

SPELLING WORDS

1. harbour
2. favour
3. humour
4. humorous
5. neighbour
6. parlour
7. honour
8. honorable
9. behaviour
10. armour
11. rumour
12. flavour
13. odour
14. deodorize
15. fervour
16. vapour
17. vaporize
18. vaporous
19. tumour
20. tumorous

_our

harbour
favour
humour
neighbour
parlour
honour
behaviour
armour
rumour
flavour
odour
fervour
vapour
tumour

_or with suffixes

humorous
honorable
deodorize
vaporize
vaporous
tumorous

SPELLING TIPS

Canadian English and British English spell /or/ as “our”, but “or” when adding most suffixes.

Americans spell /or/ as “or” (without the *u*).

Spelling Patterns Test #14

r-controlled Vowels: *re*

1. theatre
2. centre
3. litre
4. metre
5. decimetre
6. centimetre
7. millimetre
8. nanometre
9. fibre
10. lustre
11. meagre
12. calibre
13. sombre
14. spectre
15. ogre
16. timbre
17. septre
18. mediocre
19. mitre
20. eagre

Spelling Sort Answers #14

r-controlled Vowels: *re*

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

SPELLING WORDS

1. theatre
2. centre
3. litre
4. metre
5. decimetre
6. centimetre
7. millimetre
8. nanometre
9. fibre
10. lustre
11. meagre
12. calibre
13. sombre
14. spectre
15. ogre
16. timbre
17. septre
18. mediocre
19. mitre
20. eagle

re

theatre
centre
fibre
lustre
meagre
sombre
spectre
ogre
timbre
septre
mediocre
mitre
eagle

re words of
measurement

litre
metre
decimetre
centimetre
millimetre
nanometre
calibre

SPELLING TIPS

Canadian English and British English spell /er/ endings as “ir” as in “bird” or “re” as in “centre”. Americans spell /er/ as “ir” as in “bird” or “er” as in “fern”.

Spelling Patterns Lessons 1–30 Summative Assessment

1. fantastic	The fantastic musical was very popular.	fantastic	Short Vowels
2. medical	His medical condition worsened.	medical	
3. briskly	They walked briskly through the park.	briskly	
4. foggy	In foggy conditions, it is hard to drive.	foggy	
5. bumper	The car bumper had a large dent.	bumper	
6. thread	She found the needle and thread.	thread	
7. patriot	A patriot is one who supports his country.	patriot	Long /a/
8. payment	I received his payment last July.	payment	
9. neighbor	My neighbor wakes up early each morning.	neighbor	
10. trained	She trained long and hard for the Olympics.	trained	
11. before	Tell us before you have to go.	before	
12. seeking	The captain was seeking buried treasure.	seeking	Long /e/
13. creature	The iguana is a strange-looking creature.	creature	
14. lobbying	Student Council is lobbying for a game day.	lobbying	
15. ceilings	The apartment had very high ceilings.	ceilings	
16. bicycle	She got a bicycle for her birthday.	bicycle	
17. untie	It took me a long time to untie the knot.	untie	Long /i/
18. delight	The new neighbor is such a delight.	delight	
19. supply	A huge supply came in yesterday.	supply	
20. introduce	I would like to introduce my friend.	introduce	
21. fellowship	The hobbit joined the secret fellowship.	fellowship	
22. vetoed	The president vetoed the proposed law.	vetoed	Long /o/
23. soaking	When you are soaking in a tub, life is fine.	soaking	
24. musician	Our friend is an excellent musician.	musician	
25. rescued	The dog rescued the child from the river.	rescued	
26. fewer	There are fewer choices than I had thought.	fewer	
27. lately	That happens a lot lately.	lately	Long /u/
28. delete	I had to delete the file.	delete	
29. provide	She can provide all of the details.	provide	
30. hopeful	I am hopeful that she will visit soon.	hopeful	
31. compute	To compute numbers he used a calculator.	compute	
32. attitude	The student had a wonderful attitude.	attitude	Silent Final e
33. awful	The engine made an awful sound.	awful	
34. auditorium	The band played in the auditorium.	auditorium	
35. already	My teacher already knows the answer.	already	
36. falling	The child kept falling down the stairs.	falling	
37. poodle	The black poodle loved to eat ice cream.	poodle	
38. duty	Do your duty to your country.	duty	/aw/
39. overdue	Your library book is overdue.	overdue	
40. flute	She played a silver flute.	flute	
41. brewing	The coffee is always brewing at her house.	brewing	
			Long /oo/

Spelling Worksheet #12 *r*-controlled Vowels: *ar*, *ir*, *ur*

Spelling Rule

The “r” controls the sound of the vowel before it and also influences the sound of the vowel that follows. The *r*-controlled vowels are “ar,” “er,” “ir,” “or,” “ur,” “_our,” and “_re.”

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. first
2. sparkle
3. charming
4. churning
5. birthday
6. firm
7. partner
8. church
9. urgent
10. twirl
11. market
12. bird
13. artful
14. turning
15. giraffe
16. thirsty
17. burned
18. lurk
19. carve
20. burst

ar

ur

ir

Spelling Worksheet #13 *r*-controlled Vowels: *our*

Spelling Rule

The “r” controls the sound of the vowel before it and also influences the sound of the vowel that follows. The *r*-controlled vowels are “ar,” “er,” “ir,” “or,” “ur,” “_our,” and “_re.”

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. first
2. sparkle
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7. partner
8. church
9. urgent
10. twirl
11. market
12. bird
13. artful
14. turning
15. giraffe
16. thirsty
17. burned
18. lurk
19. carve
20. burst

our

or with suffixes

SPELLING TIPS

Canadian English and British English spell /or/ as “our”, but “or” when adding most suffixes.

Americans spell /or/ as “or” (without the *u*).

Spelling Worksheet #14 *r*-controlled Vowels: *re*

Spelling Rule

The “r” controls the sound of the vowel before it and also influences the sound of the vowel that follows. The *r*-controlled vowels are “ar,” “er,” “ir,” “or,” “ur,” “_our,” and “_re.”

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. first
2. sparkle
3. charming
4. churning
5. birthday
6. firm
7. partner
8. church
9. urgent
10. twirl
11. market
12. bird
13. artful
14. turning
15. giraffe
16. thirsty
17. burned
18. lurk
19. carve
20. burst

_re

**_re words of
measurement**

SPELLING TIPS

Canadian English and British English spell /er/ endings as “ir” as in “bird” or “re” as in “centre”. Americans spell /er/ as “ir” as in “bird” or “er” as in “fern”.

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/

End of Grade 3 Test Items

56.	curling	She liked curling her hair with her fingers.	curling	
57.	theatre	They went to the theatre to see the play.	theatre	
58.	firmly	The student held the handle firmly.	firmly	
59.	alarm	A man set off the car alarm.	alarm	
60.	colour	He can name each colour in the rainbow.	colour	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

End of Grade 4 Test Items

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.	travelling	They wanted to join the travelling circus.	travelling	
70.	dodgeball	The children could not play dodgeball.	dodgeball	
71.	advantage	We had the advantage of playing at home.	advantage	/j/
72.	believe	I will believe it when I see it.	believe	
73.	receive	Did you receive the letter?	receive	“ie”/“ei”
74.	radios	We listened to our radios.	radios	
75.	bushes	They found the child hiding in the bushes.	bushes	
76.	ladies	The ladies softball team won their game.	ladies	
77.	bookshelves	They dusted the bookshelves.	bookshelves	
78.	women	The women volunteered for the carnival.	women	Plurals

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
Totals																				

Spelling Pattern Worksheet #57

r-controlled “er” and “re”

FOCUS The *er* sound heard in *ermine* can be spelled “er” as in *her*. As a suffix, the *er* sound is spelled “re”.

SORT Write each word in the correct column.

perfect	curtain	fern	hurled	centre	clerk
thirty	sharp	bored	charming	metre	theatre

/er/ Sound Spellings

Other Sound Spellings

JUMBLE Write the word with the *r*-controlled “er” and “our” spellings found in each jumbled word.

rnest _____ rltie _____

selrehf _____ thresfea* _____

*Bonus

SEARCH In a book find four words with the *r*-controlled “er” 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 *r*-controlled “er” spelling words.

Spelling Pattern Worksheet #60

r-controlled “or” and “our”

FOCUS The *or* sound heard in *orca* can be spelled “or” as in *orange*. As a suffix, the *or* sound is spelled “our”.

SORT Write each word in the correct column.

burn	sport	fir	honour	runner	colour
stormy	alerted	porches	favour	backyard	furled

/or/ Sound Spellings

Other *r*-controlled Spellings

JUMBLE Write the word with the *r*-controlled “or” and “our” spellings found in each jumbled word.

rtyfo _____ bwrnen _____

blaruo _____ rdebors* _____

*Bonus

RHYME Write a rhyme with the *r*-controlled “or” spelling for each of these words.

scorn _____ sword _____

tort _____ cork _____

WRITE Compose a sentence using three of your own *r*-controlled “or” spelling words.

Spelling Resources Appendix

How to Study Spelling Words

Learn a proven technique for quickly memorizing spelling words that places these spellings into the long term memory.

Spelling Proofreading Strategies for Stories and Essays

The purpose of learning to spell is to be able to write effortlessly and correctly. Learn the spelling proofreading strategies that will help you to edit your own stories and essay.

Supplemental Word Lists

The following word lists are appropriate to supplement the Personal Spelling List:

- The **Outlaw Words** list contains the spelling words that are often the most difficult for remedial spellers. These words include non-phonetic sound-spellings and require targeted practice of the irregular sound-spellings and comparisons to other words with the same non-phonetic elements. Remedial spellers should be pre-assessed to determine which of the words from these lists are not yet mastered.
- **The 450 Most Frequently Used Words** has the words most frequently found in elementary basal reading series. They are also the words most often used in student writing. The first 20 of these words make up 25% of the most frequently written words in elementary basal reading texts. The first 100 of these words make up 50%, and the rest of the 450 most frequently used words make up the words that every 4th grader should have mastered at the “sight” recognition level.
- **The 100 Most Often Misspelled Words** has been put together over the years from student writing errors in the intermediate elementary grades.
- **The 70 Most Commonly Confused Words** has the most often confused spelling-vocabulary words. Many of these commonly confused words are homophones (words that sound the same, but have two different spellings) e.g., “lead” and “led”, and some are just very similar in their sounds or spellings e.g., “advise” and “advice”.

Eight Advanced Spelling Rules and Memory Song/Raps

The Eight Advanced Spelling Rules provide concise explanations and example words for the most common conventional spelling rules—a useful one-page reference tool for students.

Spelling Review Games

Remedial spelling students working with the Spelling Pattern Worksheets will benefit from the Word Jumbles and Word Making Games.

Rule #2: Hickory Dickory “y” Song (to the tune of *Hickory Dickory Dock*)

If a root ends in a vowel,
Hickory, dickory dock,
And after that a y.
The mouse ran up the clock.
Just keep the y—and then said I,
The clock struck one—the mouse ran down,
“Add on the suffix to end.”
Hickory dickory dock.

But if a consonant then
Hickory, dickory dock,
A y should end a word,
The mouse ran up the clock.
Just change the y into an i
The clock struck two—the mouse ran down,
Except if the suffix has i.
Hickory dickory dock.

The Final y Rule

Keep the y when adding an ending if the word ends in a vowel, then a y (*delay-delayed*), or if the ending begins with an i (*copy-copying*). Change the y to i when adding an ending if the word ends in a consonant, then a y (*pretty-prettyest*).

http://penningtonpublishing.com/blog/grammar_mechanics/the-final-y-spelling-rule/

Word Making

Sound-Spellings	Unscrambled Words	Word Jumbles
Long o Sound		
“o”	coconut	uconotc
“o__e”	hopeful	plefuoh
“__oe”	mistletoe	stelimeot
“oa__”	groaned	anodegr
“ow”	ownership	phisernow
Long u Sound		
“u”	musical	csualim
“u__e”	usefulness	uefesslnsu
“__ew”	curfew	furcwe
“_ue”	fueling	inufegl
Silent Final e		
“a_e”	milkshake	klsimkeah
“e_e”	completed	ldeemocpt
“i_e”	submarine	rabsumnei
“o_e”	lonesome	oelsmeon
/ū/ “u_e”	muleskiner	nknresieuml
/oo/ “u_e”	parachute	etuahcrpa
as in <i>rooster</i>		
aw Sound		
“aw”	awesome	ewaosme
“au”	auditorium	tduaouimir
“al”	almost	malsto
“all”	smallest	lamsselt
oo as in rooster Sound		
“oo”	toothache	eoatthch
“u”	cruising	rciuisgn
“u__e”	attitude	tttiadeu
“__ew”	unscrewed	dweenuscr
“_ue”	barbecued	ecduberab