

DIFFERENTIATED SPELLING INSTRUCTION *the* CANADIAN ENGLISH VERSION

SPELLING
PATTERN TESTS
SPELLING SORTS
DIAGNOSTIC
ASSESSMENT
REMEDIAL
SPELLING
WORKSHEETS

GRADE 5



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 Unaccented Vowel– <i>l</i> Doubling	Consonant–“le” and Unaccented Vowel– <i>l</i> 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 Unaccented Vowel– <i>l</i> Doubling	Hard and Soft / <i>c</i> / and / <i>g</i> /	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	<i>y</i>	Hard and Soft / <i>c</i> / and / <i>g</i> /	Drop/Keep Final <i>e</i>	Change/Keep <i>y</i>
Vowel Diphthongs /aw/	REVIEW/TEST	Plurals	REVIEW/TEST	/ion/
Vowel Diphthongs “oo”	Consonant Doubling	REVIEW/TEST	Change/Keep <i>y</i>	“ary,” “ery,” “ory,” “ury,” “ry”
Vowel Diphthongs /oi/, /ow/	Consonant–“le” and Unaccented Vowel– <i>l</i> 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 / <i>c</i> /, Soft / <i>c</i> /	Starting/Ending / <i>k</i> /	Consonant Shift	“ant,” “ance,” “ancy”
<i>r-</i> controlled “our” Vowels	Hard / <i>g</i> /, Soft / <i>g</i> /	Change/Keep <i>y</i>	“c/tial” and “c/tious”	“ent,” “ence,” “ency”
<i>y</i>	<i>s</i> 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 l-f-s-z	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 #7

r-controlled Vowels: *re* and *our*

1. metre
2. eagre
3. glamour
4. favour
5. saviour
6. centre
7. rigour
8. splendour
9. centimetre
10. eagre
11. decour
12. calibre
13. fibre
14. lustre
15. troubadour
16. labour
17. millimetre
18. mediocre
19. meagre
20. spectre

Spelling Sort Answers #7

r-controlled Vowels: *re* and *our*

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

SPELLING WORDS

1. metre
2. eagre
3. glamour
4. favour
5. saviour
6. centre
7. rigour
8. splendour
9. centimetre
10. eagre
11. decour
12. calibre
13. fibre
14. lustre
15. troubadour
16. labour
17. millimetre
18. mediocre
19. meagre
20. spectre

re
centre
metre
fibre
lustre
centimetre
meagre
millimetre
calibre
eagre
mediocre
spectre

our
rigour
glamour
splendour
saviour
decour
troubadour
labour

SPELLING TIPS

Canadian and British English spell the /er/ sound as “ir” and “ur” in roots. Often, the /er/ sound is spelled as “re” for suffixes.

Canadian and British English spell the /or/ sound as “or” at the beginning of syllables, but “our” at the end of many syllables.

Spelling Patterns Test #10

Consonant–"le" and l, "el" Doubling

1. tumble
2. équalling
3. unbuckled
4. paddle
5. dangle
6. labelled
7. double
8. trickle
9. levelled
10. cancelled
11. handle
12. nibble
13. single
14. miracle
15. totalled
16. article
17. cable
18. uncle
19. jeweller
20. circle

Spelling Sort Answers #10

Consonant–"le" and Unaccented Vowel–/ Doubling

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

SPELLING WORDS

1. tumble
2. équalling
3. unbuckled
4. paddle
5. dangle
6. labelled
7. double
8. trickle
9. levelled
10. cancelled
11. handle
12. nibble
13. single
14. miracle
15. totalled
16. article
17. cable
18. uncle
19. jeweller
20. circle

_ble
cable
tumble
nibble
double
_cle
circle
uncle
article
miracle
_ckle
trickle
unbuckled
_dle
handle
paddle

_gle
single
dangle

Unaccented
Vowel–/ Doubling
cancelled
jeweller
labelled
équalling
totalled
levelled

SPELLING TIPS

Syllable Rule

As an exception to the "Double the Last Consonant Spelling Rule," Canadian English doubles the / in unaccented syllables. Most often, the "el" doubles to "ell".

Spelling Worksheet #7 *r*-controlled Vowels: *re* and *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,” “_re,” and “_our.”

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

SPELLING WORDS

1. metre
2. eagre
3. glamour
4. theatre
5. saviour
6. centre
7. rigour
8. splendour
9. centimetre
10. litre
11. decour
12. calibre
13. fibre
14. lustre
15. troubadour
16. labour
17. millimetre
18. mediocre
19. meagre
20. spectre

_re

_our

SPELLING TIPS

Canadian and British English spell the /er/ sound as “ir” and “ur” in roots. Often, the /er/ sound is spelled as “re” for suffixes.

Canadian and British English spell the /or/ sound as “or” at the beginning of syllables, but “our” at the end of many syllables.

Spelling Worksheet #10 Consonant–"le" and /, "e/" Doubling

Spelling Rule

The beginning /j/ is spelled in three ways: "j," "ge," and "gi." If a /j/ ends a syllable it is spelled in two ways: "_dge" following a short vowel sound and "_ge" following any other vowel sounds. The "gy" syllable is pronounced as /jē/.

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

SPELLING WORDS

1. tumble
2. equalling
3. unbuckled
4. paddle
5. dangle
6. labelled
7. double
8. trickle
9. levelled
10. cancelled
11. handle
12. nibble
13. single
14. miracle
15. totalled
16. article
17. cable
18. uncle
19. jeweller
20. circle

_ble

_gle

**Unaccented
Vowel–/ Doubling**

_cle

_ckle

SPELLING TIPS

Syllable Rule

As an exception to the "Double the Last Consonant Spelling Rule," Canadian English doubles the / in unaccented syllables. Most often, the "el"

_dle

Diagnostic Spelling Assessment Mastery Matrix

[illegible]

Spelling Pattern Worksheet #81

Drop Final *e* before Suffix

FOCUS When adding on a suffix to a root that ends in silent final *e*, drop the “e” if the suffix begins with a vowel (take + ing = taking).

SORT Write each word in the correct column.

stolen	movement	homeless	survival	likeness	making
careful	purely	illustration	pleasure	nicely	tickling

Drop Final *e* before Suffix

Keep Final *e* before Suffix

SEARCH In a book find four words which drop the final *e* 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 drop the final *e* before the suffix spelling for each jumbled word.

nigtaws _____ cylkuiq _____

lcsogle _____ tementsta* _____

*Bonus

WRITE Compose a sentence using two of your own drop the final *e* before suffix spelling words.

Spelling Pattern Worksheet #82

Keep Final *e* before Suffix

FOCUS Keep the “e” if any of these apply: 1. The suffix begins with a consonant (wisely) 2. The root ends in soft *g* followed by the “able” suffix (noticeable, changeable) 3. The root ends in soft *c* or *g* followed by the “ous” suffix (courageous) 4. The root ends in “ee” (seeing) 5. The root ends in “oe” (canoeing) 6. The root ends in “ye” (eyeing).

shoed	basement	dyed	traceable	tiptoed	goodbyes
outrageous	guaranteed	agreeing	advantageous	changeable	actively

Suffix Begins with Consonant

Soft “c” or “g”–able

Soft *g*–ous

Root ends in “ee”

Root ends in “oe”

Root ends in “ye”

SEARCH In a book find four words which keep the final *e* before suffix that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____

_____ p. ____

JUMBLE Write the word with the keep the final *e* before the suffix spelling for each jumbled word.

reylus _____ teveod _____

eyds _____ ecblaeape* _____

*Bonus

WRITE Compose a sentence using three of your own keep the final *e* before suffix 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 #5: This Old “an” and “en” (to the tune of *This Old Man*)

If you see, “e-a-r”, or there is a “u-r-e”,
*This old man, he played one, he played nick-nack
on my thumb*

In the root, or if you hear hard *c* or *g*,
*With a nick-nack paddy-whack, give a dog a
bone,*

Then spell “ant”, “ance”, or “ancy”.
This old man came rolling home.

**If you see, “id” like “fid”, or there is an
“e-r-e”**

*This old man, he played two, he played nick-nack
on my shoe*

In the root, or if you hear soft *c* or *g*,
*With a nick-nack paddy-whack, give a dog a
bone,*

Then spell “ent”, “ence”, or “ency”.
This old man came rolling home.

The Ending “an” or “en” Rule

End a word with “ance”, “ancy”, or “ant” (*vacancy, arrogance*) if the root before has a hard /c/ or /g/ sound or if the root ends with “ear” or “ure” (*clearance, insurance*). End a word with “ence”, “ency”, or “ent” if the root before has a soft /c/ or /g/ sound (*magnificent, emergency*), after “id” (*residence*), or if the root ends with “ere” (*reverence*).

http://penningtonpublishing.com/blog/grammar_mechanics/the-ending-“an”-or-“en”-spelling-rule/