

# DIFFERENTIATED SPELLING INSTRUCTION *the* CANADIAN ENGLISH VERSION



SPELLING  
PATTERN TESTS  
SPELLING SORTS  
DIAGNOSTIC  
ASSESSMENT  
REMEDIAL  
SPELLING  
WORKSHEETS



GRADE 6



## Grades 4–8 Spelling Scope and Sequence

Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Short Vowels	Short Vowels	Vowel and Consonant Digraphs	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 /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	<i>y</i>	Hard and Soft /c/ and /g/	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 /c/, Soft /c/	Starting/Ending /k/	<b>Consonant Shift</b>	“ant,” “ance,” “ancy”
<i>r-</i> controlled “our” Vowels	Hard /g/, Soft /g/	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”
<b>Non-phonetic Words</b>	/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	Greek “rh” “ch” “ogue”; Latin “ae” and “oe”; Plurals	Greek “rh” “ch” “ogue”; Latin “ae” and “oe”; Plurals	Greek and Latin Roots
Greek and Latin Roots	Greek and Latin Prefixes	French Spellings	French Spellings	Greek “rh” “ch” “ogue”; Latin “ae” and “oe”; Plurals
Greek and Latin Suffixes	Greek and Latin Roots	Homonyms	British Spellings	Latin Expressions
SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	French Expressions
				British Spellings
				SUMMATIVE ASSESSMENT

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# Weekly Spelling Patterns Tests and Sorts

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Spelling Patterns Tests and Sorts is a comprehensive grade-level spelling program designed to introduce or reinforce the instructional spelling patterns. Weekly word lists are built upon grade-level spelling patterns and conventional spelling rules. Students discover and practice spelling pattern components with weekly spelling sorts.

The assessment plan includes diagnostic, formative, and summative tests. Students take a weekly diagnostic pretest at the beginning of each week. After instruction students take a weekly or biweekly formative posttest. Every eight weeks students take a summative assessment of all spelling patterns learned in the previous seven weeks of instruction.

The Spelling Appendix provides extensive resources to support the program including spelling proofreading strategies, syllable and accent rules, supplemental word lists, and spelling pattern review games.

## How to Teach the Spelling Pattern Lessons

1. Administer the Spelling Patterns Test as the diagnostic pretest. Direct students to take out a piece of binder paper and number from 1–20 on the left margin. Dictate the twenty grade-level spelling pattern words in the traditional word-sentence-word format. Word lists are designed to include a few “challenge level” words to promote vocabulary development.

**Tip:** Teachers with multiple classes may wish to record the Spelling Patterns Test on their phones or computers to save their voices and provide a make-up test for absent students.

2. After completing the Spelling Patterns Test, display the Spelling Patterns Test. Direct students to self-correct their spelling errors by circling the misspelled sound-spellings.

3. Each student creates a Personal Spelling List of 10–15 words. Teachers decide the number of spelling words appropriate for their students. Direct students to number from 1–10 or 15 in the center of their Spelling Patterns Test. Teach students to complete their lists in this priority order:

- **Pretest Errors:** Misspellings from the Spelling Patterns Pretest.
- **Writing Errors:** Misspellings marked by the teacher on student writing.
- **Posttest Errors:** Misspellings from the previous Spelling Patterns Posttest.
- **Supplemental Spelling Lists:** Students add on unknown words from the appendix resources of this book to complete their list.

**Tip:** Save instructional class time by assigning the Personal Spelling List for homework.

# Spelling Patterns Test #4

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

1. timbre
2. spectre
3. sombre
4. honour
5. fibre
6. meagre
7. eagre
8. theatre
9. candour
10. centimetre
11. mitre
12. lustre
13. odour
14. mediocre
15. septre
16. calibre
17. vigour
18. candour
19. arbour
20. ogre

## Spelling Sort Answers #4

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

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

### SPELLING WORDS

1. timbre
2. spectre
3. sombre
4. honour
5. fibre
6. meagre
7. eagle
8. theatre
9. candour
10. centimetre
11. mitre
12. lustre
13. odour
14. mediocre
15. septre
16. calibre
17. vigour
18. candour
19. arbour
20. ogre

### re

eagre  
mediocre  
centimetre  
theatre  
mitre  
centre  
fibre  
lustre  
meagre  
calibre  
sombre  
spectre  
ogre  
timbre  
septre

### our

arbour  
honour  
vigour  
candour  
valour

### 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 #4 *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. timbre
2. spectre
3. sombre
4. honour
5. fibre
6. meagre
7. eagre
8. theatre
9. candour
10. centimetre
11. mitre
12. lustre
13. odour
14. mediocre
15. septr
16. calibre
17. vigour
18. candour
19. arbour
20. ogre

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#### 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.

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# Diagnostic Spelling Assessment Mastery Matrix

[illegible]



# Spelling Pattern Worksheets

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The Spelling Pattern Worksheets are designed to help students master the kindergarten–fifth 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 100 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 100 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.

## 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		
<b>Silent Final <i>e</i></b>	<b>Long <i>o</i> Sound Vowels</b>	<b><i>r</i>-controlled Vowels</b>
7. Long <i>i</i> Sound i_e	35. o	56. ur
8. a_e	36. _oe	57. _re
9. u_e	37. oa_	58. ir
10. o_e	38. ow	59. ar
11. u_e		60. _our
12. _se	<b>Long <i>u</i> Sound Vowels</b>	<b>Hard/Soft <i>c</i> and <i>g</i> Sounds</b>
13. _le	39. u	
14. _ve	40. _ew	61. Hard <i>c</i>
15. Long <i>e</i> i_e	41. _ue	62. Soft <i>c</i>
<b>Consonant Digraph Sounds</b>	<b><i>oo</i> Sound as in <i>rooster</i></b>	63. Hard <i>g</i>
16. sh	42. oo	64. Soft <i>g</i>
17. ch and _tch	43. _ue	
18. th	44. u	<b>Soft <i>y</i></b>
19. wh_	45. _ew	65. Long /i/
20. ph	<b><i>oo</i> Sound as in <i>woodpecker</i></b>	66. Long /e/
<b>Long <i>a</i> Sound Vowels</b>	46. oo	<b>Consonant Doubling</b>
21. a	47. _u_	67. Doubled
22. _ay	<b><i>ow</i> Sound as in <i>cow</i></b>	68. Not Doubled
23. ai_	48. _ow	69. “ell”
24. ei	49. ou_	/j/
<b>Long <i>e</i> Sound Vowels</b>	<b><i>oi</i> Sound</b>	70. “dge”
25. e		71. “ge”
26. _ee	50. oi_	<b>“ie”/“ei”</b>
27. [c]ei	51. _oy	
28. _y		72. “ie”
29. ea		73. “ei”
30. i-Vowel		

## Sound-Spelling Patterns Scope and Sequence

Plurals	Latin “ae”/ “oe”/Plurals
74. Add <i>s</i> after Vowel-o and <i>y</i>	94. anaesthesia
75. Add “es” after /x/, /ch/, /sh/, /s/, and /z/	95. apnoea
76. Change <i>y</i> to <i>i</i> and add “es”	
77. Change “fe” to “ves”	<i>/ion/</i>
78. Irregular Plurals	
	96. <i>/ion/</i> “sion”
<b>Silent Letters</b>	97. <i>/ion/</i> “cian”
	98. <i>/ion/</i> “tion”
79. “mb”	
80. “gn”	<b>Consonant–“le”</b>
<b>Final <i>e</i></b>	99. Short Vowel-Consonant-le
81. Drop Final <i>e</i> before Suffix	100. Other Vowels-Consonant-le
82. Keep Final <i>e</i>	
<i>/ch/</i>	
83. <i>/ch/</i> “tch”	
84. <i>/ch/</i> “ch”	
<b>Consonant Digraph Sounds</b>	
85. /k/ “c” and “ck”	
86. /k/ “k”	
<b>Final <i>y</i></b>	
87. Drop Final <i>y</i> before Suffix	
88. Keep Final <i>y</i> before Suffix	
<b><i>l, f, s, z</i></b>	
89. Double <i>l, f, s, z</i>	
90. Drop <i>l</i> with “all,” “till,” and “full”	
<b>Greek Spellings</b>	
91. “rh”	
92. “ch”	
93. “ogue”	

## Spelling Pattern Worksheet #74

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### Add “s” after Vowel-“o” and “y” to Form Plurals

**FOCUS** Most nouns form plurals by adding an “s” to the end of the word (computers), including nouns which end in a vowel then an “o” (radios) or nouns which end in a vowel then a “y” (monkeys).

**SORT** Write each word in the correct column.

rodeos	ratios	subways	Fridays	guys	duos
alleys	jerseys	bellboys	stereos	videos	trios

#### Vowel-“o” Plural Spellings

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#### Vowel-“y” Plural Spellings

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**SEARCH** In a book find four words with vowel-*o* and *y* plurals 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 vowel-*o* and *y* plurals found in each jumbled word.

ptaois \_\_\_\_\_ duaois \_\_\_\_\_

yskenod \_\_\_\_\_ drysouorc\* \_\_\_\_\_

\*Bonus

**WRITE** Compose a sentence using two of your own vowel-*o* and *y* plurals spelling words.

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## Spelling Pattern Worksheet #91

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Greek /er/ “rh”

**FOCUS** The /er/ sound heard in *ermine* can be spelled “rh” (rhythm).

**SORT** Write each word in the correct column.

rhyme	rhinoceros	warhorse	carhop	rhombus	rhetorical
overhang	spearhead	rhubarb	overheard	rhinestone	fatherhood

/er/ “rh” Spellings

Other Spellings

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**SEARCH** In a book find four words with /er/ “rh” 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 /er/ “rh” spelling found in each jumbled word.

ythmichr	_____	minyhg	_____
nosih	_____	ricoethr*	_____

\*Bonus

**WRITE** Compose a sentence using one of your own short /er/ “rh” spelling words not found on this worksheet.

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## Spelling Resources Appendix

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### 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 4<sup>th</sup> 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 #1: Rig *i* before *e* (to the tune of “Rig ‘a Jig Jig”)**

**Spell *i* before *e* ‘cause that’s the rule**

*Rig-a-jig-jig and away we go,*

**That we learned back in school.**

*Away we go, away we go!*

**But *e* before *i* comes after *c*,**

*Rig-a-jig-jig and away we go,*

**and when you hear long /a/. Hey!**

*Hi-ho, hi-ho, hi-ho.*

**Spell *i* before *e* ‘cause that’s the rule**

*Rig-a-jig-jig and away we go,*

**That we learned back in school.**

*Away we go, away we go!*

**But *e* before *i* comes after *c*,**

*Rig-a-jig-jig and away we go,*

**and when you hear long /a/. Hey!**

*Hi-ho, hi-ho, hi-ho.*

### **The *i* before *e* Rule**

Usually spell *i* before *e* (*believe*), but spell *e* before *i* after a *c* (*receive*) and when the letters are pronounced as a long /a/ sound (*neighbor*).

**[http://penningtonpublishing.com/blog/spelling\\_vocabulary/the-i-before-e-spelling-rule/](http://penningtonpublishing.com/blog/spelling_vocabulary/the-i-before-e-spelling-rule/)**