

# DIFFERENTIATED SPELLING INSTRUCTION *the* CANADIAN ENGLISH VERSION



SPELLING  
PATTERN TESTS  
SPELLING SORTS  
DIAGNOSTIC  
ASSESSMENT  
REMEDIAL  
SPELLING  
WORKSHEETS



GRADE 8



## 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 / <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> /	<b>Consonant Shift</b>	“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”
<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 #2

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

1. endeavour
2. calibre
3. honour
4. splendour
5. fibre
6. honorable
7. vigour
8. lustre
9. rancorous
10. invigorate
11. mitre
12. vaporize
13. sombre
14. enamour
15. vapour
16. rancour
17. centre
18. vigorous
19. decimetre
20. invigorate

## Spelling Sort Answers #2

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

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

### SPELLING WORDS

1. endeavour
2. calibre
3. honour
4. splendour
5. fibre
6. honorable
7. vigour
8. lustre
9. rancorous
10. invigorate
11. mitre
12. vaporize
13. sombre
14. enamour
15. vapour
16. rancour
17. centre
18. vigorous
19. decimetre
20. invigorate

**re**

decimetre  
fibre  
sombre  
calibre  
mitre  
centre  
lustre

**\_our**  
endeavour  
enamour  
rancour  
honour  
vapour  
vigour  
splendour

**\_or**

rancorous  
honorable  
invigorate  
vaporize  
vaporous  
vigorous

### 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 #2 *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. endeavour
2. calibre
3. honour
4. splendour
5. fibre
6. honorable
7. vigour
8. lustre
9. rancorous
10. invigorate
11. mitre
12. vaporize
13. sombre
14. enamour
15. vapour
16. rancour
17. centre
18. vigorous
19. decimetre
20. invigorate

**\_re**

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**\_or**

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**\_our**

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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.

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 #28 Common Greek and Latin Roots

### Spelling Focus

These common Greek and Latin roots are found in thousands of academic words.

### Write Another

Write another word for each spelling word that includes the same root.

#### SPELLING WORDS

1. **oracle**
2. **pentathlon**
3. **theology**
4. **senior**
5. **ridicule**
6. **elaborate**
7. **maritime**
8. **victorious**
9. **interrupt**
10. **amateur**
11. **agriculture**
12. **aquatics**
13. **rebellion**
14. **abbreviate**
15. **cascade**
16. **corporation**
17. **diagnosis**
18. **gregarious**
19. **conjunction**
20. **elevate**

#### WORDS WITH THE SAME ROOTS

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |



## **Diagnostic Spelling Assessment Preparation, Administration, Correction, and Recording**

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The purpose of this assessment is to determine which of the previous grade-level spelling patterns students have and have not yet mastered. The multi-syllabic words prevent students from identifying the words by memorized “sight spellings” and require recognition of the sound-spelling patterns within the context of syllables.

**Administer part or all of the Diagnostic Spelling Assessment test items, according to grade-level criteria.**

- Grade 2: K-1 spelling patterns (#s 1–41)
- Grade 3: K-3 spelling patterns (#s 1–55)
- Grade 4: K-3 spelling patterns (#s 1–64)
- Grade 5: K-4 spelling patterns (#s 1–82)
- Grade 6: K-5 spelling patterns (#s 1–100)
- Grade 7: K-6 spelling patterns (#s 1–102)
- Grade 8: K-7 spelling patterns (#s 1–106)

The test items are grouped by spelling patterns e.g., the four long /i/ spellings, to simplify posttest correction and analysis.

### **Assessment Formats**

Choose the Diagnostic Spelling Assessment format which best suits your needs:

**Diagnostic Spelling Assessment: Canadian Version (paper)**—Teacher dictates the number of test items assigned to the grade levels, following the written administrative protocol. Students take the test on binder paper. Teacher corrects assessments according to directions and records spelling deficits on the **Spelling Patterns Assessment Mastery Matrix**.

**[Diagnostic Spelling Assessment: Canadian Version Grades 2–8 \(Google Forms\)](#)**—Teacher shares the Google Form with students. Teacher dictates the number of test items assigned to the grade levels, following the written administrative protocol. Note that incorrect spellings will be accompanied by the Google red squiggly line indicating a spelling error. Students may be tempted to right click the word and select the correct spelling; however, if the teacher tells the students the purpose of the test and directs them not to self-correct, students will generally follow instructions. Telling students that they will receive the same amount of credit whether the spelling is accurate or not helps students avoid the temptation of cheating. Also maintain a quick dictation pace. Teacher corrects assessments according to directions and uploads the students’ Google Forms into the **[Diagnostic Spelling Assessment: Canadian Version Mastery Matrix \(Google Sheets\)](#)**.

<b>Sound-Spellings:</b>	Final y	<i>l, f, s, z</i>	"r-h"	"ch"	"ogue"	"ae"	"oe"	/ion/	C.-le	Schwa "able"	"ible"	"ance"	"ence"
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# Spelling Pattern Worksheets

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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 106 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 106 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		
	Long <i>o</i> Sound Vowels	<i>r</i> -controlled Vowels
<b>Silent Final <i>e</i></b>	35. o	56. ur
	36. _oe	57. _re
7. Long <i>i</i> Sound i_e	37. oa_	58. ir
8. a_e	38. ow	59. ar
9. u_e		60. _our
10. o_e	Long <i>u</i> Sound Vowels	
11. u_e	39. u	<b>Hard/Soft <i>c</i> and <i>g</i> Sounds</b>
12. _se	40. _ew	
13. _le	41. _ue	61. Hard <i>c</i>
14. _ve		62. Soft <i>c</i>
15. Long <i>e</i> i_e	<i>oo</i> Sound as in <i>rooster</i>	63. Hard <i>g</i>
		64. Soft <i>g</i>
<b>Consonant Digraph Sounds</b>	42. oo	
16. sh	43. _ue	<b>Soft <i>y</i></b>
17. ch and _tch	44. u	
18. th	45. _ew	65. Long /i/
19. wh_		66. Long /e/
20. ph	<i>oo</i> Sound as in <i>woodpecker</i>	
		<b>Consonant Doubling</b>
<b>Long <i>a</i> Sound Vowels</b>	46. oo	
	47. _u_	67. Doubled
21. a		68. Not Doubled
22. _ay	<i>ow</i> Sound as in <i>cow</i>	69. “ell”
23. ai_		
24. ei	48. _ow	/j/
	49. ou_	
<b>Long <i>e</i> Sound Vowels</b>	<i>oi</i> Sound	70. “dge”
		71. “ge”
25. e		<b>“ie”/“ei”</b>
26. _ee	50. oi_	
27. [c]ei	51. _oy	72. “ie”
28. _y		73. “ei”
29. ea		
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”	/ion/
78. Irregular Plurals	
	96. /ion/ “sion”
<b>Silent Letters</b>	97. /ion/ “cian”
	98. /ion/ “tion”
79. “mb”	
80. “gn”	<b>Consonant-“le”</b>
	99. Short Vowel-Consonant-le
<b>Final e</b>	100. Other Vowels-Consonant-le
81. Drop Final <i>e</i> before Suffix	
82. Keep Final <i>e</i>	<b>Schwa</b>
/ch/	
	101. Short Schwa
83. /ch/ “tch”	102. Long Schwa
84. /ch/ “ch”	
<b>Consonant Digraph Sounds</b>	“able”/“ible”
	103. “able”
85. /k/ “c” and “ck”	104. “ible”
86. /k/ “k”	
<b>Final y</b>	“ance”/“ence”
	105. “ance”
87. Drop Final <i>y</i> before Suffix	106. “ence”
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 #94

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### Latin “ae”

**FOCUS** The “ae” Canadian spelling is frequently spelled “e” in the United States.

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

leukemia	aerobics	larvae	anesthesia	algae	orthopedic
hyperbole	hyena	hyaena	aerodynamics	anaesthesia	encyclopedia

#### Canadian Spellings

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#### American Spellings

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**SEARCH** In a book find four words with “ae” spellings. After each new word, write the page number where you found the word.

_____ p. ____	_____ p. ____
_____ p. ____	_____ p. ____

**JUMBLE** Write the word with the “ae” found in each jumbled word.

roolsea	_____	lraiea	_____
etarea	_____	botaeciar*	_____

\*Bonus

**WRITE** Compose a sentence using an “ae” spelling word.

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