

# DIFFERENTIATED SPELLING INSTRUCTION *the* CANADIAN ENGLISH VERSION



SPELLING  
PATTERN TESTS  
SPELLING SORTS  
DIAGNOSTIC  
ASSESSMENT  
REMEDIAL  
SPELLING  
WORKSHEETS



GRADES  
4, 5, 6, 7, 8  
PROGRAMS



# Diagnostic Spelling Assessment (Canadian English Version) 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:

**1. Paper Only:** Teacher dictates the number of test items assigned to the grade levels, following the written administrative protocol. Students take the test on binder paper. Display the numbering pattern on the following page to facilitate correction. Teacher corrects assessments according to directions and records spelling deficits on the **Spelling Patterns Assessment Mastery Matrix**.

**2. Audio and Paper:** Teacher plays the 21:12 “normal speed” Diagnostic Spelling Assessment [audio file](#) for grades 4, 5, and 6 students or the 18:53 “quick version” Diagnostic Spelling Assessment [audio file](#) for grades 7 and 8 students up to and including the last spelling pattern word assigned to the grade level. The audio file includes all administrative directions. Students take the test on binder paper. Teacher corrects assessments according to directions and records spelling deficits on the **Spelling Patterns Assessment Mastery Matrix**.

**3. Google Forms:** Teacher shares either the [Diagnostic Spelling Assessment Google Form](#) with the 21:12 “normal speed” audio file for grades 4, 5, and 6 students or the [Diagnostic Spelling Assessment Google Form](#) with the 18:53 “quick version” audio file for grades 7 and 8 students. The audio file includes all administrative directions except announcing which should be the final test item. Students may take the test individually with headphones, or you may choose to play the audio file out loud while students complete the Google forms test.

If using binder paper, model the numbering format, according to the grade-level criteria. Consistent numbering will facilitate correction and analysis.

**FRONT SIDE**

1.	25.
2.	26.
3.	27.
4.	28.
5.	29.
6.	30.
7.	31.
8.	32.
9.	33.
10.	34.
11.	35.
12.	36.
13.	37.
14.	38.
15.	39.
16.	40.
17.	41.
18.	
19.	
20.	
21.	
22.	
23.	
24.	

**BACK SIDE**

42.	65.	83.
43.	66.	84.
44.	67.	85.
45.	68.	86.
46.	69.	87.
47.	70.	88.
48.	71.	89.
49.	72.	90.
50.	73.	91.
51.	74.	92.
52.	75.	93.
53.	76.	94.
54.	77.	95.
55.	78.	96.
-----	79.	97.
56.	80.	98.
57.	81.	99.
58.	82.	100.
59.		-----
60.		101.
61.		102.
62.		-----
63.		103.
64.		104.
		105.
		106.

**Cheating:** 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, and using the “fast speed” audio also helps students avoid the temptation of cheating. Teacher uploads the students’ Google Forms to the Spelling Patterns Assessment Mastery Matrix Google Sheets.

Teacher corrects assessments according to directions and uploads the students’ Google Forms into the [Diagnostic Spelling Assessment Mastery Matrix Google Sheets](#).

## **Administration**

The audio files include the assessment directions. If using the paper format, read the directions, saying–

“This is a test to see if you can accurately spell the words I say out loud. I will first say the spelling word; then repeat it; then use it in a sentence; and then repeat the spelling word once more. Listen carefully because I won’t repeat the words after the test is finished. Please print the spelling words.”

Now dictate the spelling word, the example sentence, and the word again. Don’t elongate the vowel or consonant sounds to emphasize spellings. Keep a consistent pace of about seven seconds per test item. Any longer and students will lose their place or begin daydreaming. Since this is a long test, teachers may elect to take a short stretch break in the middle of the test administration.

## **Correction**

Grade the assessment, marking only the specified sound-spelling pattern for each word. In other words don’t mark the word wrong because of other spelling errors in the word. For example, if the sound-spelling pattern is Long /a/ “\_\_ay” and the word is “payment,” the student spelling of “paiment” would be wrong, but “paymunt” would be right. This selective grading isolates the sound-spelling pattern problem areas for each student. Note that testing with Google Forms does not permit this discrimination, but does provide computer grading.

## **Recording the Data**

Write down the names of your students in alphabetical order 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. Or create a spreadsheet from the document. If using Google Forms, upload the data to the Diagnostic Spelling Assessment Google Sheets. Note that the matrix includes 106 test items as used in the grade 8 program.

## Diagnostic Spelling Assessment (Canadian English Version)

1.	bumper	The car bumper had a large dent.	bumper	
2.	foggy	In foggy conditions it is hard to drive.	foggy	
3.	briskly	They walked briskly through the park.	briskly	
4.	medical	His medical condition worsened.	medical	
5.	defiance	The child's defiance created heartache.	defiance	
6.	dreadful	A dreadful sound came out of the trumpet.	dreadful	<b>Short Vowels</b>
7.	provide	She can provide all of the details.	provide	
8.	lately	That happens a lot lately.	lately	
9.	compute	To compute numbers he used a calculator.	compute	
10.	hopeful	I am hopeful that she will visit soon.	hopeful	
11.	attitude	The student had a wonderful attitude.	attitude	
12.	surprise	It could not have been a better surprise.	surprise	
13.	muffle	The headphones muffle the noise.	muffle	
14.	motive	The lawyer found the motive for the crime.	motive	
15.	submarine	A submarine can be very long.	submarine	<b>Silent Final e</b>
16.	eyelashes	Her eyelashes were very long.	eyelashes	
17.	crutches	He had to use crutches because of his ankle.	crutches	
18.	hypothesis	The scientist's hypothesis was tested.	hypothesis	
19.	cartwheel	I could never do a proper cartwheel.	cartwheel	<b>Consonant Digraphs</b>
20.	telegraph	The telegraph was invented in the 1800s.	telegraph	
21.	patriot	A patriot is one who supports his country.	patriot	
22.	payment	I received his payment last July.	payment	
23.	trained	She trained long and hard for the Olympics.	trained	
24.	neighbour	My neighbour wakes up early each morning.	neighbour	<b>Long /a/</b>
25.	maybe	He thought maybe they would agree.	maybe	
26.	seeking	The captain was seeking buried treasure.	seeking	
27.	ceilings	The apartment had very high ceilings.	ceilings	
28.	lobbying	Student Council is lobbying for a game day.	lobbying	
29.	creature	The iguana is a strange-looking creature.	creature	
30.	radius	The radius of the circle was six inches.	radius	<b>Long /e/</b>
31.	bicycle	She got a bicycle for her birthday.	bicycle	
32.	delight	The new neighbor is such a delight.	delight	
33.	supply	A huge supply came in yesterday.	supply	
34.	untie	It took me a long time to untie the knot.	untie	<b>Long /i/</b>
35.	introduce	I would like to introduce my friend.	introduce	
36.	vetoed	The president vetoed the proposed law.	vetoed	
37.	soaking	When you are soaking in a tub, life is fine.	soaking	
38.	fellowship	The hobbit joined the secret fellowship.	fellowship	<b>Long /o/</b>
39.	human	She was a great human being.	human	
40.	fewer	There are fewer choices than I had thought.	fewer	
41.	rescued	The dog rescued the child from the river.	rescued	<b>Long /u/</b>

### End of Grade 2 Test Items

## Diagnostic Spelling Assessment (Canadian English Version)

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	<b>Long /oo/</b>
46.	looked	He looked older than he really was.	looked	
47.	butcher	The local butcher was very skilled.	butcher	<b>Short /oo/</b>
48.	crowded	This school is very crowded.	crowded	
49.	counting	She began counting on her fingers.	counting	<b>/ow/ (cow)</b>
50.	poisoned	The chemical poisoned the water.	poisoned	
51.	destroy	He had to destroy the work of art.	destroy	<b>/oi/</b>
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	<b>/aw/</b>

### 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	<b>r-controlled</b>
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	<b>Hard/Soft</b>
64.	strangely	Her cousin behaved very strangely.	strangely	<b>c and g</b>

### End of Grade 4 Test Items

65.	spicy	The Mexican food was spicy.	spicy	<b>Soft y Long /e/</b>
66.	identify	No one could identify the stranger.	identify	<b>Soft y Long /i/</b>
67.	forgetting	I keep forgetting where I placed my glasses.	forgetting	<b>Consonant</b>
68.	commitment	The coach questioned his commitment.	commitment	<b>Doubling</b>
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	<b>/j/</b>
72.	believe	I will believe it when I see it.	believe	
73.	receive	Did you receive the letter?	receive	<b>“ie”/“ei”</b>
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	<b>Plurals</b>

## Diagnostic Spelling Assessment (Canadian English Version)

79.	guide	Her family trains guide dogs for the blind.	guide	
80.	designed	Her mom designed the new school sign.	designed	<b>Silent Letters</b>
81.	skating	I had my birthday party at the skating rink.	skating	<b>Drop/Keep</b>
82.	wisely	She wisely asked the teacher for help.	wisely	<b>Final e</b>

### End of Grade 5 Test Items

83.	catcher	The catcher tagged the runner out.	catcher	
84.	touchdown	Our players scored the winning touchdown.	touchdown	<b>/ch/</b>
85.	gigantic	The gigantic boulder blocked the road.	gigantic	
86.	sunken	The pirates searched for sunken treasure.	sunken	<b>/k/</b>
87.	denied	He denied any knowledge of the crime.	denied	<b>Drop/Keep</b>
88.	carrying	We got tired of carrying the baskets.	carrying	<b>Final y</b>
89.	handcuffs	The police officer carried handcuffs.	handcuffs	
90.	careful	Please be careful with that glass vase.	careful	<b>l, f, s, z</b>
91.	rhythm	He could not clap to the rhythm of the song.	rhythm	<b>Greek “rh”/</b>
92.	chorus	The chorus of the song was repeated.	chorus	<b>“ch”/ “ogue”</b>
93.	catalogue	She browsed the catalogue for sales.	catalogue	
94.	anaesthesia	Doctors administered the anaesthesia.	anaesthesia	<b>Latin “ae” /</b>
95.	apnoea	Mom slept poorly because of her apnoea.	apnoea	<b>“oe”</b>
96.	explosion	A loud explosion followed the car crash.	explosion	
97.	musician	He made his career as a musician.	musician	
98.	emotional	Her poetry triggered an emotional response.	emotional	<b>/ion/</b>
99.	bubble	She blew a huge bubble with her gum.	bubble	<b>Consonant–</b>
100.	miracle	It was just a miracle that she finished.	miracle	<b>“le”</b>

### End of Grade 6 Test Items

101.	cousin	She invited her cousin to the party.	cousin	
102.	sympathy	We expressed our sympathy for her loss.	sympathy	<b>Schwa</b>

### End of Grade 7 Test Items

103.	laughable	His clumsy response was laughable.	laughable	
104.	eligible	I was now eligible to win the grand prize.	eligible	<b>“able”/“ible”</b>
105.	significance	The significance of her research was huge.	significance	<b>“ance”/</b>
106.	confidence	The teacher earned our highest confidence.	confidence	<b>”ence”</b>

### End of Grade 8 Test Items

# 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
<b>Totals</b>																				



# Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings:	Long /a/				Long /e/				Long /i/				Long /o/				Long /u/				
Worksheet #s	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
Teacher																					
Class																					
Student Names	a	_ay	ai_	ei	e	_ee	[c] ei	_y	ea	i-Vowel	i	_igh	_y	_ie	o	_oe	oa_	ow	u	_ew	_ue
<b>Totals</b>																					

# Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings as in the word:	Long /oo/ <i>rooster</i>				Short /oo/ <i>woodpecker</i>		/ow/ <i>cow</i>		/oi/ <i>koi</i>		/aw/ <i>hawk</i>			r-controlled Vowels <i>ermine arm orca cut juicy get gem</i>						Hard/Soft <i>c</i> and <i>g</i>			
	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64
Worksheet #s																							
Teacher																							
Class																							
Student Names	oo	_ue	u	_ew	oo	_u	_ow	ou_	oi_	_oy	aw	au	al	all	ur	_re	ir	ar	_our	Hard <i>c</i>	Soft <i>c</i>	Hard <i>g</i>	Soft <i>g</i>
<b>Totals</b>																							

# Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings:	Soft y		C. Doubling			/j/		"ie" "ei"		Plurals			Silent Letters		Final e		/ch/		/k/			
Worksheet #s	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86
Teacher																						
Class																						
Student Names	Soft y Long /e/	Soft y Long /i/	Double Consonant before Suffix	Single Consonant before Suffix	"ell"	/j/ "dge"	/j/ "ge"	i before e	e before i	Add s after Vowel-o and y	Add "es" after /x/, /ch/, /sh/, /s/, and /z/	Change y to i and add "es"	Change "fe" to "ves"	Irregular Plurals	Silent Vowel Letters	Silent Consonant Letters	Drop Final e before Suffix	Keep Final e before Suffix	/ch/ "tch"	/ch/ "ch"	/k/ "c" and "ck"	/k/ "k"
<b>Totals</b>																						

# Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings:	Final y				l, f, s, z “rh” “ch” “ogue” “ae” “oe”				/ion/			C.-le		Schwa “able” “ible” “ance” “ence”						
Worksheet #s	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106
Teacher	Drop Final y before Suffix	Keep Final y before Suffix	Double l, f, s, z	Drop l with “ all,” “ till,” and “ full”	Greek /er/ “ rh”	Greek /k/ “ ch”	Greek “ ogue”	Latin “ ae”	Latin “ oe”	/ion/ “ sion”	/ion/ “ cian”	/ion/ “ tion”	Short Vowel- Consonant-le	Other Vowels- Consonant-le	Short Schwa	Long Schwa	“ able”	“ ible”	“ ance”	“ ence”
Class																				
Student Names																				
<b>Totals</b>																				